

Independent Living Skills Module II

HOW TO WRITE A RESUME

Many companies will require a resume in place of or in addition to a completed job application. A resume is sort of a quick reference guide to who you are and what you can do. Most resumes are not more than one page long and should be both easy-to-read and pleasing to the eye. A resume should *always* be typewritten.

The resume usually consists of the same kind of information you fill out on job applications, but in a more formal and concise fashion. You should also include on your resume any information you think would qualify you for the job or make you an attractive applicant. Begin your resume with a brief sentence which outlines your employment goals, and be sure to play up your positive qualities.

The basic resume includes the following five major areas:

Personal Information: This consists of your name, your mailing address, and a telephone number where the employers can reach you.

Education: Here you list the education, training, and/or special classes you have had.

Activities/Honors: This category includes activities in which you were involved when you were in school. The activities don't have to all be school-related. They can be athletic, professional, or even social.

Experience: Be sure to list all the jobs and the duties you did on these jobs. Include full-time jobs, part-time jobs, and volunteer work.

References: These should be people who are familiar with your performance at school and/or in a work situation. Always ask permission before you give someone's name as a reference. You should include names, mailing addresses, and daytime telephone numbers. You may state "References available upon request," if you prefer.

Optional areas: You may include hobbies, military service, licenses, or a second language, if you wish.

How do you use a resume? Most young people take their resume with them and give it to the employer at first contact. You may mail your resume to an employer along with a cover letter inquiring about job openings. Or you may attach a copy of your resume to your job application.

What should not be included? Do not record your age, date of birth, race, marital status, religious preference, or reasons you left prior employment.

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On the following pages, there are a couple examples of well done resumes and a chance for you to practice creating one yourself.

Helpful Hints

- As is true with the job application and the job interview, neatness counts. Be sure that all information is correctly spelled and cleanly laid out.
- Don't overload your resume. If you are brief and direct, you will have plenty of room for all pertinent information.
- Although it is a good idea to keep an all-purpose resume on hand, you should try (when possible) to tailor your resume specifically to the job for which you are applying. For instance, you would want to have different information on your resume if you were applying for a job as a salesman than you would if you were applying to be a police officer.

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Felicia Stewart

132 Oak Drive
Charlestown, MA 02129
(617) 241-2543 (H)

Objective

I am seeking a part-time position in retail sales.

Education

1996-2000

Charlestown High School
Charlestown, MA
High school diploma

Work experience

1997-1998

Berenger's Grocery Store
Charlestown, MA
Part-time position.

Worked the cash registers, aided customers, performed some light stocking.

1998-1999

Supersaver Supermarket
Charlestown, MA
Part-time position.

Worked on a computerized cash register, aided customers.

Hobbies

When not working or going to school, I like to read novels and watch movies.

References

Stuart Gold
Supervisor, Berenger's Grocery Store
57 Exeter St
Somerville, MA 02122
Telephone: (617) 222 - 9111

Julia Frichze
Academic Guidance Counsellor
Charlestown High School
Charlestown, MA

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Daniel Schmidt
546 Belmont Lane
West Boston, MA 02100
(617) 367-1054 (W) (617)293-8475 (H)

Objective: A full-time entry-level position in an office setting

E D U C A T I O N

Tompkins High School 1996 to 2000
West Boston, MA 02100
HIGH SCHOOL DIPLOMA

P R O F E S S I O N A L E X P E R I E N C E

East Coast Communications, Inc. September, 2000 to Present
Boston, MA 02101
DATA ENTRY CLERK. Alpha-numeric typing on computer workstation, some interoffice duties.

Zane Moving Company March, 1999 to September, 2000
West Boston, MA 02100
OFFICE ASSISTANT. Light filing, ordered supplies, telephone reception.

A B I L I T I E S

- Typing at 50 Words per Minute
- Data Entry
- Filing
- Three-line Telephone System

I N T E R E S T S , A C T I V I T I E S , A N D H O B B I E S

I am interested in business and non-profit management. I hope to one day own my own business, perhaps an organization which will benefit the community.

