YELLOW RIBBON REINTEGRATION PROGRAM®

Facilitator Guide Resume Essentials: Crafting an Effective Resume

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Resume Essentials: Crafting an Effective Resume

Facilitator Note:

The following two symbols are used as indicators:
💻 *(computer) indicates it is time to advance the slide on the associated PowerPoint;*
✋ *(hand) indicates there is an exercise associated with the content.*

Essential class content is noted in ***bold****.*

All class handouts are available for download on the YRRP website at www.yellowribbon.mil/cms/event-handout. Unless otherwise specified in the Materials section below, all handouts should be printed for distribution to class participants.

If participants have computers and access to their resume, invite them to open the file for use throughout this class.

Class Description:

This class presents resume writing essentials and teaches participants how to write an effective resume that translates military experiences to civilian skills. Participants will learn about what recruiters value and the process these professionals use when they review resumes and select candidates. Participants will also learn about four resume formats and suggestions for when to use each format.

Stage:

Pre-deployment, During deployment, Post-deployment

DoDI:

The content of this class has been developed for the Department of Defense Yellow Ribbon Reintegration Program. The Clearinghouse for Military Family Readiness at Penn State has reviewed the class and is responsible for content management.

If you have additional information or updated research to be considered for inclusion in this class, please send your suggestions to yrrp@psu.edu.

Audience:

Individuals experiencing the impacts of a deployment

Time:

45 minutes

Equipment:

- Projector
- Laptop
- Pens
- Paper

Materials:

- Facilitator Guide
- Core Material Checklist
- PowerPoint Presentation
  1. Resume Essentials: Crafting an Effective Resume
  2. Objectives
  3. Purpose of a Resume
  4. Resume Review
  5. Resume Components
  6. Resume Objective
  7. Professional Summary vs. Objective
  8. Education
  9. Experience
  10. Civilianizing Job Title and Duties
  11. Civilianize Your Military Positions and Duties
  12. Accentuate Your Selling Points
  13. Selling Points Exercise
  14. Resume Formats
  15. Tweak Your Resume
  16. Crafting Your Resume
  17. Get Your Resume Out There
  18. Summary of DOs
  19. Summary of DON'Ts
  20. Objectives
  21. Resume Essentials: Crafting an Effective Resume
- Handouts
  1. Resume Format Recommendations
  2. Functional Skills: Knowing Your Strengths

Exercises:

1. Civilianize Your Military Positions and Duties
2. Identify Your Strengths

3. Selling Points
4. Crafting Your Resume

Objectives:

After completing this class, participants will be able to do the following:

1. Identify the main components of a resume.
2. Identify the process of transforming military experiences into civilian language.
3. Develop a professional resume.

Introduction

SHOW Slide 1: Resume Essentials: Crafting an Effective Resume

Facilitator Note:

Introduce yourself as the facilitator. State your name, military experience or affiliation, and perhaps one additional brief bit of relevant personal information that establishes your credibility (i.e., your professional training or experience).

Please limit your personal introduction to no more than 2 minutes to maximize the time attendees are able to engage with course content, practice skills, and participate in self-reflection activities.

Today, we are going to discuss resume writing essentials to help empower you as you learn how to write an effective resume – one that will be favorably received by recruiters. Note, this class is specifically geared towards civilian resumes as federal resumes tend to be longer and more detailed. Before we begin, if you have a computer with you, consider opening up your most recent resume for use throughout this class. If you do not have a computer with you, just follow along with the printed handout when it is distributed.

SHOW Slide 2: Objectives

Let's go over our objectives. After completing this class, you will be able to do the following:

1. **Identify the main components of a resume.**
2. **Identify the process of transforming military experiences into civilian language.**
3. **Develop a professional resume.**

Specifically, we will discuss what information is important to put on your resume and how to best format and present that information. You will discover what recruiters typically look for when they review resumes. We will then talk about strategies for crafting an effective resume – one that highlights your most relevant strengths and assets - and will discuss how to present these skills, so the recruiter or hiring manager notices your abilities in that first, short look.

