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Web Resume Art Teacher



THE SHORT STORY

"I found I could say things with color and shapes that I couldn't say any other way–things I had no words for."

Georgia O'Keeffe

Enthusiastic, creative, and talented art teacher with ability to foster student curiosity, creativity, and self-discipline in a positive learning environment. Collaborative educator with outstanding interpersonal and communication skills complemented by strengths in interactive learning and differentiated instruction.

WORK EXPERIENCE

Long-Term Substitute Art Teacher

John F. Kennedy Middle School, Riverside, CA
September 2011-June 2012

Designed and implemented interactive lesson plans and units and educated on proper methodologies and techniques. Evaluated each student's progress and adjusted lessons accordingly.

- Initiated first after-school Art Club to provide students with additional opportunities to further their creative capabilities and explore new mediums.
- Selected and matted 120 pieces of student artwork for exhibition at prestigious art gallery show.

Student Teacher

J.P. McCaskey High School, Lancaster, PA
January-April 2011

- Raised student awareness and appreciation of the arts through creative lesson plans and teaching methods.
- Provided small-group instruction in basic jewelry making, water colors, acrylics, and etching.

Entrepreneur / Metalsmith

Judy's Jewelry Designs (www.judysjewelry.com), Riverside, CA

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Web Resume Art Teacher *(continued)*

2009-Present

Started small business to manufacture unique sterling silver and bead jewelry. Created business plan and marketing plan, prepared budget, and purchased tools. Traveled throughout region and country to display and sell jewelry at juried craft shows and exhibitions.

- Collaborate with individual customers to design and create custom jewelry.
- Network with boutique owners, customers, and juried craft shows to promote designs.

EDUCATION AND CREDENTIALS

Certification: Art—California and Pennsylvania Permanent K–12

Bachelor of Science in Art Education, 2011
Kutztown University, Kutztown, PA

Jewelry Technician Certification, Revere Academy of Jewelry Art
San Francisco, CA, 2011

CONTACT

See what you like? Get in touch with me:



Email



Phone



Location

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Sample Resume Registered Environmental Technician

ERIKA ALLEN

10173 Jeffrey Street • Hoboken, NJ 07030
(551) 555.8229 • eallen@email.com • linkedin.com/in/erikaallen

Professional Profile

Award-winning Registered Environmental Technician with A.S. in Environmental Sciences and OSHA Certification. Extensive knowledge of federal and state regulations with demonstrated technical writing abilities.

Erika uses the heading Core Competencies instead of Qualifications and includes skills that are often required in Environmental Technician positions. She uses industry keywords that she found in job descriptions.

Core Competencies

- Soil and groundwater sampling and soil vapor extraction
- Environmental site mapping and assessment
- Technical writing and reporting
- Mapping and data entry
- GIS, AutoCAD, Microsoft Office 2010 (expert user, Word and Excel)

Relevant Work Experience

Erika uses the heading Relevant Work Experience and omits other jobs she has held. She uses the WHI format to show advancement and increased responsibility in her experience. She uses industry keywords and abbreviations that resume scanning software and employers will recognize, and she uses action verbs to describe her job responsibilities.

Environmental Technician
Envirocorp, Burlington, NJ January 2013–Present
Survey sites and conduct environmental assessments. Oversee drilling, excavation, well installation, and remediation systems. Conduct soil and groundwater sampling

- Successfully participated in 20+ environmental site assessments that identified risk areas and possible mitigation plans
- Prevented major breakdowns with remediation systems through implementing good operation and maintenance procedures
- Monitored drilling, excavation, and installation for 3 wells that were completed with no safety incidents
- Presented data, technical reports, and maps to leadership using Word, Excel, GIS, AutoCAD for strategic decision making purposes

Soil and Water Extraction Technician
Environmental Consultants, Inc., Oakwood, NJ April 2010–December 2012
Conduct soil and groundwater sample testing.

- Completed laboratory tests on water samples in accordance with schedules set by supervisor
- Collected and preserved soil and groundwater samples
- Used Microsoft Word and Excel to record historical research and perform data entry

Education

A.S. in Environmental Science
Ocean County College, Toms River, NJ May 2010
GPA 3.8

She includes dates to show that her training and certifications are recent and up-to-date.

Certifications and Training

RET – Registered Environmental Technician - Certification from National Environmental Health Association 2010

Emergency First Response - Primary and Secondary Care 2009

OSHA Health & Safety Training - 40-hour course 2011; 8-hour refresher course 2013

Erika is well aware that safety is prized in the environmental industry. Because her awards are measurable proof of her commitment to safety and excellence on the job, she creates a separate section to highlight these awards.