I play on an inter-mural basketball team, the Wolverines. Practices are on Thursday evenings and games are scheduled on most weekends.

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[Your Name]
[Your Street Address]
[City, State, Zip Code]
[Your phone number]

Objective:

E d u c a t i o n

[Name of High School] *Year Started to Year Ended*
[City, State]
Achievements -- Diploma?

[Name of College or Vocational School] *Year Started to Year Ended*
[City, State]
Achievements -- Diploma?

P r o f e s s i o n a l E x p e r i e n c e

[Company Name] *Month, Year Started to Month, Year Ended*
[City, State]
[Position Held], [Brief Details of Position]

[Company Name] *Month, Year Started to Month, Year Ended*
[City, State]
[Position Held], [Brief Details of Position]

O r g a n i z a t i o n s

*[Name of Club, Service, or Charity you are
involved in]* *Year Started*
[City, State/Province]
[Position or Title Held]

A b i l i t i e s

[Any special talents, skills, or abilities which might make you a better candidate for employment]

I n t e r e s t s , A c t i v i t i e s , a n d H o b b i e s

[Show a possible employer the type of person you are, what things you do outside of work]

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ACTIVITY

Write out a draft copy of your own resume in the space provided.

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Resume Checklist

- | <u>YES</u> | <u>NO</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Have the major categories been included? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the information on only one side of the page? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has your resume been checked three times for accuracy? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you certain there are no misspelling, strike-overs, smears, corrections, omissions, or factual errors? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has your resume been neatly typed or machine-printed? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you used phrases instead of complete sentences? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you been completely honest? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the copy neatly centered on the page? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you included all your education and training? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a lot of space between the sections? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your resume look as good as the samples in this workbook? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your resume “look” easy to read? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has the grammar been checked three times for accuracy? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you happy with the way your resume looks? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you list a telephone number ? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you record part-time and volunteer work experience? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you use power words where possible? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you ask permission from your references before you listed them on your resume? |

Adapted from *Pre-Employment Assessment Training Manual*, Oklahoma Department of Human Services, revised May 1989.

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THE COVER LETTER

Suppose a want ad in the newspaper does not include a phone number, but rather lists a post office box or other address. In a situation like this one when you cannot contact an employer personally or by phone, you will need to send out your resume to represent you.

Whenever you send your resume to someone who has not met you and may not immediately know what position you are seeking, you should preface your resume with a cover letter. The cover letter does not have to be very long or complicated; most of the information you want to convey is already in the resume. The cover letter's purpose is to introduce you to your prospective employer, let him know what position you are applying for, and how you came to learn about the job.

1139 Malborough Boulevard
Somerville, MA 02125

May 17, 2000

Douglas A. Farnsworth
1042 Beacon St.
Brookline, MA 02100

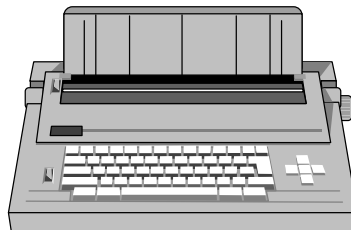
Dear Mr. Farnsworth:

I am sending you my resume in response to your ad in Sunday's Globe. Please consider it to be my application for the position of part-time research assistant, as advertised. I have had a little experience with research, having worked at my high school's library throughout high school. I look forward to hearing from you.

Sincerely,

Jason Sanchez

Jason Sanchez



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645 Beachtree Ave
South Boston, MA 02107

April 30th, 2000

Box 452-A
The Boston Globe
Boston, MA 02100

Dear Sirs,

I am responding to the ad in this Sunday's Boston Globe which requested that resumes be sent to this address concerning a position in the mail room at Paley Industries. Please consider my resume in your search for a mail clerk. I do not have much experience in the area, but I would jump at the chance to work for a business such as yours. I think my resume will show that I am a good candidate for the job.