SHOW Slide 3: Purpose of a Resume

Before we begin discussing resume writing, you should reflect on some big picture, overarching resume concepts that will help guide you as you begin writing your resume.

First, what is the purpose of a resume?

PAUSE for responses. (Possible answers: to show your skills; to show where you worked; to show your accomplishments)

How many of you have written a resume before?

PAUSE for responses.

CLICK to bring up points on slide.

The resume serves two main purposes. First, it serves as a written summary of your academic background and your most important experiences, skills, and achievements. It summarizes what you have done in the past. **Second, the resume is an introduction to who you are.** Your resume is often the first impression of yourself that you give to recruiters and managers. This is where you sell yourself to a recruiter. Once your resume gets into the hands of a recruiter, the recruiter will only spend a brief amount of time reviewing your resume, so you want it to show your strongest selling points. Your resume should speak to or indicate the kind of person you are.

What do you think a recruiter thinks when a resume looks sloppy or has grammatical and typing errors?

PAUSE for responses. (Possible answers: the individual is sloppy; the individual did not care enough about taking the time to polish it; that this is the type of work the individual will submit; the individual lacks attention to detail; the individual did not proofread)

It is important to ensure your resume looks organized, consistent, concise, and polished since it can be your ticket to an interview. Your resume should contain keywords and skills for which an employer is looking.

SHOW Slide 4: Resume Review

Recruiters and hiring managers read candidate resumes quickly – some research suggests that they spend just a few minutes (or less) reviewing each resume (Rogers, 1979; Ross & Young, 2005; Thompson, 2014).

In some cases, a computer software program – not a person – will decide whether you advance to the next stage of the hiring process. **If you are applying to a large organization, employers may use an automatic resume scanning software that helps save time and quickly eliminates resumes deemed to not be a good fit for**

the posted position (Bolles, 2014). In case your resume gets forwarded to this kind of electronic screening (you may never really know if it does), you want to be sure to be descriptive and strategic in your wording. **Use the field-specific terms, keywords, and phrases and try to mirror the wording of the job descriptions and announcements**.

What does that mean to you as a resume writer?

PAUSE for responses. (Possible answers: need to get most important information up front; need to make the resume look professional; resume needs to be organized; tailor resume to position)

Components of a Resume

SHOW Slide 5: Resume Components

Let's look at what to include on your resume. We will discuss what information is most important. As we discuss resume components, you should understand that **there are no absolute rights and wrongs when it comes to the components of a resume**. However, **many components are highly recommended, such as your contact information, education, and experience sections.** Optional components could be interests and hobbies (Akpan & Notar, 2012; Ross & Young, 2005).

There are also differences between entry-level and experienced professional resumes. **Most entry-level resumes start with an education section and are one page. Experienced resumes often begin with work experience and present more results.** While resumes are generally kept to one page, it is acceptable for more experienced resumes to extend beyond one page.

SHOW Slide 6: Resume Objective

The first component of your resume is the resume objective (Akpan & Notar, 2012; Hutchinson, 1984). **A resume objective tells recruiters two things: the type or level of job you want and where you hope to get it.** Writing an objective on your resume is recommended for entry-level resumes (Ross & Young, 2005; Tillotson & Osborn, 2012). It shows that you have a sense of direction. Make your objective targeted and to the point (Thomas, McMasters, Roberts, & Dombkowski, 1999; Thompson, 2014). Recruiters and hiring managers may get annoyed when they see a *fluffy* objective. Note, employers' opinions on whether to include a resume objective may vary based on their personal preference (Bolles, 2014).

