|  |  |
| --- | --- |
| **FOCUS AREA** | **RESUME** |
| **Activity** | **Review format and structure** |
| **Duration** | 15 minutes |
| **Learning outcomes** | *Topic Coordinator to map to learning outcomes* |
| **Resources needed** | * [Poor resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/poor-resume.docx) * [Good resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/good-resume.docx) * [Great resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/great-resume.docx) |
| **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 a few small interventions to formatting and structure can make an enormous difference to a resume’s visual impact.

## PART A Formatting [5 minutes]

|  |  |  |  |
| --- | --- | --- | --- |
| **Format** | **Steps** | **Prompts** | **Resources** |
| Facilitator-led discussion | 1. Show students the **poor resume** and **good** [**resume**](https://flinders.sharepoint.com/:w:/r/sites/Careers/_layouts/15/Doc.aspx?sourcedoc=%7B2757FF42-EF89-414E-B3C3-F62642710E5D%7D&file=RISEResume_testyourknowledge_3GREAT.doc&action=default&mobileredirect=true)**.** 2. Invite them to compare the two versions focussing only on the formatting. | * What differences can you find?   Encourage students to look only at:   * line spacing * margins * font * spelling and grammar (\*see end of document) * heading and body text styles * bullets * tabs | [Poor resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/poor-resume.docx)  [Good resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/good-resume.docx) |
| 1. Lead students to identify the 7 formatting interventions. 2. Discuss how these formatting interventions have dramatically improved the visual impact of the **good resume.** | The 7 formatting interventions   1. Reduced paragraph spacing 2. Adjusted margins so they are narrower 3. Aligned all the bullet points 4. Used a modern font 5. Applied consistent and logical heading/sub-heading formatting 6. Removed clutter, unnecessary dividers 7. Fixed spelling and grammatical errors | [Good resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/good-resume.docx) |

## PART B Structure [5 minutes]

|  |  |  |  |
| --- | --- | --- | --- |
| **Format** | **Steps** | **Prompts** | **Resources** |
| Facilitator-led discussion | 1. Now invite students to look at the **good resume** focussing only on the structure. | * Can you find further improvements that could be made to the structure?   Encourage students to consider:   * the heading order * order of information under headings * page location of key information | [Good resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/good-resume.docx) |
|  | 1. Now introduce the **great resume.** 2. Lead students to identify the 4 structural improvements. 3. Discuss how these interventions have:    1. dramatically improved the visual impact of the **good resume**    2. elevated the important information that most connects the student to their sector | * Did you identify the three structural improvements made to the **good resume**?   The 4 structural improvements   1. Added a heading for 'sector experience' so that the placement can be shifted to the first page. 2. Put all other non-sector related experience under 'Other employment/experience. 3. Ensured information is placed in reverse chronological order. 4. Added a section for 'Career Statement'. | [Great resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/great-resume.docx) |

## PART C The lessons [5 minutes]

|  |  |  |  |
| --- | --- | --- | --- |
| **Format** | **Steps** | **Prompts** | **Resources** |
| Facilitator-led discussion | 1. Ask students to consider **the three resumes** from a recruiter’s point of view. | * What impression would it leave on a recruiter if they were to receive the poor or good resume? * Would they read them? * Would the candidate be successful? * What does an poor resume say about the candidate? (attention to detail, professionalism, enthusiasm for role) | [Poor resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/poor-resume.docx)  [Good resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/good-resume.docx)  [Great resume](https://staff.flinders.edu.au/content/dam/staff/learning-teaching/employabilty-toolkit/great-resume.docx) |
| 1. Guide students to identify the 3 major lessons from this exercise. | The 3 lessons   1. Formatting and structure is *as important* as resume content. 2. Many recruiters won’t even engage with the content of a resume if it has been poorly presented. 3. Aim to build your ‘sector-related’ experience and promote it to the first page – your first page is prime resume real estate. |  |

\*Here are the specific issues with the poor resume:

**Spelling errors**

* in email
* Edcation
* currentL

**Grammatical errors**

* Abbreviations: Ntl Police Clearnce, St John Ambos, Student Rep Cncil Member, SACE cert
* Various punctuation issues: hyphens, en dashes, commas, colons, full stops, bold, italics
* Plus: Postcode with five digits, phone number with back slash, email and phone number run together