Awards

Three-time recipient of Envirocorp Safety Recognition Award – 2012, 2013, 2014

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Side-by-Side Comparison of Customized Resumes

DONITA SILVA
Donita.silva@email.com linkedin.com/in/donita.silva
1247 Madison Rd Columbus OH 43216 (614) 555.5225

	Resume 1: Accounting Systems Auditor	**Resume 2: Information Systems Analyst**
Note the different focus for the Professional Profile: the job objective is customized.	**PROFESSIONAL PROFILE** Accounting Systems Auditor I	**PROFESSIONAL PROFILE** Information Systems Analyst I position in a financial environment requiring system design, programming, investigation, reporting skills
Note the different qualifications highlighted for the different job objective	**QUALIFICATIONS SUMMARY** • Education in accounting practices and computer systems • Programming competence in C, C++, C#.NET and Visual Basic.NET • Practical experience in EDP accounting applications • Master user: Office 2010, SharePoint 2010, Silverlight 4 • Proven interpersonal skills and team skills in an auditing environment • Experienced in IBM Power Systems, Windows Server 2008, Active Directory, Microsoft Exchange Server 2010, and Novell LAN operations	**QUALIFICATIONS SUMMARY** • Education in computer systems and accounting practices • Proven interpersonal skills and team skills in a financial setting • Programming competence in C, C++, C#.NET and Visual Basic.NET • Practical experience in EDP accounting applications • Master user: Office 2010, SharePoint 2010, Silverlight 4 • Experienced in IBM Power Systems, Windows Server 2008, Active Directory, Microsoft Exchange Server 2010, and Novell LAN operations
	WORK EXPERIENCE	
Donita left the work experience the same. She could have prioritized the bullet points within each experience if there was different relevance or importance for the differing job objective.	**Alexander & Swartz**, Columbus, OH 9/11 to Present **Part-time Assistant Staff Auditor:** Assist in audits of cash, accounts receivable, and accounts payable for midsized firms that use IBM Power Systems. Interface with clients and write audit reports as member of Business Services Assurance and Advisory team.	
	Micronomics Inc., Columbus, OH 6/08 to 9/11 **Part-time Programming Assistant:** Designed, documented, coded, and tested C program subroutines for order-entry system. Achieved 95% average program-accuracy rate on test runs. Cataloged and filed new programs and program patches for company's software library. Used Microsoft Exchange Server 2010.	
	Renton College, Columbus, OH 9/06 to 6/08 **Computer Operator Aide:** Using Windows Server 2008, copied files for backup. Verified accuracy of reports and scheduled print sequences. Implemented schedule changes that improved efficiency of backup procedures by 25%.	
	EDUCATION **Bachelor of Business Administration, B.B.A.**, 2012 Renton College, Columbus, OH Major: Computer Information Systems Minor: Internal Auditing	
She highlighted different Relevant Courses of Study	**Relevant Courses of Study:** • Analysis, and Auditing of Accounting Information Systems • Internal Auditing • Information Systems Auditing • Accounting Applications • Database Management • Advanced Corporate Finance • Cost Accounting	**Relevant Courses of Study:** • System Analysis and Design • Systems Development • Quantitative Analysis • Advanced Programming • Data Communications • Database Systems • Advanced Corporate Finance • Statistical Techniques • Information Systems Auditing

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Sample Resume Private Security Guard

Thomas' professional profile highlights important competencies in a personable way.

Although he uses more than 3-5 words, he limited the total number to 3 to highlight the most impactful qualifications.

Notice his use of the WHI format and action verbs.

He highlights the broad criminal justice experience. He gained. He places emphasis on safety and security procedures by listing them as the first job duty.

He emphasizes his conflict resolution and interpersonal skills, which are important qualifications for security guards. He also describes his ability to complete and submit essential paperwork.

Although part-time, this position gave him practical experience in a variety of common security guard tasks.

Note the Optional Section Thomas included. Because security guard positions can have several certification requirements, he lists his training, certificates, and licenses with dates to show that they are current. He uses industry keywords and stresses safety, fitness, and security.

THOMAS STANLEY

tom.stanley1066@email.com linkedin.com/in/tomstanley1066
(716) 555.2457 123 Forest Drive, Springfield, NY 14201

Professional Profile

Private Security Guard position requiring ability to perform safety, security, and surveillance procedures. Observant, careful individual with up to date license, known for excellent communication and interpersonal skills.

Qualifications

- Well trained and certified through multiple training avenues
- Practical experience in closed-circuit video surveillance and switchboard operations
- Experienced in working with juvenile offenders

Relevant Work Experience

Buffalo Juvenile Justice Center, Buffalo, NY September 2014–November 2014
Juvenile Corrections Intern
Monitor and enforce security at facility.

- Monitored and ensured safety and security of 50 juvenile detainees.
- Successfully enforced facility safety and security rules including managing 3 conflicts
- Escorted juvenile offenders to classes, counseling sessions, and work-release programs.
- Conducted security checks, searches, and pat downs

Erie County Sheriff's Department, Hamburg, NY Summer 2012, 2013
Assistant Supervisor, County Fairgrounds Grounds and Maintenance
Supervised groundskeeping and maintenance crew of eight work-released juveniles for the County Sheriff's Department.

- Quickly resolved multiple worker disagreements and scheduling issues using training in conflict resolution techniques
- Evaluated work crew weekly and submitted thorough and timely paperwork to the Sheriff's Department

Baker Sporting Goods, Buffalo, NY April 2011–May 2012
Security Guard, Part-time
Monitored customers and employees to maintan internal and external loss-theft control.

- Conducted closed-circuit video surveillance of store and building exterior.
- Recognized for swift response to employee and customer security and safety requests.
- Identified new security actions through submission of daily loss prevention reports.

