

ON LINE REPLICATION KIT FORMAT



Stand-Out Skills: Resumes That Get Noticed

2003-2004

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1. Description of Primary Learners: Young Adults with High School Education

- | | | | |
|--------------------------|------------------|-------------------------------------|-------------------|
| <input type="checkbox"/> | Early Learners | <input checked="" type="checkbox"/> | High Schools |
| <input type="checkbox"/> | Primary Schools | <input checked="" type="checkbox"/> | Young Adults |
| <input type="checkbox"/> | Upper Elementary | <input checked="" type="checkbox"/> | Adult Learners |
| <input type="checkbox"/> | Middle Schools | <input type="checkbox"/> | Intergenerational |

2. Subject/Topical Areas of Inquiry: Job Related Skills

- | | | | |
|-------------------------------------|----------------------|-------------------------------------|--------------------|
| <input type="checkbox"/> | Science/Technology | <input checked="" type="checkbox"/> | Daily Life Skills |
| <input type="checkbox"/> | Social Sciences | <input checked="" type="checkbox"/> | Business/Economics |
| <input type="checkbox"/> | Arts/Humanities | <input checked="" type="checkbox"/> | Local Community |
| <input checked="" type="checkbox"/> | Personal Development | <input type="checkbox"/> | Home, Garden, Auto |

3. Library Resources/Media Formats Used: Print & Computer

- | | | | |
|-------------------------------------|------------------|-------------------------------------|----------------------|
| <input checked="" type="checkbox"/> | Reference Books | <input checked="" type="checkbox"/> | Databases |
| <input type="checkbox"/> | Periodicals | <input checked="" type="checkbox"/> | Collections |
| <input type="checkbox"/> | Web Sites | <input type="checkbox"/> | Videos, Art Forms |
| <input type="checkbox"/> | Production Tools | <input type="checkbox"/> | Production Equipment |

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Stand-Out Skills: Resumes That Get Noticed

Program Description:

This is a 6- to 8-hour experience for the Young Adult entering the workforce that begins by setting a learning context through resume-writing and interviewing practice.

The experience includes writing, typing, printing and saving a resume and practicing interviewing skills, with expert instruction in all areas.

The experience concludes with a mock interview session and follow-up meeting with participants, during which the Young Adults demonstrate proficiency with the real world application of their knowledge products.

Program Benefits: This program enables learners to gain skills that will enable them to interview with prospective employers and receive job offers. It will encourage them to become contributing members of their community, and to consider further education.

Past participants have valued the program because it helped them to learn or improve these skills and greatly increased their confidence in applying and interviewing for employment.

The Roles the Librarian Plays (check all that apply):

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

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Stand-Out Skills: Resumes That Get Noticed

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	<ul style="list-style-type: none"> • Participants recognize the importance of strong resumé and interviewing skills. 	<ul style="list-style-type: none"> • • Participants want to become life-long Learners
Practices	<ul style="list-style-type: none"> • Participants are able to create good resumé and are able to interview successfully. 	<ul style="list-style-type: none"> • Participants can locate and use information resources in a variety of formats. • Participants can use new and existing technology.
States of Being	<ul style="list-style-type: none"> • Participants will feel confident in their ability to demonstrate these skills. • Participants will believe they can receive interview and job offers. 	<ul style="list-style-type: none"> • Participants believe they can learn and master technology and resources in a number of formats

These objectives correlate with established State standards stated below.

Academic Standards

- 4.2 Curriculum activities help students apply appropriate English/language arts, mathematics, science, and social studies standards in work-related situations. Example: Senior projects based on individual career interests are used to demonstrate research, communication, and presentation skills.
- 4.3 Local curriculum emphasizes the technical, academic, and employability skills needed for success. Example: Students work in teams to complete assignments based on real-world problems.
- 4.79 A variety of assessment strategies is used to document student achievement. Example: Students' work products are organized into portfolios to provide evidence that concepts have been learned.
- 4.13 Student data is collected to meet state and federal accountability requirements. Example: Graduates are contacted to determine placement in further education, advanced training, employment, or military service. [IAC 511 8-2-3 (A)]



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TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

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This Instructional Guide contains these components, in order of use:

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5. Overview of Session Five	4.5
6. Suggestions for a One-Day Workshop	4.6

(4.1) Stand-Out Skills Facilitator's Guide Session One: Resume-Writing

Needed for this session:

- 1 Allow 1½ to 2 hours for this session.
 - 2 Honorarium for instructor.
 - 3 Pre-workshop questionnaires.
 - 4 Resume books for participants, if provided. If personal books are not provided, have several sample resume books for participants to review.
 - 5 Pens, paper, and folders for participants to take notes and bring to each session.
 - 6 Easel and paper or dry erase board for instructor.
 - 7 Refreshments for instructor and participants.
 - 8 Camera.
 - 9 Room should have table at front for instructor, with tables and chairs in a classroom style for participants.
- Begin session by welcoming participants to workshop. Explain the workshop format, briefly describing each session, and stressing the importance of attending all sessions. Discuss importance of workshop, and what it is hoped each participant will gain. Briefly answer any questions and ask participants to complete the pre-questionnaire. Ask everyone's permission to take photographs of the session.
The instructor will need as much time as possible, so the introduction shouldn't last more than 10-15 minutes.
 - Introduce the instructor and give leadership of session to him/her. Instructor will provide any worksheets, etc. that they want participants to complete. Ask for copies of all materials they bring.
 - Sit in back of classroom and take notes on session. Note interactions between instructor and participants. These observations will be helpful in reporting on the workshop later, as well as helping to highlight successes or problems with session. "Grade" instructor if you plan to repeat workshop in the future.
 - Periodically take pictures, taking close-ups of individuals as well as group photos, and set out the refreshments.
 - At conclusion, thank participants for attending and remind them of next session. Assign any work to be done before next session.

(4.2) Stand-Out Skills Facilitator's Guide
Session Two: Typing, printing & Saving Resume

Needed for this session:

- Allow 1 to 1 ½ hours for this session.
- Additional facilitators or support persons—allow one support person for each two to three participants.
- One computer for each participant.
- Floppy disks and resume paper for each participants. Allow each participant at least ten sheets of resume paper.
- Instruction sheets for: typing resume (using Microsoft Word, or other format), for printing resume, and for saving resume to disk. *Make these complete, but concise. Ideally, instructions for all three functions will fit on one page. See included example.*

- Welcome participants to session. Hand out materials and explain to the group how to begin typing their resumes. Participants should use the information on the worksheets from session one to create resumes.

Walk around between participants. Answer any questions, and constructively point out any glaring errors. Don't offer in-depth advice at this point. Most participants won't finish typing their resume by the end of the session. Suggest that participants continue to work on resumes, and bring back for criticism. Be willing to review their resumes in the time before the next session. Try not to directly contradict anything the resume instructor told them---this will lead to frustration and confusion.

- Depending on how much time is allowed for this session, stop the participants about 30 – 45 minutes before session is over and show them how to save their resumes to disk, and how to print them.

Ideally, there will be time and opportunity for participants to work on resume between session two and session three. Be available to review their resumes and answer questions, if possible.

(4.3) Stand-Out Skills Facilitator's Guide Session Three: Interview Preparation

Needed for this session:

- Allow 1 ½ to 2 hours for this session.
- Honorarium for instructor.
- Sample job applications (instructor may provide).
- Note paper and pens for participants.
- Room should be set up in classroom style, as for session one, or at instructor's discretion.
- Refreshments for instructor and participants.
- Camera

- Welcome instructor and participants, and give leadership of session to instructor. Instructor can decide format of session. This session was designed to cover aspects of appropriate behavior and dress for interviewing.

Our session format was a combination of lecture and question and answer. The instructor took participants through an interview, from the moment they would walk in the door of the prospective employer through sending a thank you note after the interview. Our instructor was the Human Resource Manager for a large warehouse, and was very willing to answer questions. In return, participants felt they were receiving "insider" knowledge. This session is integral to the whole workshop—the participants' all remarked on how much their confidence increased after this session. Several practiced the tips they were given in this session, and it was reflected in the mock-interviewing session that followed.

- Ask instructor for copies of any materials he/she brings.
- Sit in the back of the room for observation and take notes. Also take pictures of this session. "Grade" the instructor's performance if you intend to repeat the workshop in the future.
- Thank everyone for their participation, and remind them of the next session. Assign anything to be done before the next session.

(4.4) Stand-Out Skills Facilitator's Guide Session Four: Mock Interview

Needed for this session:

- Allow 2 to 2 ½ hours for this session.
 - Separate tables and chairs for each interviewer. Should be far enough apart to allow for privacy during interviews.
 - Separate room to videotape interviews, to control background noise.
 - Video recorder and blank videotapes (one for each participant), and tripod.
 - Release forms for videos and photos, to be signed by each participant and interviewer.
 - Camera
 - Refreshments for participants and interviewers.
-
- Schedule interviewers to arrive 30 minutes early. Greet them as they arrive and explain again the expected outcomes of the workshop. Discuss the format of the session. Gain their agreement to be videotaped and photographed, and ask them to sign a release form.