Take a look at the bad example on the slide:

Bad example

- *To obtain a challenging position in a top-notch company where I am able to use my skills and advance within the company.*

This is an example of a *fluffy* objective. Consider the converse of this statement - people do not want an unchallenging position with an underachieving company. In fact, generally, they want to use their skills and probably hope for advancement. So, this objective is stating the obvious, which can aggravate the recruiters, especially since they are reviewing multiple resumes for the same job. Resume objectives should be concise and to the point.

Take a look at the good example on the slide:

Good example

- *To obtain a sales position within the pharmaceutical industry.*

See how this one is brief and succinct?

💻 SHOW Slide 7: Professional Summary vs. Objective

Experienced candidates should consider starting with a Summary of Qualifications or Professional Summary section in place of an objective because these candidates likely have substantial skills and experience related to the job target (Haseltine, 2013). The reason entry-level candidates should avoid this type of summary is because the summary would typically not be based on concrete, completed, work-related tasks.

Take a look at the examples on the slide:

Bad example

- *Excellent communication skills*
- *Ability to get along with a wide range of people*
- *Ability to solve problems and conflicts*
- *Strong work ethic and very responsible*

Good example

- *Public Speaking Skills: Participated in two week-long communication seminars*
- *Ten years of brand management experience*
- *Strong Computer Skills: Proficient in C++ programming language and web-page design*
- *National certification in conflict resolution*

This summary should follow the same rule as an objective: targeted/specific and to the point (e.g., “public speaking” versus “communication skills”) (Haseltine, 2013).

Notice how the bad example consists of personal opinions and perceptions (e.g., excellent, strong), while the good example consists of measurable facts (e.g., "participated in two week-long communication seminars"). Be strategic by including summary statements that are most relevant to the kinds of jobs you are pursuing.

SHOW Slide 8: Education

If you are an entry-level candidate, you may want to place your Education section immediately after the Objective section.

If you are an experienced candidate, you may want to place this section at the end of your resume since your work experience is more recent and typically more important.

Highly recommended **items you should have in the Education section include the following**: **name of schools and colleges attended, location (city and state) of schools and colleges attended, degrees, licenses, certifications, majors, minors, and any other specializations** (Akpan & Notar, 2012; Haseltine, 2013; Hutchinson, 1984; Ross & Young, 2005).

In addition to formal education and degrees, **list all relevant training courses** (Akpan & Notar, 2012; Ross & Young, 2005).

SHOW Slide 9: Experience

The Experience section on a resume includes up to six parts: **organization name**, **organization location (city and state)**, **position title**, **start and end dates**, **responsibilities**, **and accomplishments**.

Do not state the obvious. **For example, it is not necessary to explain that as a server you took customers' orders and provided them with food and drinks**. Instead, **state aspects of the job that are not as commonly known. For example, if you trained over 15 new servers, you should include that information. Highlight responsibilities and results that are most relevant to what you are pursuing.** Recruiters will be interested and willing to read more about experiences that are relevant to the job responsibilities.

Various types of experience include the following:

- **Internships, co-ops, and apprenticeships**
- **Work experience**
- **Volunteer and community service**
- **Leadership experience**
- **Extracurricular activities**
- **Academic experience (projects, experiments, and research)**

Other possible components, beyond education and experience, could include skills, honors and awards, and hobbies and interests.

Skills you should list on resumes include the following: **computer skills and digital literacies, language skills**, **and other skills and trainings that are relevant** to the position. Skills can be placed in many different places on a resume. **The strength, number, and relevancy of your skills will dictate where they are placed and how much they are emphasized.**

Do not underestimate the importance of honors and awards. You never know which one or two things on your resume may make the difference. Putting an award on your resume gives you the chance of it being valued - not putting it on gives you no chance! Remember, your resume serves as a written summary of your most important experiences, skills, and achievements. For example, if you have three awards that you are equally proud of and think they are all equally relevant to the job you are applying for, you may wish to include all three. If on the other hand, you think only one is relevant, consider only including that one (e.g., it may not be your priority to include that you were a hot dog eating contest winner in high school).