Certifications and Training

- New York State Security Guard License, 2011
- Carrying Concealed Weapons License, 2010
- First Aid and CPR Certification, 2007
- Physical Fitness Specialist, 2008
- Fire Prevention and Safety Training, 2009
- Burglary Prevention Training, 2009

Education

Crown Community College, Associate of Applied Science, 2014
Major: Criminal Justice GPA: 3.75

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Sample Resume Health Information Technician

SONYA REID

2332 Clovis Boulevard • Savannah, GA 31401 • (912) 555.0109
Sonya_reid@email.com • linkedin/in/sonya_reid

She emphasizes her Technician certification by placing it first because it is a primary requirement for the job she is seeking. Notice that all bulleted qualifications are repeated elsewhere in Sonya's resume to highlight her most important qualifications and to catch a human reader's attention.

PROFESSIONAL PROFILE

Health Information Technician position requiring the ability to perform detailed tasks, change priorities quickly, and communicate well. Excellent customer service rep and team member, known for helping people feel at ease and working efficiently.

QUALIFICATIONS

- RHIT, Registered Health Information Technician, 2014
- Family practice receptionist, 1.5 years
- Awarded Superior Service Certificate twice
- Five-month internship as assistant to Health Information Technician, Community Hospital

Sonya puts her education and certification first because she knows employers will place more importance on this area.

EDUCATION

Associate of Science, A.S., 2014, Savannah College of Georgia, Savannah, GA
Major: **Health Information Technology**, GPA 3.6
Related Courses and Skills
Medical Terminology • Clinical Classification Systems • Health Information Management
Health Delivery Systems • Health Data • Introduction to Health Law and Ethics
Human Disease Mechanisms • Health Care Reimbursement • Alternative Health Care Settings
Business Communications

CERTIFICATION

Registered Health Information Technician, 2014

EXPERIENCE

Community Hospital, Savannah, GA — January 2014–May 2014
Clinical Intern

Shadow Health Information Technician and assist in basic duties.

Sonya includes her internship under work experience and uses the WHI format to demonstrate the capabilities she has gained.

- Reduced Health Information Technician's workload by 25% by end of internship in reviewing and assigning diagnosis codes and DRGs and coding Medicare/Medicaid billing items.
- Abstracted appropriate information and retrieved medical records from records department using appropriate procedures.

Family Practice Partnership, Savannah, GA — July 2012–December 2013
Evening Receptionist2
Manage patients' needs and reception area.

- Provided cheerful, efficient service to patients; awarded Superior Service Certificate in 2012 and 2013.
- Checked in patients, obtained insurance and billing information, and pulled charts for nurses.
- Copied requested records for transport to other medical offices.

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Plain Text Sample Resume Registered Environmental Technician

ERIKA ALLEN
10173 Jeffrey Street • Hoboken, NJ 07030
(551) 555.8229 • eallen@email com • linkedin com/in/erikaallen
Professional Profile
Award-winning Registered Environmental Technician with A.S. in Environmental Sciences and OSHA Certification. Extensive knowledge of federal and state regulations with demonstrated technical writing abilities.

Core Competencies
* Soil and groundwater sampling and soil vapor extraction
* Environmental site mapping and assessment
* Technical writing and reporting
* Mapping and data entry
* GIS, AutoCAD, Microsoft Office 2010 (expert user, Word and Excel)

Relevant Work Experience
Environmental Technician
Envirocorp, Burlington, NJ
January 2013–Present
Survey sites and conduct environmental assessments. Oversee drilling, excavation, well installation, and remediation systems. Conduct soil and groundwater sampling
* Successfully participated in 20+ environmental site assessments that identified risk areas and possible mitigation plans
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Emergency First Response - Primary and Secondary Care 2009

OSHA Health & Safety Training - 40-hour course 2011; 8-hour refresher course 2013

Awards
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Real World Scenario Solutions

Chapter 2: Know Yourself to Market Yourself

Real World Scenario 2-2

Emilio works as a radiology technician but has started to be interested in medical equipment sales after interacting with the sales representatives who call at the clinic. As Emilio thinks about his experience as a radiology technician, he realizes that he has several transferable skills that will help him in sales. He has the technical background and knows the equipment from the technician's perspective better than the sales reps, in some cases. Positive feedback from patients speaks to his customer service skills. He also has fundraising skills from raising money for the community garden.

What are your strongest transferable skills, and how will they help you in different jobs and careers you've considered?

Answers may vary. Good answers will include a clearly prioritized list of transferable skills. Criteria such as amount of experience, natural ability, and most applicable to target job and career should be used to prioritize.

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Real World Scenario Solutions

Chapter 2: Know Yourself to Market Yourself

Real World Scenario 2-1

Anisha listed her educational experiences and decided to get some classmates' input. After all, they knew the "real" Anisha. Mike took one look at her list and immediately asked, "Where's the sociology project we did last year, about the health concerns of students?" As a paralegal student, Anisha hadn't thought of including this project, but as she talked about it with Mike, she realized how much work she'd done, from helping decide what questions to ask, to interviewing several students, to creating a spreadsheet to record all the responses. This project was definitely going on her list!

What's a project you spent significant time on?
Answers may vary.

What skills did you develop that you can document in your Career Builder Files so you can highlight them at a networking event or job interview?
Answers may vary. Good answers would include a mix of transferable and technical skills. For example, a welding technician may not only highlight his welding expertise and certifications, but also his attention to detail and safety-oriented mindset.