All interviewers were very excited by the workshop and were happy to help with this session. They saw the need for this workshop in their community, and realized how it would directly affect their applicant pool. They were also very understanding of some participants' late arrivals.

- As participants arrive, greet them and ask them to sign a release form. Keep the participants separate from the interviewers before the session begins. This will encourage a real world interview environment. Discuss the session format with the participants, and begin pairing them with an interviewer.
- The format of this session was originally designed to be 11-12 minutes of interview, followed by 2-3 minutes of feedback from the interviewer. As the evening progressed, it worked more easily to let each interviewer conduct their standard interview, without any time constraints, and then provide as much feedback as they found appropriate. After finishing one interview, participants waited for another interviewer to become available. Participants completed as many interviews as possible during timeframe. Do not intervene unless a session lasts an excessive amount of time and interferes with participants' ability to complete several interviews.

Be sure to videotape one interview for each participant, so they can have a copy to keep and review.

- As facilitator, pair participants and interviewers. Roam around the space, answering questions and providing any necessary assistance. During times when interviewers are waiting for a participant, talk with them and record their comments.

- As session ends, thank everyone for their participation. At this time, a workshop wrap-up can be conducted with participants, or this can be done during a fifth session.

(4.5) Stand-Out Skills Facilitator's Guide
Session Five: Wrap-up with Participants

Needed for this session:

- Allow 30 – 45 minutes for this session.
- Post-questionnaires for participants (see included example).
- Certificates of achievement for participants (see included example).
- Self-addressed, stamped envelope for each participant.
- Copy of their videotaped interview for each participant.
- Refreshments (at facilitator's discretion).
- Camera

Greet participants and thank them again for their participation. Ask them to complete post-questionnaires. After they have finished, have a general discussion of their feelings about the workshop: what they liked or found most useful, and what could be improved. Discuss which session(s) was most helpful, and how they feel the workshop will affect their future chances of gaining employment. Record all of their comments and observations. At end of session, thank participants again and give them pre-addressed and stamped envelopes that they can send with any employment successes.

(4.6) Stand-Out Skills Facilitator's Guide Suggestions for a One-Day Workshop

Needed for this session:

- 1 Allow seven and one half hours for workshop, including lunch.
- 2 Room should be large enough to hold all sessions, or have room with computer access nearby.
- 3 Will need all resources listed for sessions one through five.
- 4 Individuals to act as photographer and video camera operator.

AGENDA: *(Share with collaborators and participants)*

9:00am - 10:30am Greet participants, pre-survey, resume writing with expert
10:30am - 12:00pm Type, print and save resumes to disk
12:00pm - 12:30pm Lunch
12:30pm - 1:30pm Interview preparation with expert
1:30pm- 2:15pm Practice for mock interviews, post-survey
2:15pm - 4:00pm Mock interviews
4:00pm - 4:30pm Wrap-up

Scheduling will be very important during a one-day session. The facilitator will need to make sure that all sessions are conducted in a timely manner, and that all participants are gaining confidence in their skills. Extra tasks, such as photographer, should be performed by someone else, so that facilitator can concentrate on the sessions.

Remember, the facilitator observes the sessions, but does not conduct them. There should be time after introducing session to speak to other collaborators, record observations, and attend to any details that arise.

The sessions are arranged in a particular order and should be kept in that order; skills learned in each session build on those from the previous session. Session lengths can be changed somewhat, depending on feedback from collaborators and the number of participants. Allow at least 50 minutes for each session so that one feels rushed. For the mock interview session, more time will be needed so that each participant can experience several interviews. Allowing some practice time between the interview preparation and the mock interviews will also be very important to participants' confidence levels.

Ask collaborators to arrive one-half hour before their scheduled time, so that the facilitator can greet them and explain the agenda, as well as answer any questions. Invite collaborators to stay and observe other sessions. Some may be willing to assist with other sessions, or provide individual help to participants.

As each session ends, thank collaborator for their time and expertise. Introduce next session. If collaborator from previous session has time, ask for their feedback on the session and record any comments for your outcomes.

