



Resume Development



Session Time: One, 50-minute session

DESIRED RESULTS

ESSENTIAL UNDERSTANDINGS

The aviation industry provides a multitude of pathways to pursue a career as a pilot. (EU 6)

ESSENTIAL QUESTIONS

1. What is a resume and why is it important?

LEARNING GOALS

Students Will Know

- Appropriate resume techniques and categories
- How to record information for creating a resume
- How to apply their elevator speech to develop a cover letter

Students Will Be Able To

- *Identify* components of a resume. (DOK - L1)
- *Create* a resume and cover letter that accurately represents skills, experience/education, personal interests, and achievements. (DOK - L4)

ASSESSMENT EVIDENCE

Warm-up

Students will predict how much time a typical employer spends initially reviewing a resume.

Formative Assessment

Students will compile information they can include for each part of their resume.

Summative Assessment

Students will create their own resumes using proper headings and an appropriate format. Students will also prepare a cover letter to send to a school with a course of study in aviation or aerospace.

LESSON PREPARATION

MATERIALS/RESOURCES

- [Resume Development Presentation](#)
- [Resume Development Student Notes 1](#)
- [Resume Development Student Notes 2](#)

- [Resume Development Student Activity 1](#)
- [Resume Development Student Activity 2](#)
- [Resume Development Teacher Notes 1](#)
- [Resume Development Teaching Aid](#)

LESSON SUMMARY

Lesson 1 - Job Application Practice

Lesson 2 - Resume Development

Lesson 3 - Revising Your Career Portfolio

To begin the lesson, discuss with students how long an average employer spends initially reviewing a resume. Based on that understanding, students will talk about the most important characteristics of a resume. A presentation will guide students through what resumes are and why they are needed; students will also review different resume formats. In addition, students will learn what a cover letter is and how it is used in conjunction with a resume.

Using their notes, a sample resume, and a resume checklist, students will compile the information they will incorporate into a resume and cover letter. Finally, students will write their own formal resume and cover letter.

BACKGROUND

Many students taking this course will be considering careers in aviation and aerospace, and they may wish to look for jobs and internships that will give them some experience in a related field. Accurate and functional resumes will help them reach that goal.

Students should begin developing their resumes now, while they are training for their aviation careers, so they can capture their accomplishments contemporaneously. That will help them document the internships, jobs, awards, and education they have received while the memories are still fresh. Preparing a resume now will also help students as they apply for summer positions. Students may be expected to submit resumes with little notice, and having one prepared will give them a head start on their applications.

In preceding courses, students may have developed a mission statement, investigated possible career choices, and practiced completing job applications. These activities will help students identify the basic information to add to the resume, including objective, experiences (paid and volunteer), skills, awards, and extracurricular activities.

MISCONCEPTIONS

Although many online tools generate resume formats, students may have no experience writing a resume and may not realize how they can customize a resume to best highlight their strengths.

DIFFERENTIATION

To support student comprehension in the **EXPLORE** section of the lesson plan, provide examples of the types of information that students could use to fill in their resumes. Ask students to contribute in an informal class discussion while discussing the parts of the resume.

To assist struggling learners in the **EXPLAIN** section of the lesson plan, click back to the slides that explains the “Dos and Don’ts of Resume Writing” or provide this checklist in a separate handout. Providing students with checklists can help them to self-assess.

Allow students to have extended time to complete their resumes and cover letters to ensure correctness.

LEARNING PLAN

ENGAGE

Teacher Material: [Resume Development Presentation](#)

Slides 1-3: Introduce the topic and learning objectives of the lesson.

Slide 4-5: Conduct the **Warm-Up**.

Warm-Up

Begin with a class discussion about how employers evaluate a candidate's qualifications. Poll the class for their answers to this question: How much time does a typical employer spend initially reviewing a candidate's qualifications in their resume?

Answer: 15-30 seconds

In a follow-up discussion, ask students: If employers spend less than a minute looking at qualifications, what do you think are the most important characteristics of a resume that will get you to the next step, an interview?