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CHAPTER 2 Know Yourself to Market Yourself

1. Why is it important to assess and document your education, work experience, skills, and accomplishments? ①

   When you put together all of the things you have to offer an employer, it is easier to identify what is unique about you and what sets you apart as the preferred job applicant. The more information you collect, the better, because you will see patterns that you may not have seen before. Look for those things that create the unique combination that describes you.

2. How are job-specific skills different from transferable skills? Give three examples of each. ①

   Job-specific skills are the skills and technical abilities that are needed to perform a particular job. Transferable skills, often called soft skills, are abilities that can be applied in more than one work environment—skills that *transfer* from one job to another. See Figure 2-1 and Figure 2-2 for examples, reproduced below for your quick reference.

Figure 2-1. Examples of Job-Specific Skills

- **Licensed practice nurse**: Take blood pressure, give injections, apply dressings, give CPR, notate a patient's chart
- **Administrative professional**: Use MS Office, manage calendar for others, proofread, run copy machine, type 40 wpm
- **Carpenter**: Frame a house, use a power drill, read and follow building codes, set up scaffolding, read blueprints
- **Truck driver**: Drive a tractor-trailer truck, use GPS, perform routine vehicle inspections and maintenance, assess load stability
- **Electrician**: Read technical diagrams, install lighting systems, identify electrical problems, repair and replace wiring, use power tools
- **Cosmetologist**: Provide cosmetic consulting, apply hair color and highlights, give manicures and pedicures, know and follow state regulations
- **Sound engineer technician**: Operate audio and video equipment, set up and tear down equipment, install equipment in offices and schools, convert audio and video to digital formats
- **Computer security specialist**: Install security software, educate users about computer security, monitor networks for security breaches, respond to cyber attacks

Figure 2-2: Examples of Transferable Skills

Ability to follow directions	Negotiating and resolving conflicts
Ability to work independently	Paying attention to detail
Adaptability and flexibility	Planning and managing multiple tasks
Analytical skills	Problem-solving skills
Communication skills	Reading and writing
Coping with deadline pressure	Public speaking skills
Leadership ability or potential	Teamwork and collaboration
Math skills	Time management

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3. Why is it useful to identify your personal qualities? ①

   To be able to communicate about yourself positively and effectively, you have to know yourself!

4. Why is it important to be able to talk about your strengths confidently? ① ②

   Strong candidates for a job can talk convincingly about their strengths, of course—and they can also demonstrate how a so-called weakness can actually be a strength for a particular job. They do this by focusing on specific skills and personal traits they have. It's important to be able to market yourself well.

5. Describe at least three ways you can use your Personal Brand Statement. ②

   You can use it in conversations and interviews, and you can use a finely crafted statement in your resumes and cover letters and as part of your online presence.

6. How is a 30-Second Commercial different from a Personal Brand Statement? ②

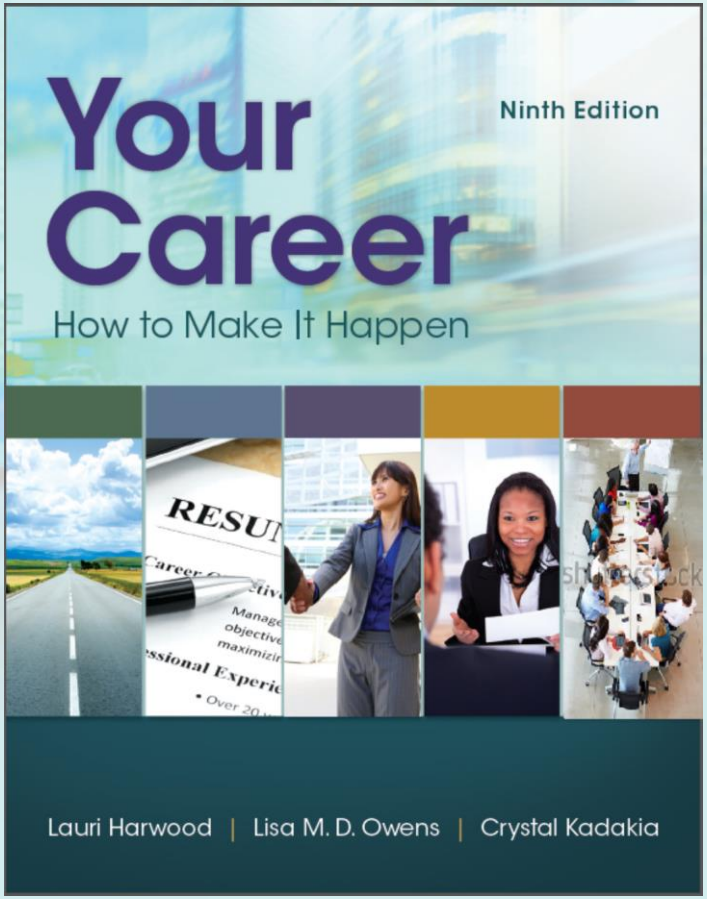
   A 30-Second Commercial is a "clincher" speech that highlights your strongest qualities and shows how they will benefit that particular employer. Your Personal Brand Statement is the foundation for the longer 30-Second Commercial.

7. Why do you need just one Personal Brand Statement and several 30-Second Commercials? ②

   Each commercial will be slightly different depending on who you are talking with and what that person is looking for. You will highlight different strengths and qualities based on that particular connection.