Thank you for your consideration,

Molly Archer

Molly Archer



ACTIVITY

Now try writing your own cover letter.

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JOB MAINTENANCE **SKILL ASSESSMENT**

The following questions will help you identify job maintenance skills in which you excel and target those which you need to develop. By yourself or with your team try to answer each of the questions as honestly as possible. After completing this independent living skills assessment, review it with your team and identify those skills you would like to strengthen.

	<i>I do not know how to do this</i>	<i>I need to know more about this</i>	<i>I can do/ have done this</i>
1. Am able to get to work on time every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Know how to dress for work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can work all the hours I am scheduled for each week (40 hours per week for full-time employment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Am cooperative and flexible when asked to learn new tasks as part of my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can follow directions from a supervisor/employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can get along with the people I work with and know how to handle myself appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Know how and whom to tell when I get upset at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Know how to make good decisions and am able to solve problems at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Know what to do if I am sick and cannot get to work on time or at all one day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Am able to ask for help from my supervisor if I have questions about my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Can deal with hurt feelings and/or anger if my supervisor should tell me I did something wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Know how much I will be paid for each hour or week I work and can understand my paycheck deductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<i>I do not know how to do this</i>	<i>I need to know more about this</i>	<i>I can do/ have done this</i>
13. Know what my employee benefits are: health insurance, sick leave, vacation leave, overtime pay, holidays, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Know what Workman's Compensation is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Know how to advance in a job, prepare for a promotion, and/or qualify for a raise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Know how to terminate my job appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Know whom to call and what to do if I think I am being discriminated against in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

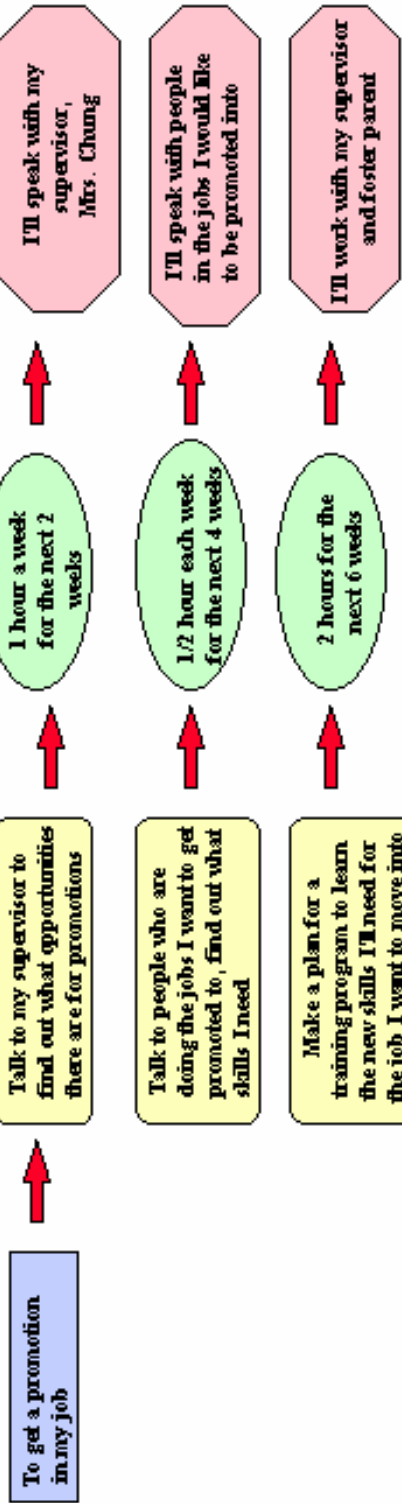


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You have now completed the assessment section and identified those skills in job maintenance that you would like to strengthen in order to be better able to do things on your own. The following guide can help you in planning how you can learn about and practice these skills. Choose a few skills that you want to develop, and with your team, write down your plan of action. Remember, once you accomplish these goals you can go back to your assessment tool and select new goals to build on your new skills.

