

## Applying for a Job:

# Preparing Your Resume

**Christopher T. Sneed**, Assistant Professor and Consumer Economics Specialist, Department of Family and Consumer Sciences

**Ann A. Berry**, Professor and Consumer Economics Specialist, Department of Family and Consumer Sciences

**Clint Cummings**, Extension Specialist, Department of Family and Consumer Sciences

**Barbara Metzger**, Extension Specialist, Department of Family and Consumer Sciences

**Sreedhar Upendram**, Assistant Professor, Department of Agricultural and Resource Economics

*- Approximate Time: 30 to 40 minutes -*

### OBJECTIVES:

After this lesson, the learner will be able to:

- Describe the purpose of a resume.
- Identify the type of resume that would work best for them.
- Develop a resume and reference list.

### MATERIALS:

- Pens and notepaper for participants
- Copies of [UT Extension Publication W 936-C](#)
- Copies of the Skill Up Tennessee marketing brochure

**EVALUATION:** Participants learned to practice effective job search skills

### METHOD:

This lesson is designed to be taught in a group setting. You can teach this lesson either face-to-face or using technology such as Zoom.

### PREP:

- Print copies of the [UT Extension Publication W 936-C](#).
- Assemble materials for participants.
- Review the lesson plan. Review the publication. Familiarize yourself with the content thinking about how you will present the content to your participants.

### INTRODUCTION:

As participants enter the room, distribute pens and notepaper. Welcome the group.

### SET:

Once the group has been gathered, begin with introductions.

Instruct the group to take out their note paper and pens. Tell the group when you say “GO!”, you want them to list all the words that come to their mind when they hear “resume.” “READY. SET. GO!”

Once 30 to 40 seconds have passed, ask everyone to stop. Ask the participants to introduce themselves and share one or two words on their list. (The instructor should go first to model this activity for participants.)

Explain to the group that today’s lesson will focus on ways they can develop a winning resume which will help them in gaining employment and perhaps the job of their dreams.

Explain to the group that most of the lesson will be spent reviewing the [UT Extension Publication The Job Interview W 936-C](#). Provide one copy of the publication for each participant.

## INSTRUCTION:

Begin by showing the following video clip: <https://www.youtube.com/watch?v=VjdlraonW2s>

Continue by introducing what a resume is and the two types of resumes. Use the information on page one of the publication and point out the examples at the end of the publication.

After you have reviewed the information, ask participants which resume – chronological or functional – they think would work best for them. Have them explain why they picked the resume style they did. Allow time for group sharing

## DEVELOPING A RESUME:

Once participants have selected their preferred type of resume, review the tips for writing a resume and key tips for developing a resume. Tell participants it is now their turn.

Using the examples at the end of the publication, instruct students to begin drafting a resume for themselves. To help participants, have them start by listing the main sections they will include in their resume. Once those are listed, they can start filling in details. Assure participants this is only a draft and only meant to get them started working on their resume.

Once time has ended, encourage participants to complete their resumes at home. Remind participants once they have a completed draft, they will want to type their resumes following the formats provided. Be sure to have someone proof their resume.

***Note:** Depending on the nature of the group, you may ask participants to bring copies of their resumes to class. Instead of developing resume drafts, students could use the class time to review their resume based on the guidelines and tips contained in the publication. Students could swap resumes to review and provide feedback for each other.*

## REFERENCES:

Explain to the group that references are a very important part of their resume. Typically, a separate reference list will be compiled and typed. This list is made available to any employer who requests it. Explain to the group that not everyone makes a good reference. They need to be thoughtful as to who they select for a reference. Review the section in the publication on selecting references.

Ask participants to write down at least three individuals they would use as references. Out from the individual's name, have participants explain why they selected that person. Circulate around the room to monitor progress and provide assistance as needed.

## DEBRIEF:

Explain to participants that today they learned how to prepare for an interview and how best to ace it. Remind participants to complete their list of questions to ask at home.

Provide each participant with a copy of UT Extension's Skill Up Tennessee marketing brochure. Review the brochure and program with participants.

## CONCLUSION:

Ask students to complete the following sentence:

*The one thing I am going to use from today's lesson is . . .*

Encourage participants to write their answers on their note paper. Allow time for participants to share their answers.

## EVALUATION:

Ask participants to respond to the following statement by a show of hands:

*How many of you learned effective job search skills?*

Record the answers for entry into SUPER. (Report under "Increase Capacity to Produce Income" - "Short-term Indicators".)



[UTIA.TENNESSEE.EDU](http://UTIA.TENNESSEE.EDU)

Real. Life. Solutions.™