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| **FOCUS AREA** | **RESUME** |
| **Activity** | **Make the most of your experience** |
| **Duration** | 30 minutes |
| **Learning outcomes** | *Topic Coordinator to map to learning outcomes* |
| **Resources needed** | * [Example resume with poorly articulated experience](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/example-resume-poorly-articulated-experience.docx) (or ask the Careers team for assistance for your cohort)
* [Example resume with well-articulated experience](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/example-resume-well-articulated-experience.docx) (or ask the Careers team for assistance for your cohort)
* [Student worksheet](#Worksheet)
* [Additional examples](#AdditionalExamples)
 |
| **Associated toolkit task** | [1-3 page written resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/resume.docx) |

## Activity description

Students will learn how to transform vague, generic descriptions of their experience (e.g. through employment, volunteering, placements) into compelling and succinct points demonstrating their value and impact in workplace settings. They will learn the key ingredients for effectively describing their workplace experiences and the tools to analyse their individual experiences and impact.

## PART A Key elements for describing your experience [5 minutes]

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| **Format** | **Steps** | **Prompts** | **Resources** |
| Facilitator-led discussion | 1. Show students the **example resume with poorly articulated experience** a ‘list’ approach to describing experience gained in a role.
 | * What do you think?
* Can you visualise the person in the role?
* What did they achieve?
* Have they prioritised the points effectively?
 | [Example resume with poorly articulated experience](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/example-resume-poorly-articulated-experience.docx) |
| 1. Now ask students to compare it with the more descriptive approach in the version of the **example resume with well-articulated experience.**
 | * What makes this approach ‘better’?
* Is it more impactful? Why?
* Are the points better prioritised?
* Can you visualise them in the role?
 | [Example resume with well-articulated experience](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/example-resume-well-articulated-experience.docx) |
| 1. Guide students to identify the 4 key elements to preparing each bullet point describing the experience gained in a role.
 | The 4 key elements to describing an experience1. Action verb
2. Use of numbers (if appropriate)
3. Specific
4. Link to result (if possible)
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## PART B Unpacking your experience [15 minutes]

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| **Format** | **Steps** | **Prompts** | **Resources** |
| Partner exercise | 1. Students will now work in pairs to complete the **student worksheet (PART B)** taking it in turns to select an ‘experience’ (paid, unpaid, casual, professional) and interviewing. each other using the five prompting questions.
 | All experience is valuable and a source of transferable skills that are attractive to all employers.  | [Student worksheet (PART B)](#Worksheet) |

## PART C Debrief [10 minutes]

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| **Format** | **Steps** | **Prompts** | **Resources** |
| Facilitator-led discussion | 1. Conduct a debrief on Part B exercise.
2. You may like to use the **additional examples** to help facilitate conversations.
 | * What did you learn?
* Did the exercises help you consider your experiences and impact more deeply?
* Will this change the way you write your experience in your resume?
 | [Additional examples](#AdditionalExamples)  |

## Key messages to convey to students

**Facilitator:** Ensure that you have reinforced these key messages during the activity or reinforce them at the end

* All experience is valuable and a source of transferable skills attractive to employers.
* Effectively articulating your experience against each role provides the evidence for your skills, qualities, values and attributes.
* Your resume is for the reader – be sure that they can visualise you in the role and elevate what will be most important to them.

## PART B Unpacking your experience

It is important to be able to identify the skills and abilities you have gained from your work experiences – and also to be able to recognise why these experiences are valued by employers.

In this activity you will:

* work in pairs to share and discuss a workplace experience you have had; this could be from a placement experience, a casual job, volunteer experience, or from professional career experience
* interview each other about your chosen experience using the 5 prompting questions provided
* use the worksheet below to make notes.

You may introduce any other questions you feel would be helpful to enhance your understanding.

**STUDENT 1 chosen role and organisation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What did you specifically do in this role? How? (Can you quantify any aspects?)

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1. What is unique about your approach?

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1. How do you know you do a good job?

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1. If you had to describe your work style/skills in 3 words, what would those words be?

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1. What aspects are transferable to the next step of your career?

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**STUDENT 2 chosen role and organisation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What did you specifically do in this role? How? (Can you quantify any aspects?)

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1. What is unique about your approach?

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1. How do you know you do a good job?

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1. If you had to describe your work style/skills in 3 words, what would those words be?

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1. What aspects are transferable to the next step of your career?

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This process will assist you when describing your experiences in your resume and LinkedIn profile, ensuring that you demonstrate your value and impact.

Look at the [additional examples](#AdditionalExamples) if you need more guidance.

## Additional examples

Here are some examples illustrating how generic statements about duties/responsibilities in a resume can be turned into compelling but succinct points using a descriptive approach. They show ***how*** the person made a difference and speak to their ***value and impact*** in that setting.

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| Generic list approach | Descriptive approach |
| Attended group meetings and recorded minutes | Recorded weekly meeting minutes, highlighting key actions for meeting members and finalising in liaison with Chair |
| Customer service | Provide a welcoming atmosphere and confident customer service, managing up to 5 tables at a time in a busy 200-seat venue. |
| Planned events. | Organised a vibrant Campus Club Welcome event for 100 people and increased membership by 50%. |
| Supervise play activities. | Deliver creative learning and play activities to up to 15 preschool children. |
| Organised the firm’s social beach volleyball team. | Applied professional team-building skills to development of a successful social beach volleyball team, resulting in higher corporate visibility in local community and enhanced employee morale |
| Tutored a Grade 7 student in maths. | Developed a Grade 7 student’s confidence and success in Mathematics, with performance rising from a C+ to a B+ over 12 months. |
| Help parents with the family business | Gained insight into all facets of family business management in [XX sector] from [add activities e.g. client relations to managing the books]. |
| Stay at home parent | Provided a nurturing, stimulating environment for my children, managing multiple schedules and enjoying connecting to parenting networks. |
| Family farm duties | Skilled in the safe operation of heavy machinery, managing crops and caring for farm animals and gained experienced managing casual teams in harvest periods. |
| Operate and promote own business | Promoting my [XXXX] business through a weekly presence at the Blackwood market, a website which resulted in 70 unique visitors each month, and Facebook page with 450 'likes. |