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Chapter 2

Know Yourself to Market Yourself

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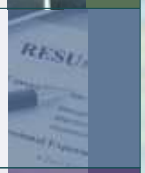
Chapter Goal

- Identify what makes you unique and valuable and describe it concisely.

PHASE 1: Prepare for the Journey
- *The Job Search Journey*
- ***Know Yourself to Market Yourself***
- *Picture Yourself in the Workplace*



PHASE 2: Create Your Resume
- *Plan Your Resume*
- *Write Your Resume*



PHASE 3: Apply for Jobs
- *Find Job Openings*
- *Write Job Applications*
- *Write Effective Tailored Cover Letters*



PHASE 4: Shine at Interviews
- *Know the Interview Essentials*
- *Prepare for Your Interview*
- *Interview Like a Pro*



PHASE 5: Connect, Accept, and Succeed
- *Stay Connected with Prospective Employers*
- *It's an Iterative Process*
- *Take Charge of Your Career*



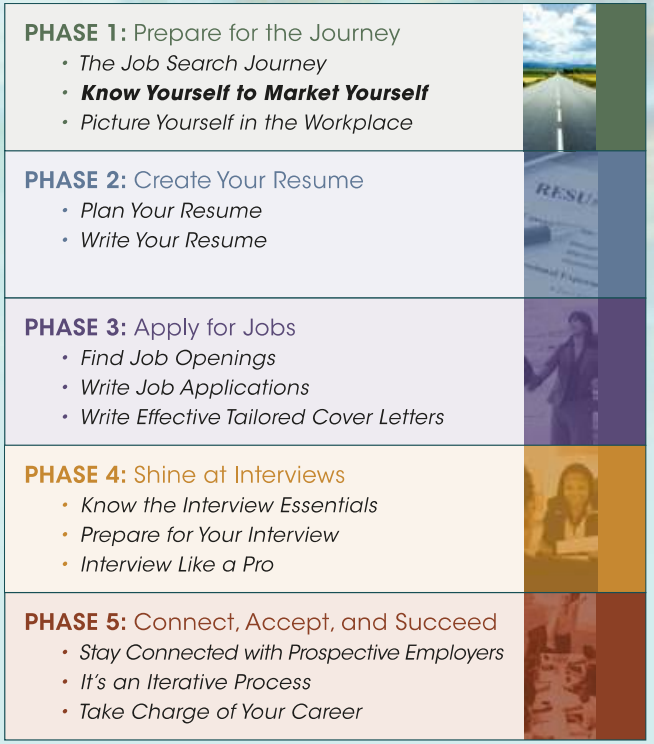
PHASE 1: Prepare for the Journey
Step 2, *Know Yourself to Market Yourself*

You are in Phase 1, *Prepare for the Journey*, step 2. Your goal in this chapter is to assess yourself so that you know what you have to offer an employer, and to learn to market yourself effectively and concisely with a great Personal Brand Statement and 30-Second Commercials. You will identify what makes you unique and valuable.

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Chapter Outcomes

- Create an inventory of what you personally can offer an employer.
- Develop a Personal Brand Statement.
- Develop several 30-Second Commercials.



PHASE 1: Prepare for the Journey
Step 2, *Know Yourself to Market Yourself*

You are in Phase 1, *Prepare for the Journey*, step 2. Your goal in this chapter is to assess yourself so that you know what you have to offer an employer, and to learn to market yourself effectively and concisely with a great Personal Brand Statement and 30-Second Commercials. You will identify what makes you unique and valuable.

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1. Personal Inventory

- Education and professional training
- Work experience, skills, and accomplishments
- Transferable skills, such as your time management and communication skills

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1. Personal Inventory

- **Education and professional training**
  - List school names and dates attended (in reverse chronological order).
  - List career-related courses.
  - List degrees and certificates.
  - Add organizations and activities.
  - Describe awards, scholarships, and achievements.

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1. Personal Inventory

- **Work experience, skills, and accomplishments**
  - List company/organization and dates (in reverse chronological order), including:
    - Paid jobs
    - Internships, cooperative education placement
    - Military career
    - Volunteer work, large family, or community projects
  - List duties, accomplishments, and achievements.
  - List skills and knowledge gained or developed.
  - List recognitions and commendations.

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1. Personal Inventory

- **Two kinds of skills: both are important**
- ***Job specific:*** Needed to perform a particular job
  - Map a route using an employers GPS
  - Balance books for accounting
  - Frame a residence or commercial building
- ***Transferable:*** Used in many work environments
  - Follow directions
  - Communication skills
  - Math ability
  - Deal with high-pressure situations
  - Analytical skills

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1. Personal Inventory

- **Accomplishments**
  - Educational, work, or volunteer related
  - Use ***WHI method*:**
    - **What** you did
    - **How** you did it
      (personal traits or skills used to achieve success)
    - **Importance** of accomplishment
      (to community or employer)

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1. Personal Assessment

- **Self-assessment:**
  - Assess your career interests
  - Identify personal values
  - Clarify personal and lifestyle needs and desires
- **Sources:**
  - Schools' career services counselors
  - O*Net and other government websites

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2. Personal Brand Statement

- Power-packed statement about YOU!
  - A summary of the benefits you offer to an employer; a tagline or slogan for marketing yourself
  - Used in resumes, job applications, cover letters, online sites (e.g., LinkedIn®), email signature, etc.

