

LINX EDUCATIONAL INSTRUCTOR'S GUIDE

STARTING FRESH: RESUMES AND COVER LETTERS FOR PEOPLE WITH A TROUBLED BACKGROUND

Activity 1: ASSESS YOUR SKILLS AND ABILITIES

Identify skills, abilities and talents that you have that can be used to build your resume. Using the following categories as guides, list your skills with a specific example of how you used them or what you can do.

Communication Skills: (public speaking, presentations, leadership)

Computer Skills: (word processing, design and technical)

Interpersonal Skills - often called soft skills: (how you work and interact with others)

Problem Solving Skills: (decision making, critical thinking)

Job-specific Skills: (learned on the job, from experience or training)

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Activity 2: WRITING YOUR RESUME

Use the following worksheet to write information to include in your resume. Then type your resume using the Functional format without references to dates. You may use any or all of these categories. Be sure to include your strongest skills from Activity 1.

CAREER OBJECTIVE: state the type of position you are seeking or where you want your career to go.

SCHOOL ACCOMPLISHMENTS (if applicable)

WORK ACCOMPLISHMENTS (if applicable)

WORK EXPERIENCE (include company name and address)

EDUCATION AND TRAINING (include institution, degrees or certifications)

SPECIAL SKILLS (be specific)

Activity 3: WRITING A COVER LETTER

Once your resume is complete, write a cover letter to accompany it. This should include 3 parts:

1. An introductory statement about the company; this shows you have learned something about it.
2. Tell the job you're applying for, how you heard about it, and why you are the right person for the job.
3. Ask for an interview; tell when you are available, how you can be reached.

Note to Instructor:

There is no answer key; all responses will be individual, based on the viewers' skills and background. The computer should be used to type the resume and cover letter using content learned in the video, from the library and online. Everyone has skills, even though they may not have had a job. Have them consider training while incarcerated, volunteer or community work, work on committees in school or in organizations.

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