Interests and hobbies are optional. They tell the recruiter more about you as a person. For example, you may list that you enjoy skiing. This could be the recruiter's favorite pastime also, and this common interest could increase your opportunity to build a positive rapport. However, be careful what you include. **Certain political activities, for example, may not be appropriate and could hurt your chances.**

If you belong to any professional or trade associations, you may want to include them on your resume. If you do, be sure to highlight any involvement you have had in your organizations.

SHOW Slide 10: Civilianizing Job Titles and Duties

Make sure to incorporate results and accomplishments when possible (Thomas et al., 1999; Thompson, 2014). Recruiters want to see how well you have performed the various responsibilities you list on your resume. Further, **to optimize your chances of finding a job in the civilian world, you need to translate your military experiences by civilianizing your skills** (Kleykamp, 2009).

The following are some **typical military job titles and some suggested examples for civilian titles** (University of Missouri-St. Louis, n.d.):

- **Squad Leader: Team Leader, Team Chief**
- **Platoon Sergeant: Supervisor, Instructor, Trainer**
- **Infantry: Security Force, Lead Trainer**
- **Warrant Officer: Technical Specialist, Department Manager**
- **Executive Officer (XO): Deputy Director, Assistant Manager**

The following are **examples of commonly used terms that may go along with your military duties** (University of Missouri-St. Louis, n.d.):

- **Battalion, Unit: organization, agency, department**
- **Military Personnel Office: Human Resources**
- **Military Occupational Specialty/Classification: career field, career specialty**
- **Mission: task, function, objective, responsibility, job**
- **Regulations: policy, guidelines, instructions**

Do you need help deciding on a new career or translating your military experiences into civilian language? Try typing your Military Occupation Specialty (MOS), Rating, or Air Force Specialty Code (AFSC) in the "Find careers like your military job" box on the My Next Move for Veterans website at www.mynextmove.org/vets.

SHOW Slide 11: Civilianize Your Military Positions and Duties

EXERCISE 1: Civilianize Your Military Positions and Duties

Facilitator note:

Handout 1 will be used. The purpose of this exercise is for participants to practice using terms that are understood by civilian employers to describe their past military positions, duties, and responsibilities. The previous slide can be used for participants to reference as they complete the exercise. This exercise should take approximately 10 minutes.

Now, let's take a few minutes to practice converting one of your past military positions to the civilian context. Please refer to **Handout 1: Resume Format Recommendations**. We will talk later about different resume formats but, for this exercise, feel free to choose the resume format you prefer.

Working individually, write down one military position you have held. Then, identify the top 3-5 duties or responsibilities you had while in that position. Next, try to civilianize your military title and your duties and responsibilities using civilian terms.

STOP the exercise after 5 minutes.

Now, pair up with someone at your table. You are going to help each other by sharing what you wrote down and offering suggestions for appropriate civilian position titles and duties. The first person to go should share the type of civilian job he or she would like to pursue along with its required skills and experiences. This person will, then, share ideas for how to civilianize his or her past position, duties, and responsibilities in a way that best explains qualifications for the civilian job. The partner should provide feedback on the clarity of the civilianized list of duties and add any suggestions on how to revise the

list to better emphasize transferrable skills and experiences. Then switch places. You will have 5 minutes to discuss. Any questions before you begin?

STOP the exercise after 5 minutes; then PAUSE for responses after each question.

How did that go?

What were some of the observations you and your partner discussed?

How easy or difficult was it to come up with appropriate civilian titles for your military positions and duties?

Would someone feel comfortable sharing your description with the rest of the group?

PAUSE for responses.

I hope this exercise gave you a first-hand look at how to civilianize your military positions, skills, and experiences. You can also get ideas on what language to use by looking at the civilian job descriptions or vacancy announcements for the jobs that interest you.

When revising your resume, you may want to go through the process of civilianizing your title and duties for all of your past military positions. You can take what we did here and apply this exercise to any additional positions you have listed on your resume.