Answers may include organization, clarity, legibility, brevity, relevant experience, and qualifications specified in the job posting.

Use students' responses to emphasize the importance of a resume. Explain that a resume is a brief summary of a candidate's qualifications that an employer can quickly browse.

[DOK L2; *predict*]

EXPLORE

Teacher Material: [Resume Development Presentation](#)

Student Material: [Resume Development Student Notes 1](#)

Slide 6: Explain that in this lesson, students will be learning about resume development. A resume is a brief summary of a candidate's experience, education, and accomplishments. Many organizations use resumes to maintain a record of their employees, but resumes are also crucial tools for obtaining employment. Typically, the resume is the first step in the application process: candidates present their resume to an employer to obtain a job interview. Resumes are also a great way for job candidates to market themselves more generally, at job fairs or on social networking sites. When preparing a resume, keep in mind that the goal is to interest a prospective employer enough to invite the candidate to an interview where the candidate can discuss their qualifications in greater detail.

Emphasize that people sometimes try to make their resume stand out by using fancy or colorful fonts, unusual formatting, or other attention-grabbing tricks. This is a mistake. What matters most to an employer is the information provided about the candidate. Because employers spend so little time reviewing resumes, the relevant information must be clearly presented and easy to find. Resumes with unusual designs may indeed stand out for the wrong reasons! If the format is distracting or the key information is difficult to find, the potential employer may be irritated and simply discard the resume.

Slide 7: Job candidates generally organize their resume in one of two ways. Some people choose to prepare a resume in chronological order, with their most recent experience at the top. This organization may be most appropriate for people with a steady work history, without major gaps. The chronological sequence clearly shows how the candidate has advanced in their career. Resumes that follow this format should be concise; they are typically no more than two pages long.

Other candidates may choose to organize their resume in a skills-based, or functional, format. The candidate organizes their relevant skills and experiences into different categories (for example, Training, Hands-on Experience, Published Works); within each category, items are typically listed chronologically. Resumes in this format are common in academia, where they are generally called *curriculum vitae* (CV). The skills-based format has the benefit of de-emphasizing gaps in employment, since jobs are not listed in order. A CV can be longer than two pages depending on how much experience a candidate wants to share.

Slide 8: Distribute copies of **Resume Development Student Notes 1** to the class. The resume that students will be preparing in class should be divided into several different sections, covering areas like education, experience, current job responsibilities, honors and accomplishments, memberships and affiliations, and certifications and licenses. Go through each of these sections with students, comparing the information on each slide to the corresponding section of the sample resume in **Resume Development Student Notes 1**. As students review each section, they should begin to think about what they would write for their own resume. Emphasize that employers know that high school students do not have much experience yet! But students should include all of their relevant experiences to fully present themselves to a prospective employer.

Slide 9: The student's contact information should be prominently placed at the top of the resume. If a hiring manager finds the resume interesting, this is the primary way to contact the candidate. It's crucial to double-check that all contact information is up to date and that the applicant is easily reachable at each address or number listed. Note that on the sample resume in **Resume Development Student Notes 1**, both home and cell contact information are provided.

Slide 10: For a student's first entry-level job, educational experience is often listed next. This is because the student may have limited relevant work-related experience. The educational experience provided should emphasize background skills relevant to the job. An application for a pilot position would emphasize flying skills, while an application for an air traffic control position may emphasize organizational skills. This section should include the candidate's school, major (if in college), date of graduation, and GPA. It may also be worth noting relevant coursework or activities, such as the aviation elective and the drone club shown on the sample resume in **Resume Development Student Notes 1**.

Slides 1112: The job candidate should also list any relevant work experiences. If the candidate has had many jobs in the past, it may be appropriate to list only the job experiences directly relevant to the position being sought. If possible, list work experiences in sequence to show an unbroken record of work that demonstrates increasing responsibilities; gaps in work history may be a red flag to a potential employer. When describing each work experience, highlight any responsibilities or skills that are particularly relevant for the current position. In addition, try to use an active voice to convey a sense of accomplishment to the reader. As in the other slides, point out the information listed for this section on the sample resume in **Resume Development Student Notes 1**.

Slide 13: The candidate should also list any honors or achievements that are relevant to the job being sought. These can help to demonstrate why the candidate is a better fit for the job compared to other candidates who may have similar work histories.

Slide 14: Similarly, the candidate should list any relevant memberships or affiliations. These show engagement in the community and demonstrate commitment to a certain field. Particularly as a student, membership in an aviation club or a hobby group may better demonstrate relevant experience than past jobs.

Slide 15: For some aviation jobs, a license or certificate may be required as a condition of employment (e.g., an Airline Transport Pilot license would be necessary to fly a passenger jet). For these positions, an employer may not even read resumes that do not list the required licenses or certifications. Always do adequate research before applying to a position, and learn what types of licenses, if any, are requirements for the job. Students have likely not have achieved any licenses or certifications yet; these achievements may not be required for many entry-level positions.

Slide 16: Review what people should and should not do when writing resumes. Emphasize that these are guidelines, not necessarily hard-and-fast rules, and that students should be prepared to tailor their resumes to suit each particular opportunity.

Should Do -

- Use short, concise sentences. Remind students that the goal of a resume is to quickly summarize the qualifications that would entice a hiring manager to schedule an interview. Therefore, the resume should be short and easily read.
- Use action verbs. A useful way to keep a resume short and concise is to describe experiences in the active voice. Begin each bullet point with an action verb that precisely states what that particular experience required: e.g., *Led class project ...; Organized club meetings ...* Action verbs also emphasize relevant skills and other qualifications for a position.
- Keep the resume easy to read. Whichever format is used, each category should be clearly and consistently marked. It should be immediately clear to a hiring manager where to look on a resume for a particular piece of information.
- Keep the resume under 2 pages. For most positions, particularly at the entry level, the hiring manager will not waste time digging through hundreds of words to understand a candidate's qualifications. That said, try to include unique or interesting details—provided they are relevant to the job—to make the resume stand out and further entice the hiring manager to follow up.

Should Not Do -

- Say “I,” “me,” or “my.” These pronouns are redundant, since it's already clear who has performed all the tasks described: the candidate.
- Clutter the resume with nonessential information. Remember, a hiring manager will likely spend only about 30 seconds reviewing a resume, so it's crucial to include only information that is directly relevant to the position being sought.
- Lie, exaggerate, or mislead. Your resume must accurately reflect your qualifications. Many employers will require background checks and references, so inaccuracies may lead the hiring manager to immediately reject you—not only for this position but for any future ones.
- Include any personal information, other than contact information, on the resume. Remember that laws prevent employers from considering qualities such as race or appearance when hiring for a job.

Slide 17: Introduce students to the concept of a cover letter. Explain that cover letters are personal letters that a candidate may include with their resume. These letters are sometimes optional; many automated HR software programs will not even look at these letters. However, if the candidate's resume lands on a hiring manager's desk, the cover letter is a good opportunity for the candidate to provide a more personal introduction than a resume can offer. The cover letter is similar to an elevator pitch in written form. Both are meant to be short narratives that pique a hiring manager's interest in interviewing a candidate. Encourage students to think about what stories or details they included in their elevator pitch from the previous lesson that can also be included in their cover letter.

Slide 18: Review what people should and should not do when writing cover letters. As with resumes, emphasize that these are guidelines, not necessarily hard-and-fast rules.

Should Do -

- Write a new cover letter for each employer. A cover letter is meant to be a personal exchange with the hiring manager. It should be tailored to emphasize the candidate's skills and other qualifications that are most relevant to the particular position being applied for.
- Be concise and professional, but also memorable to help the hiring manager remember the candidate. As with the resume, try to include unique or interesting details—provided they are relevant to the job—to make the letter stand out and further entice the hiring manager to follow up.
- Explain questions raised by the resume. A cover letter is a good opportunity to explain possible red flags in a resume, such as employment gaps or terminations.

Should Not Do -

- Summarize the resume. A cover letter is not a resume in letter form; if it were, there would be no point in writing and sending it. Instead, it should draw the reader's attention to important aspects of employment history and qualifications; it is also a good opportunity to reveal more personality.
- Forget to sign the cover letter.

EXPLAIN

Teacher Material: [Resume Development Presentation](#)

Student Material: [Resume Development Student Notes 2](#)

Slide 19: Working in pairs, students should review the sample professional pilot resume and cover letter in **Resume Development Student Notes 2**. Emphasize these resources suggest how a young, professional pilot might construct a resume and cover letter to highlight their work experience.



Questions

Based on their review, student pairs should discuss and answer the following questions. If time allows, also discuss student responses as a class.

- How does the resume present information in each section? How is this similar to and different from the first sample resume you reviewed?
The professional resume includes most but not all of the sections from the sample resume. Both include a header with contact information, though each resume lays out this information differently. Both also include sections for education and work experience. However, the sample resume begins with education, while the professional resume begins with certificates, ratings, and flight times, followed by work experience, followed by education; this likely reflects how much more relevant experience a professional has compared to a student.
- How does the cover letter supplement the resume?
The cover letter describes the applicant's many positive qualities that aren't necessarily reflected in the resume (e.g., honest, considerate). It also addresses several potential red flags by emphasizing the candidate is not simply looking for a "stepping stone" position and by explaining why he might still be qualified despite not meeting the requirement for having logged 5,000 hours of flight time.
- Would you be interested enough to interview this candidate? Why?
My interest might depend on the number of resumes we received from qualified candidates who have logged the required number of hours. If the position cannot be filled from these applicants, I would probably want to interview this candidate, as his experience and passion for flying seems evident from the resume and cover letter.

EXTEND

Teacher Materials: [Resume Development Presentation](#), [Resume Development Teacher Notes 1](#)

Student Material: [Resume Development Student Activity 1](#)

Slide 20: Complete the **Formative Assessment**.

Formative Assessment

Using their notes and the sample resumes, students will compile the information they will use to write their own resumes. Provide each student with **Resume Development Student Activity 1**. Students will use the notes they record in this planning document to draft their complete resume later in this lesson.

Sample answers are provided in the **Resume Development Teacher Notes 1**.

[DOK L2; *organize*]

EVALUATE

Teacher Materials: [Resume Development Presentation](#), [Resume Development Teaching Aid](#)

Student Material: [Resume Development Student Activity 2](#)

Slide 21: Conduct the **Summative Assessment**.

Summative Assessment

For this formative assessment, students will create their own resumes using proper headings and an appropriate format. Students will also prepare a cover letter to send to a school with a course of study in aviation or aerospace.

Provide each student with **Resume Development Student Activity 2**. Each student should draft a resume using notes from **Resume Development Student Activity 1**. Students should use the proper headings, choose an appropriate format, and supply complete and appropriate information. There is no correct template for a resume, and each student's resume will likely look different. However, everyone's resume should present all the relevant information to impress an admissions officer for a post-high-school program in aviation or aerospace.

In addition, each student will write a cover letter to a school of their choice to obtain information about a course of study relevant to aviation or aerospace. Have students attach their resume and ask for feedback from the school about how to improve their resume to be considered for admission.

In the interest of time, this assessment may be assigned as homework.

Use **Resume Development Teaching Aid** for scoring student resumes and cover letters.

[DOK L4; *create*]

STANDARDS ALIGNMENT

COMMON CORE STATE STANDARDS

- **RST.9-10.2** - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **WHST.9-10.1D** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **WHST.9-10.2A** - Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **WHST.9-10.2C** - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among the complex ideas and concepts.
- **WHST.9-10.2D** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **WHST.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.6** - Use technology, including the Internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.
- **WHST.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WHST.9-10.9** - Draw evidence from informational texts to support analysis, reflection, and research.
- **L.9-10.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.9-10.1A** - Use parallel structure
- **L.9-10.1B** - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

REFERENCES

<http://www.aie.org/life-after-college/starting-your-career/building-a-resume/sample-resumes-templates/>
<https://www.glassdoor.com/blog/guide/how-to-write-a-cover-letter/>