EXAMPLE
GOAL: TO IMPROVE JOB MAINTENANCE SKILLS

State Skill 1:



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GOAL: TO IMPROVE JOB MAINTENANCE SKILLS

State Skill 1:
to be developed
and/or improved



Plan:
how do you plan to learn,
develop and improve this skill?



When:
when, where, and how often will you
work on this skill and by when will you
have mastered this?



Who:
will assist you?

State Skill 2:
to be developed
and/or improved



Plan:
how do you plan to learn,
develop and improve this skill?



When:
when, where, and how often will you
work on this skill and by when will you
have mastered this?



Who:
will assist you?

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SUCCEEDING IN THE WORLD OF WORK



Getting a job is a great achievement. **CONGRATULATIONS!!!!**

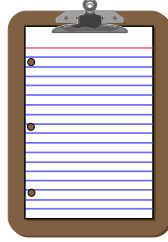


ACTIVITY

List some of the benefits of your present job.

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Now that you're a member of the work force, you'll want to keep these few tips and general expectations in mind:



- Get to work on time.
- Learn your company's rules and policies. (Is your lunch period 30 45 minutes?)
- Listen and follow directions carefully. If you have any questions about your duties, don't hesitate to ask your supervisor.
- Don't miss work without a good excuse. If you are going to be late or miss a day of work because you are sick, be sure to call your supervisor in advance.
- Try to be flexible. An employee who is willing to learn new tasks or to help out in a crisis might be the employee who receives a raise or a promotion.
- Be a team player.
- Exhibit good communication skills.
- Be polite.
- Exhibit good decision making and problem solving skills.
- Keep up with the work pace.

Do you think any of the above listed expectations would be difficult for you to meet? If so, which one(s)?

Why?

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ACTIVITY

Take an inventory of your work habits.

The following statements reflect work habits that are important to most employers. How do your work habits rate? Circle the answer that describes your behavior most clearly.

I come to work early.

Often

Sometimes

Never

Rarely

I talk with my friends at work about things other than work.

Often

Sometimes

Never

Rarely

I am willing to do things that are outside my regular duties.

Often

Sometimes

Never

Rarely

I call in to work sick when I am not sick.

Often

Sometimes

Never

Rarely

I make sure all my work is done before I leave.

Often

Sometimes

Never

Rarely

When I don't know how to do something, I ask questions or seek my supervisor.

Often

Sometimes

Never

Rarely

When I have ideas or ways to improve production or the work environment, I share them with my supervisor.

Often

Sometimes

Never

Rarely

I complain to my fellow workers about my company and my supervisor.

Often

Sometimes

Never

Rarely

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Think about your work habits. Do they demonstrate:

- | | <u>Yes</u> | <u>No</u> |
|--|--------------------------|--------------------------|
| • A full day's work for a full day's pay? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Good use of your time at work? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Flexibility in work assignments? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Willingness to help out? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Respect for your employer's property? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Loyalty to your employer? | <input type="checkbox"/> | <input type="checkbox"/> |
| • If you were an employer, would you hire you? | <input type="checkbox"/> | <input type="checkbox"/> |

As stated earlier problem solving and decision making skills are important assets.



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ACTIVITY

Problem solving skills are important assets for all employees and will help you to maintain your job. The following examples consist of problems that you might run into at work. Read the description of the situation, then offer your solution.



BETH

Beth took the job as a nurse's aide because she really enjoys working with and caring for people. However, work is not what Beth expected. She has found that she spends her time at work emptying bed pans, counting supplies, and running errands for the nurses. Her job will give her tuition benefits for nursing courses; however, she will have to work at the hospital for a year before she can receive this benefit. Beth thinks that it will take at least six years to get a nursing degree if she goes to school while she works. She recently heard about a job at a daycare center. The job pays the same, but there are no educational benefits.

If you were Beth, what would you do? What would you advise Beth to do?