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2. Create Your Personal Brand Statement

1. Start with a word or two that describes **you.**
2. Add phrases that describe how you do things or what you are known for.
3. List a few of your personal traits.
4. Weave the words in Steps 1, 2, and 3 together to create a few lines that describe you.
5. Try out lots of combinations and refine it.

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2. Personal Brand Statements: Examples

- A harmonizer who helps people get along together
- A highly competitive individual who likes to win at everything I do
- A person who sees beauty everywhere and tries to capture it in ways that others will appreciate
- A researcher who appreciates the challenge of discovering how things fit together
- A persuasive salesperson with a passion for matching products with people's needs
- A teacher at heart whose passion is to help other people be the best they can be
- A welder who matches the right welding rod and electrode for every job, whether for sheet metal or aerospace construction

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3. Your 30-Second Commercial

- Also called elevator speech
- Hone your message for each prospective employer
- Speech that highlights your strongest qualities and shows how they will benefit the employer
- Use in networking events, practice and real interviews, and thank-you and follow-up notes

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3. Your 30-Second Commercial: Draft It

1. Start with your Personal Brand Statement.
2. Write a brief summary of your education, experience, and skills that equip you to do the job.
3. List things this employer needs.
4. Put it all together in a few sentences to describe:
   - Who you are
   - What relevant skills and education you have
   - How you meet the employer's needs
5. Try out several versions, honing your commercials.

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Real World Scenarios composite stories from real people

- **Anisha**
  - Listing education and classes was a good start.
  - Input from others helped expand her thinking.
  - What's a project you spent significant time on?
    What skills did you develop?

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Caution: Don't Exaggerate Your Credentials

- On resumes, write only about the good stuff.
- Don't showcase faults or weaknesses.
- Don't exaggerate; never lie (not even a little!).

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Think About It

- "You have more to offer employers than you might realize. Just ask someone else! Often, we are our own worst critics. Take time to see your strengths."
- "The success you achieve in one area of your life is a good indicator of the success you will achieve in other areas."

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Your Career
How to Make It Happen

Ninth Edition

YOUR Job Search Journey

PHASE 1: Prepare for the Journey
- *The Job Search Journey*
- ***Know Yourself to Market Yourself***
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- *Plan Your Resume*
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PHASE 3: Apply for Jobs
- *Find Job Openings*
- *Write Job Applications*
- *Write Effective Tailored Cover Letters*



PHASE 4: Shine at Interviews
- *Know the Interview Essentials*
- *Prepare for Your Interview*
- *Interview Like a Pro*



PHASE 5: Connect, Accept, and Succeed
- *Stay Connected with Prospective Employers*
- *It's an Iterative Process*
- *Take Charge of Your Career*

PHASE 1: Prepare for the Journey
Step 2, *Know Yourself to Market Yourself*

You are in Phase 1, *Prepare for the Journey*, step 2. Your goal in this chapter is to assess yourself so that you know what you have to offer an employer, and to learn to market yourself effectively and concisely with a great Personal Brand Statement and 30-Second Commercials. You will identify what makes you unique and valuable.

I can make it happen.

Lauri Harwood
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CHAPTER 2 Know Yourself to Market Yourself

Summary

In Chapter 2, students prepare a complete inventory of their education, training, work and other experience, accomplishments, values, and performance traits. This personal inventory is essential groundwork for developing, confirming or narrowing down career fields and specialties.

The Chapter 2 Job Qualifications Profile (Career Action Worksheets 2-3 and 2-4) helps students tie their self-assessment to those things employers want from employees. With these insights, students begin to shape their Personal Brand Statement and 30-second Commercials (Career Action Worksheets 2-5 and 2-6) to persuade employers that they are qualified for their targeted jobs. Students can also use their Job Qualifications Profiles as references in later chapters when they are developing their resumes, cover letters, job applications, and for interview preparation.

Outline

Outcome 1: Take a personal inventory of what you can offer an employer

Take a Personal Inventory, page 30
- Your Education and Training
- You Work Experience and Skills
  - Your Job-Specific Skills
  - Your Achievements
  - Your Transferable Skills
- Tools for Deeper Self-Assessment

Outcome 2: Start developing your Personal Brand Statement and Your 30-Second Commercials

Develop Your Personal Brand Statement and 30-Second Commercial, page 34
- Prepare Your 30-Second Commercial
  - Drafting your 30-Second Commercial

Features

- The Job Search Journey, page 29
- Real World Scenario: Anisha, page 30
- Caution: Don’t Exaggerate Your Credentials, page 32
- Real World Scenario: Emilio, page 34
- Make It a Habit: Build Greater Self-Awareness, page 35
- You, Online: Showcase Your Personal Brand Statement Online, page 37
- Chapter Checklist and Critical Thinking Questions, page 41
- Trial Run: My Dream Job, page 42

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Figures

- Figure 2-1: Examples of Job-Specific Skills, page 31
- Figure 2-2: Examples of Transferable Skills, page 32
- Figure 2-3: Examples of Demonstrating Transferable Skills, page 33
- Figure 2-4: Examples of Job Specific Skills Used as Transferable Skills, page 33
- Figure 2-5: Examples of Personal Brand Statements page 36
- Figure 2-6: Examples of 30-Second Commercials page 38
- Figure 2-7: Outline and Delivery of a 30-Second Commercial page 40

Career Action Worksheets

- 2-1: Education, Training, and Activities Inventory, page 43
- 2-2: Experience and Skills Inventory, page 47
- 2-3: Personal Qualities Inventory, page 49
- 2-4: Self-Assessments and Career Planning, page 51
- 2-5: Develop Your Personal Brand Statement, page 53
- 2-6: Create Your 30-Second Commercials, page 55

Career Action Worksheets

Career Action Worksheet 2-1: Education, Training, and Activities Inventory, page 43. Students complete this summary of their education and training, including listing career-related courses completed, activities, accomplishments, and skills developed as part of their education, training, and other organizational activities. Students are told that they will use this information to begin building their resume in Part 2.