Resume Formats and Styles

SHOW Slide 12: Accentuate Your Selling Points

EXERCISE 2: Identify Your Strengths

Facilitator Note:

Handout 2 will be used. The purpose of this exercise is for participants to reflect on their strengths that would be beneficial to include on their resume. Participants will complete Parts I and II of the handout. This exercise should take approximately 10 minutes.

How many times have you heard the saying, "It's not what you say that counts, it's how you say it?" When it comes to resumes, this statement is more than a saying; it is a strategy that will make your resume strong. Now that you know what goes on a resume - the components - it is time for you to learn how to present these components in a way that will impress prospective employers.

To write an effective resume, determine your key selling points, and, then, choose the resume format that best accentuates them. Selling points can be relevant experiences, skills, academic programs and courses, and personal qualities. You must research and identify the key responsibilities and success factors related to each of the jobs you are pursuing. Use the information you gain to determine which of your selling points to accentuate. In addition to relevant skills and experiences, selling points should also include general work traits and qualities that company recruiters seek in employees no matter what the job or industry.

Look at Parts I and II of **Handout 2: Functional Skills: Knowing Your Strengths.** As you go through this, think about whether there are particular skill sets and experiences required for the job you want. Be sure to speak the language of the recruiter. What keywords do you see reappearing in job descriptions? What are the buzz words or popular terms associated with the job you want?

Parts I and II of Handout 2 are included below.

- ***Part I:*** *Underline all of the skills, listed below, that you have. Then, circle the top 10 underlined skills you would most enjoy using.*
  - ***Communication:*** *Exchange, convey, and express knowledge and ideas.*
    - *Write*
    - *Edit*
    - *Summarize*
    - *Verbal communication*
    - *Listen*
    - *Facilitate discussion consult*
    - *Teach*
    - *Train*
    - *Sell*
    - *Promote*
    - *Use languages*
    - *Interview*
    - *Ask questions*
    - *Make presentations*
    - *Negotiate*
    - *Think on one's feet*
    - *Conversational ability*
    - *Entertain, perform*
    - *Host*
    - *Deal with public*
    - *Public speaking*
    - *Teamwork*
  - ***Information Management:*** *Arrange and retrieve data, knowledge, and*

ideas.
    - *Math skills*
    - *Organize information*
    - *Manage information*
    - *Keep records*
    - *Attend to details*
    - *Logical ability*
    - *Develop systems*
    - *Categorize*
    - *Summarize*
    - *Streamline systems*
    - *Monitor*
- ***Design and Planning:*** *Imagine the future and develop a process for creating it.*
    - *Anticipate problems*
    - *Plan*
    - *Conceptualize*
    - *Design*
    - *Display*
    - *Layout/format*
    - *Design programs*
    - *Anticipate consequences*
    - *Brainstorm new ideas*
    - *Think visually*
    - *Improvise*
    - *Compose*
    - *Adapt*
    - *Create images*
- ***Human Service:*** *Attend to physical, mental, or social needs of people.*
    - *Interpersonal skills*
    - *Group process*
    - *Sensitivity to needs*
    - *Empathize*
    - *Counsel*
    - *Advocate*
    - *Use intuition*
    - *Coach*
    - *Provide care*
- ***Research and Investigation:*** *Search for specific knowledge.*
    - *Analyze ideas*
    - *Analyze data*
    - *Research*
    - *Investigate*