JASON

Jason is part of a cleaning crew in an office building. He has keys to unlock the offices so he can clean them. It is 7:00 P.M. and the office building is closed. A man comes up to the building, asks Jason to let him inside and then into his office. The man says he has forgotten his keys, has left his briefcase inside and is leaving on a plane at 9:00 tonight.

If you were in Jason's place, what would you do?

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TIASHA

Tiasha is walking into work at Filene's when Ken pulls up next to her in the parking lot. Ken tells her that in order to use the car he had to agree to drop his brother off at school and he will be a few minutes late for work. Ken then asks Tiasha to punch his time card.

If you were Tiasha, what would you do? What would you advise her to do?



LISA

Lisa is a new computer keypunch operator. Some of her co-workers tell her to slow down her work pace. Her co-workers claim she is making them look bad. The machine records the number of entries at the end of the night. Lisa thinks her amount of work is appropriate; however, she doesn't want to make other people in the office angry.

If you were Lisa, what would you do? How can you help her to solve her problem?



CARLOS

Carlos works at a fast food restaurant. He knows that Roger, a friend and co-worker, adds free fries and shakes to friends' orders when he can. These friends are now asking Carlos for free food. They tell him that he doesn't have as much courage as Roger or he would slip them some food.

If you were Carlos, what would you do?

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JAMES





James lives a long way from his job. He takes the first bus that comes near his house. The bus is scheduled to pass his corner at 6:30 A.M.; however, it is frequently late. When the bus is late, James usually misses his transfer connection. The last time James was late, his boss warned him not to be late again. James' bus was late this morning. He is dreading his arrival at work. He knows he will be late again.

If you were James, what would you do?

Can you think of any problems you would have difficulty solving at your workplace?

If so, describe.




List all the possible solutions for your potential problem at work.

-  SOLUTION 1 _____
-  SOLUTION 2 _____
-  SOLUTION 3 _____
-  SOLUTION 4 _____

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Now you can evaluate the...

Pros and Cons

	Pros	Cons
 SOLUTION 1		
 SOLUTION 2		
 SOLUTION 3		
 SOLUTION 4		

After evaluating the pros and cons above, I think the best possible solution to my problem is:

In addition to the benefits of your present job, here are some additional reasons to maintain your employment:

- Salary increases usually come with length of time employed.
- People who frequently change jobs continue to start their salaries at entry level.
- Benefits such as vacations, sick pay, tuition payment plans, promotional opportunities, and pension plans may only be available after an employee completes a specific amount of time on the job. These benefits usually increase with the length of time employed.
- Employer references are an important part of future job searches; being fired from a job can limit future employment opportunities.
- Employment counselors advise keeping your job while looking for another because an employed person usually makes a better candidate than an unemployed one. (Employers tend to be suspicious of gaps in an employment record.)
- As employment history is part of your credentials, employers expect job changes for advancement in position, salary increases, and in order to develop new skills.

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However, all of us change jobs at times for various reasons.

Under which circumstances would you consider changing jobs?

How would you appropriately terminate your previous job?

I would talk to: _____

I would give _____ notice.

I would explain that _____

Consider the following examples:

ANDREA

Andrea started to work at a retail store four days ago. The job is not what she expected and she does not like her supervisor. In the middle of her shift, Andrea tells her manager that she is quitting and walks out.

Was this a good decision?

What possible consequences might Andrea's decision have for her?

What strategies does Andrea need to work on to improve her job maintenance skills?

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JASON

Jason gets into a fight with one of his co-workers about a girl they both like. They start yelling at each other in front of the customers in the grocery store they both work in. The manager tells them to stop fighting. However, Jason is so angry that he continues to scream. The manager fires him.

What possible consequence could Jason's firing have for him?

What strategies does Jason need to work on in order to improve his job maintenance skills?

Can you think of with two examples of why someone might lose his/her job due to poor job maintenance skills?

1

2

Why do you think it is important to maintain a good employment record?

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Now that you have utilized your own experiences and the information given in this workbook, you can establish your employment plan. You might want to follow the sample on the following page to do so:

YOUR CAREER EMPLOYMENT PLAN:

