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| **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]

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| **Format** | **Steps** | **Prompts** | **Resources** |
| Facilitator-led discussion | 1. Show students the **poor resume** and **good** [**resume**](https://flinders.sharepoint.com/%3Aw%3A/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 interventions1. 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]

|  |  |  |  |
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| **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 improvements1. 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]

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| --- | --- | --- | --- |
| **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 lessons1. 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