    - *Read for information*
    - *Gather data*
    - *Interview for information*
    - *Evaluate*
    - *Critical thinking*
    - *Synthesize information*
    - *Observe*
    - *Outline*
    - *Formulate hypotheses*
    - *Develop theory*
    - *Calculate and compare*
  - ***Organization Management:*** *Direct and guide a group in completing tasks and attaining goals.*
    - *Solve problems*
    - *Time management*
    - *Make decisions*
    - *Lead*
    - *Meet deadlines*
    - *Supervise*
    - *Motivate*
    - *Recruit*
    - *Resolve conflicts*
    - *Mediate*
    - *Initiate projects*
    - *Organize*
    - *Coordinate*
    - *Handle logistics*
    - *Put theory into practice*
    - *Delegate*
    - *Give directions*
    - *Assume responsibility*
    - *Determine policy*
    - *Interpret policy*
    - *Apply policy*
    - *Set priorities*
    - *Strategize*
  - ***Physical:*** *Use hands or tools to build, repair, and invent.*
    - *Build*
    - *Construct*
    - *Invent*
    - *Operate equipment*
    - *Restore and repair*
    - *Use physical coordination*

Part II: Write your top 10 skills in the space below with a brief example of how you have used this skill in a previous job, internship, extracurricular activity, or class.

PAUSE for participants to complete Parts I and II.

The National Association of Colleges and Employers (NACE) conducts an annual survey called the Job Outlook Survey. These are the **top 10 skills and qualities employers seek in job candidates** (Adams, 2014):

- **Ability to work in a team structure**
- **Ability to make decisions and solve problems**
- **Ability to plan, organize, and prioritize work**
- **Ability to verbally communicate with people inside and outside the organization**
- **Ability to obtain and process information**
- **Ability to analyze quantitative data**
- **Technical knowledge related to the job**
- **Proficiency with computer software programs**
- **Ability to create and/or edit written reports**
- **Ability to sell or influence others**

💻 SHOW Slide 13: Selling Points Exercise

✋ EXERCISE 3: Selling Points

Facilitator Note:

Handout 2 will be used. The purpose of this exercise is for participants to identify skills and qualities that would be beneficial to include on their resume. Participants will complete Part III of the handout. This exercise should take approximately 5 minutes.

Please partner with the person next to you. Share with each other the type of job you are considering or planning to pursue. If you are not looking for a job but wish to update your resume, think about your current job and the skills you have used and gained in that role. Next, think about the types of skills and experiences that recruiters will be looking for from candidates who are applying for your chosen job. Then, explore, discuss, and identify your skills and experiences that are most relevant to the job you plan to pursue. For the third step, use **Handout 2: Functional Skills: Knowing Your Strengths**. From the NACE list of top skills and qualities employers seek (Adams, 2014) in Part III, choose the skills you possess. The goal is to create a solid list of 3-7 selling points that you will strategically highlight on your resume. I will give you approximately 5 minutes to work.

STOP the activity after 5 minutes and lead a discussion using the questions below.

PAUSE for responses after each question.

How did your discussion go?

Was it helpful to work with a partner? Why or why not?

How successful were you in coming up with your list of 3-7 selling points?

Are your selling points currently highlighted on your resume?

What will you do with the selling points you discussed?

SHOW Slide 14: Resume Formats

Facilitator Note:

Handout 1 will be referenced.

OK, now you know the components to include on a resume and how to highlight your skills and abilities. Are you aware that there are four common resume formats?

PAUSE for responses.

Those of you who have created a resume, do you know which format you used?

PAUSE for responses.

Each format has a purpose. Turn to back to **Handout 1: Resume Format Recommendations**. This handout provides suggestions for when to use each format. Feel free to take notes as we discuss the different formats. This will help you make a decision on which format is best for you.

The first format is the **chronological format resume** (Akpan & Notar, 2012; Ross & Young, 2005; Toth, 1993). **You place your experiences in reverse chronological order and list the most recent experience first and your least recent experience last**.

Take a minute to read the recommendations for when to use this format, and take some notes if you would like.

PAUSE for 1 minute. The following recommendations are listed on the handout.

Recommended when the following is true:

- *Your titles and company names alone are field-related and descriptive.*
- *Your most recent experience is relevant to what you are pursuing and your most impressive experience.*
- *You have advanced consistently from your least recent position to your most recent position.*

The length of time you spent at each organization is fairly long and respectable.