Career Action Worksheet 2-2: Experience and Skills Inventory, page 47. Students complete one set of questions for each position they have held and each project that provided them with career experience. They document names of organizations, contact information, skills developed, accomplishments achieved, and praise earned. Students are told that this information will be used in the resume they build in Part 2.

Career Action Worksheet 2-3: Personal Qualities Inventory page 49. To help them find a good job match, students document their personal qualities and work performance traits, think through why an employer might want to hire someone with these traits, and list examples of when they have demonstrated these personal traits. This activity will help them in future interviews when they are asked to provide evidence of successfully using these traits.

Career Action Worksheet 2-4: Self-Assessments and Career Planning, page 51. Students use online self-assessment tools that measure such things as interests, values, and/or personality type. They print the results and place them in their Career Builder Filers section About Me.

Career Action Worksheet 2-5: Develop Your Personal Brand Statement, page 53. Students develop a Personal Brand Statement that summarizes their career focus and their capabilities that can benefit employers and that differentiate them from others. Students get feedback from two people to help them improve their statement. The chapter explains the process in detail and provides samples to help students develop their Personal Brand Statement.

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Career Action Worksheet 2-6: Create Your 30-Second Commercials, page 55. Students develop three 30-Second Commercials that describe how they can benefit specific employers. The chapter explains the process in detail and provides samples to help students develop their commercials. Commercials contain their Personal Brand Statement and connect it with something an employer wants, as determined from reading real job descriptions online. Once the commercials are complete, students can get feedback for improvement and practice delivering their commercials.

Teaching Suggestions

1. **Chapter 2 I Can Make It Happen Slideshow.** Cengage provides a slideshow that may be of use to you as an instructor to customize for your class, use as is, or as ancillary material to share with students online.

2. **Motivational statement.** Ask students what the statement means to them. This can be done as a class discussion or in small groups.

3. **Your workplace knowledge activity.** Divide the class into teams based on career interests and/or students' current employment. Have each team develop and present to the class a slide or flipchart with 10 personal qualities that employers might want in an employee. Look for similarities and differences. Discuss how an employer could determine if a job applicant had these requirements. Then discuss how an applicant could demonstrate these qualities in an interview. See Figure 2-6 for examples. *Optional:* To provide a stimulus for this activity, students can look at several real job opening descriptions that they find online or that the instructor provides.

4. **Guest speaker.** Invite your campus career counselor to discuss additional self-assessment and exploration techniques and publications, as well as other sources of information about self-assessment for career planning and the job search.

5. **Identify examples of job-specific skills and transferable skills.** Completing this activity is highly recommended. *Purpose:* To help students distinguish between job-specific skills and transferable skills so that they can identify what skills they have developed. *Procedure:* Present the definitions of job-specific skills and transferable skills as outlined in the chapter. Students identify and write descriptions of their own various activities that have built up their experience, such as current or past jobs, activities or projects in the community or at school, and family. For one or more of these activities, they list examples of job-specific skills and transferable skills they used or developed. Students discuss their examples in small groups and then each group presents a few examples to the class.

   On the chalkboard or a flipchart, write the headings *Job-Specific Skills* and *Transferable Skills*. As the groups present their examples, have a student record the examples under the appropriate headings. If he or she categorizes any examples incorrectly, explain the error. Promote whole-group discussion to clarify the distinction between job-specific skills and transferable skills. Emphasize that both are valuable to employers today.

6. **"Are you ready to interview?" activity.** Use this optional activity to pique student interest and promote awareness of the need to prepare carefully for interviewing and skillfully discussing qualifications.

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Ask individual students to answer some typical interview questions and have the class assess how well the students responded. Make this exercise nonthreatening to encourage participation and increase awareness.

First, prepare a list of typical tough interview questions, for example:

- Tell me about yourself.
- If we talked to a coworker or former employer, what would he or she identify as one of your strengths?
- What are your specific qualifications for this job?
- Why do you want this job?
- Why should I hire you?
- How has your education and training prepared you for this job?
- If we talked to a coworker or former employer, what would he or she identify as one of your weaknesses?

You might want to add questions of your own. See Chapter 10, "Prepare for Your Interview," for more details. Ask students different questions. After each response, ask the class how they think an employer would evaluate the student's answer. Ask whether they would hire this person. When students answer a question well, congratulate them; also help students understand why an answer sounds weak. Emphasize how important their answers are in getting a job, and note that the Chapter 2 exercises related to Personal Brand Statements and 30-Second Commercials will help them express their qualifications well.
Emphasize that Phase 4 of the Job Search Journey (Part 4, Chapters 9–11) provides the guidelines and practice students need to shine at interviews.

7. **You, Online: Showcase Your Personal Brand Statement Online (page 37).** Start a discussion on any of these questions: What does your email signature say today? What changes will you make to it? Where can you showcase your personal brand on your Facebook profile? Are there items on your Facebook profile you should remove or modify that are either unprofessional or contradict your personal brand? What other social media sites do you use that you will update with your personal brand?

8. **Look at the appendix, "Succeeding in the Job Search Journey Using Social Media," on pages 304–309.** For more ideas about using their Personal Brand Statement online, students can look at this appendix.

9. **Practice for resumes, cover letters, and interviews.** Students present to the class a brief verbal summary of their educational background and experience—for example, paid or volunteer work, internships, or cooperative education. This constitutes an important part of the information that must be conveyed in their job search activities. The exercise also helps students fix the information clearly their minds, improving their ability to communicate it well during the job search. The more practice they get discussing their qualifications, the greater their ability will be to do so during the job search.

10. **Personal mission statement.** This activity helps students with their self-assessments and career goals and gives them practice expressing their capabilities. Ask students to write a one-sentence mission statement. What sentence describes what they are going to accomplish during their lifetime? What is their life purpose? A personal mission statement could read "to advance society through improved technology," "to provide top-quality nursing care to others," "to build our nation by educating young people," or "to improve our communities one house-building project at a time." Follow-up discussion can revolve around steps (education, job experience, volunteering, etc.) that will help students accomplish their mission statements.

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11. **Top accomplishments.** The activity helps students identify their strengths related to their accomplishments and reinforces confidence in their abilities. It provides practice conveying accomplishment-oriented descriptions of abilities that employers want as evidence of employability. Note: Students might be reluctant to share their accomplishments with the class. Discuss the concept of *past performance as an indicator of future accomplishments* and the importance of being comfortable "selling" one's accomplishments to a prospective employer.

    Procedure: Students list three of their most significant lifetime accomplishments on paper. They can review the Career Action Worksheets in Chapters 2 to help them recall relevant examples. For each accomplishment, have them list the skills, personal qualities, and work performance traits they used to achieve these accomplishment.

    In small groups, have each student discuss one or two accomplishments and the skills and traits he or she used to achieve them. The group then provides feedback to the presenter on the content and helps identify other skills and abilities the presenter may have overlooked.

    Emphasize that this exercise provides written documentation of accomplishments and the application of job-specific skills and transferable skills used to achieve them. This forms the foundation of accomplishment-oriented descriptions of qualifications that employers want from candidates to prove employability. Students will use this information in their cover letters, resumes, and interviews.

    Optional: Ask students to present their accomplishments using the *WHI* (what, how, importance) method. This provides practice in describing work in ways that appeal to employers—by describing the value and importance of an accomplishment rather than just describing tasks and actions.

12. **Consider a famous person you admire.** This activity helps students with their self-assessments. Have students choose a famous person they respect or admire. Pair up the students or divide the class into small groups to discuss the reasons they admire or respect this individual. A classroom discussion may also be included. Help students identify the values, skills, interests, goals, etc. they have in common with this person.

13. **Trial Run: My Dream Job.** Students identify the most important job-specific skills and transferable skills for their dream job and evaluate their own qualifications. Using your own career field as an example, ask students to brainstorm transferable skills that today's workers must possess.

14. **Personal Brand Statement**. You may want to share with students the following quote from Mark Twain and note how it relates to the need for students to polish their Personal Brand Statement: "It usually takes more than three weeks to prepare a good impromptu speech." Or this quote form President Abraham Lincoln: "I'm sorry I wrote such a long letter. I did not have the time to write a short one." Then have students work in small groups to review their classmates' Personal Brand Statements and suggest how to make each one more concise and powerful.

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8-week schedule

This schedule is for three 50-minute classes or two 75-minute classes for 8 weeks.

Weeks 1 and2: Prepare for the Journey
Orientation
Chapter 1, The Job Search Journey
Chapter 2, Know Yourself to Market Yourself
Chapter 3, Picture Yourself in the Workplace
Appendix, Outcome 1, Leverage Social Media at the Start of the Job Search Journey

Week 3: Create Your Resume
Chapter 4, Plan Your Resume
Chapter 5, Write Your Resume
Appendix: Outcome 2, Share Your Resume Online

Weeks4and5: Apply for Jobs
Chapter6, Find Job Openings
Chapter7, Write Job Applications
Chapter 8, Write Effective Tailored Cover Letters
Appendix , Outcome 3, Network and Find Job Leads Using Social Media

Weeks6and7: Shine at Interviews
Chapter 9, Know the Interview Essentials
Chapter 10, Prepare for Your Interview
Chapter 11, Interview Like a Pro
Appendix, Outcome 4, Prepare for Interviews Using Social Media

Week 8: Connect, Accept, and Succeed
Final Exam
Chapter 12, Stay Connected with Prospective Employers
Chapter 13, Dealing with Disappointment
Chapter 14, Take Charge of Your Career
Appendix, Outcome 5, Manage Your Ongoing Social Media Presence

Notes:

1. For the final exam, select appropriate items from the chapter tests and the critical thinking questions at the end of each chapter.
2. Plan to review students' key Career Action Worksheets and Career Builder Files (About Me, About Jobs, and Master Career Portfolio) to ensure that they have completed the assignments.

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