Potential downside: Functional skills are not highlighted and could get overlooked in the recruiter's brief review.

Not recommended when the following is true:

- *You have gaps in your work history (sporadic, spotty).*
- *You have changed employers too often.*
- *Your position titles and employers are not relevant.*
- *Your most impressive, relevant experience was one of your least recent.*

In the **functional format resume, you highlight and emphasize the functional skills you developed across various experiences** (Akpan & Notar, 2012; Ryland & Rosen, 1987). While the functional format allows you to highlight transferable skills, the recruiter will not be able to easily tell where you acquired each of these skills.

Take a minute to read the recommendations for when to use this format, and take some notes if you would like.

PAUSE for 1 minute. The following recommendations are listed on the handout.

Recommended when the following is true:

- *The skills that you developed are more relevant or impressive than your titles and organization names.*
- *You have time gaps in your resume when you did not work, so you want to downplay the chronology.*
- *You are changing careers and need to highlight transferable skills related to your new career field.*

Potential downside: Recruiters have difficulty determining where the functional skills were developed.

Not recommended when the following is true:

- *Your skill areas are not relevant to your perfect job target.*
- *You want to demonstrate advancement within one field.*
- *Your titles and organization names are impressive or relevant.*
- *Other styles will work as well or better (no need to put the recruiters through the difficulty of reviewing this style if other styles that are easier to review work just as well).*

For the **combination resume format, you combine the functional and the chronological formats by placing functional skill subheadings over those experiences that primarily use a particular functional skill.**

Take a minute to read the recommendations for when to use this format, and take some notes if you would like.

PAUSE for 1 minute. The following recommendations are listed on the handout.

Recommended when the following is true:

- *The skill headings that match your experiences are skills that are consistent with the job you are pursuing.*
- *You have held an adequate number of positions needed to fit under your various functional skill headings.*
- *You want to move relevant skills/experiences acquired early in your career towards the top of your resume.*

Potential downside: Difficult to have multiple experiences per each functional heading.

Not recommended when the following is true:

- *The skill headings are not relevant or impressive in relation to your perfect job.*
- *You do not have enough experiences to fill the functional skills headings.*
- *You have impressive, relevant multiple skills within one or each experience.*

In the **combination-internal format, you highlight multiple, relevant functional skills within one or more of your most relevant experiences**.

Take a minute to read the recommendations for when to use this format, and take some notes if you would like.

PAUSE for 1 minute. The following recommendations are listed on the handout.

Recommended when the following is true:

- *You have individual experiences that utilized multiple skill sets that relate to the jobs you are pursuing.*
- *The skill sets within your experiences are significant and relevant to your job target.*

Potential downside: Functional skill subheadings are only developed within one experience.

- *Not recommended when the following is true:*
- *You have many shorter, less substantial experiences.*
- *The functional skill headings are not relevant to your perfect job target.*

What questions do you have concerning the four resume formats?

PAUSE for responses.

Creating Resumes

SHOW Slide 15: Tweak Your Resume

You should tailor your resume to the job for which you are applying in a way that impresses and resonates with the employer or recruiter. It is possible for your resume to be screened out because relevant key words and phrases that link to the position description were not included.

Read the job description and tweak your resume to highlight how you fit the position. If you are pursuing more than one type of job, you should have more than one version of your resume. **Tweaking can involve reordering items, relabeling or changing headings and subheadings, and rewording some of your bulleted statements** (Frost, n.d.; Yate, n.d.).

Be very selective in choosing and highlighting field-specific headings and terms versus generic headings and terms (Gallo, 2014; GCFGlobal, n.d.).

SHOW Slide 16: Crafting Your Resume

EXERCISE 4: Crafting Your Resume

Facilitator Note:

Handout 1 will be used. The purpose of this exercise is for participants to revisit their selling points, plan more in depth about what experiences they will put on their resume, and choose a format for their resume. This exercise should take approximately 7 minutes.

Now that you understand the function of each of the four resume formats, you know how to tweak a resume, and you have identified a number of skills to highlight, you are going to get a chance to start formatting your own resume. Refer to **Handout 1: Resume Format Recommendations** to continue refining the resume you started in this class. Partner with the same person you previously worked with for Exercise 3. In this exercise, you should 1) revisit your selling points and the job you really want to have, 2) spend some more time planning and writing down the work experiences you will include in your resume, and 3) choose the resume format that works for you. Discuss with your partner the different options you have and the pros and cons of each.

STOP the activity after 7 minutes and lead a discussion using the questions below. PAUSE for responses after each question.

How beneficial was it to think about how to highlight your selling points and what experiences you have to support them?

What are you going to do differently when you actually sit down at home and write your resume?

What questions do you have concerning the resume process?

SHOW Slide 17: Get Your Resume Out There

Most companies want you to apply online because it is easier to keep track of all applicants this way. For those companies you are interested in, research the kinds of jobs and careers that are available. Most companies have a job posting or career(s) section on their website and have an option to easily upload your resume to their site.

There are also third-party recruitment or employment firms that try to match candidates with companies. In most cases, the company pays for this matching service. However, there are some search firms in which the candidate pays for the service.

Also, as you may know, social media is booming. LinkedIn is the leader in professional online networking – enabling you to upload your resume and experiences and build connections with contacts in your career field of interest.

What ways have you used to get your resume out there?

PAUSE for responses.

Summary

SHOW Slide 18: Summary of DOs

Let's review the key points we covered today by going over some resume DOs and DON'Ts.

When thinking about getting a job, establish your selling points based on your job target, and choose the format that will best accentuate your selling points. You can then write an objective or develop a professional summary that strategically aligns with the job description. Based on the job description, tweak your resume to best reflect your qualifications for the job. Have someone you trust proofread your resume to ensure accuracy. Make sure you are descriptive and results-oriented in your writing, and ensure you craft a resume that looks balanced and professional.

Can you think of any additional DOs?

PAUSE for responses.

SHOW Slide 19: Summary of DON'Ts

When you write your resume, do not simply throw your content into a generic resume template or someone else's format. Make sure it is right for you, and do not write an objective that is long or fluffy.

There is one point we have not discussed. **Do not list your references on your resume. Instead, you should have a separate sheet of references that can be given at an interview. "References available upon request" is often used as the last statement on resumes**.

Do not use generic catchphrases to describe your experiences – personalize your resume to the job description. Do not have only one version of your resume when pursuing multiple types of jobs.

Can you think of any additional DON'Ts?

PAUSE for responses.

SHOW Slide 20: Objectives

Let's see if we met our objectives:

1. **What are the main components to include on a resume?** *PAUSE for responses.*
   (Possible answers: name; Objective/Professional Summary; Experiences; Education/Training; Skills; Honor/Awards; Interest/Hobbies; Professional/Trade Associations; personal contact information)

2. **Were you able to identify your top skills?** *PAUSE for responses*.

3. **Were you able to identify relevant experiences?** *PAUSE for responses*.

4. **Why is it important to transform your military experiences into a civilianized resume?** *PAUSE for responses.*
   (Possible answers: to impress the recruiter; make your resume more attractive for the civilian market; to better advertise your skills; so that civilian recruiters understand what is on it; to tailor your resume to the specific job)

5. **Has everyone started to write his or her resume?** *PAUSE for responses.*

I encourage you to take what you have learned and make your resume the best it can be through reformatting, tweaking, and strategically aligning your selling points with the kinds of jobs you plan to pursue.

What questions do you have about anything we discussed today?

PAUSE for responses.

SHOW Slide 21: Resume Essentials: Crafting an Effective Resume

Thank you and please complete your evaluation for this class.

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