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TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

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The Learners' Materials are listed, in order of use:

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1.	Pre-Survey	5.1
2.	Resume Worksheets (provided by expert)	5.2
3.	Instructions on Typing, Saving & Printing Resume	5.3
4.	Resume Templates (save to disk)	5.4
5.	Sample Interview Questions (provided by expert)	5.5
6.	Example of Thank-you Letter (provided by expert)	5.6
7.	Sample Application (provided by expert)	5.7
8.	Hand-outs of Local Job Resources (provided by facilitator)	5.8
9.	Post-Survey	5.9
10.	Certificate of Achievement	5.10

(5.1)
***Job Skills Workshop Pre-questionnaire
December 2, 2003***

1. Do you know how to create a resume?
Yes No
2. Do you know how to type a resume using Microsoft Word?
Yes No
3. Do you know how to save a resume to disk?
Yes No
4. Do you know how to print a resume?
Yes No
5. Have you interviewed for a job before?
Yes No
6. Do you know how to dress and act on an interview?
Yes No
7. Do you believe the skills in # 1 – 6 would help you get a job?
Yes No
8. Do you know where in the library to find books, newspaper ads
and internet listings about jobs and careers?
Yes No
9. Do you plan to pursue further education, such as a two-or-four
year college degree or trade school?
Yes No
10. Do you feel prepared to apply for and interview for a job?
Yes No

Name: _____

Age: 18-24 25-30 30-34 35+

(5.3)

Typing Your Resume using Word

1. Put your disk into the disk drive, and double-click on the “My Computer” icon.
2. Choose “3 ½ Floppy (A:) and double-click.
3. Choose “Simple Form for Resume1.doc”
4. Type your information into each box.

Saving Your Resume to Disk

1. Go to “File” and choose “Save as.”
2. In the box that says **Save in:**, choose “3 ½ Floppy (A:).”
3. In the box that says **File name:**, choose a name for your resume.
4. Click on the box that says **Save**.

Printing Your Resume

1. First, save your resume to disk.
2. Go to “File” and choose “Print Preview.”
3. If you don’t need to make any changes to your resume, close “Print Preview.”
4. Go to “File” and choose “Print.”
5. Choose the number of copies you would like to print and click on the **OK** button.
6. Ask library staff for assistance in paying for your copies.

(5.9)

**Stand-Out Skills Workshop Post-questionnaire
December 2, 2003**

1. How have your resume writing skills improved since participating in the Stand-Out Skills Workshop?

_____ Improved greatly. I learned a lot from the instructor.

_____ Improved somewhat. I gained a few good tips.

_____ Did not improve. I did not learn anything new.

2. What are the top three things you learned during the resume writing session?

1. _____

2. _____

3. _____

3. Do you have any comments about the resume writing session, or the instructor?

4. Did the Stand-Out Skills Workshop improve your ability to type, save and print your resume?

_____. Yes. I did not know how to before.

_____. Somewhat. I gained some new tips.

_____. No. I already knew how to perform those skills.

5. Was the session about interviewing skills helpful?

_____. Yes. The instructor was very knowledgeable and gave me good information.

_____. Somewhat. I learned some new things.

_____. No. I feel comfortable with my skills and didn't learn anything new.

6. Do you have any comments about the interviewing skills session, or the instructor?

7. Was the mock interview session helpful to you?

_____. Yes. I feel my skills and confidence improved greatly and I received good feedback from the interviewers.

_____. Somewhat. The practice was helpful.

_____. No. I did not find the practice or feedback helpful.

8. Do you have any comments about the mock interview session, or the interviewers?

9. What were top three things you learned about interviewing?

1. _____

2. _____

3. _____

10. Has the Stand-Out Skills workshop helped prepare you to apply for and interview for a job?

_____. Yes. It has greatly improved my resume and interviewing skills and abilities.

_____. Somewhat. I have learned some new skills and received good suggestions.

_____. No. I didn't learn new skills or improve those I already had.

11. Would you recommend the Stand-Out Skills workshop to others?

Yes

No

(5.10)

Certificate of Achievement

This certifies that

*successfully created, typed & printed
a resume,
and participated in interview coaching
as part of the*

Stand-Out Skills Workshop

At the East Washington Branch Library

December 2003

Melissa Pappert, Librarian

ON LINE REPLICATION KIT FORMAT

TOOL KIT 3: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

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Program Administration contains these components, in order of use:

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2. Partners' Role/Descriptions	6.2
3. Project Timeline and Critical Logistics	6.3
4. Measurement Guidelines	6.4
5. Project Resources with Budget	6.5

(6.1)

Promotion and Advocacy Tools

- Program flyer to display onsite and within the community.
- Poster to display onsite and within the community
- Letter to collaborators.

Replication Letter to Community Business Partners

District Manager, _____ Store
November 17, 2003

Dear Sir or Madam,

I am a librarian at the _____ Branch of the _____ Public Library. This year I have been involved in a group called the Leadership Academy, which helps school, public and university librarians to develop programs that create life-long learning skills for participants.

As part of the Leadership Academy, I have created a free job skills workshop that will be offered at the _____ Library. It is designed for teens ages 17 -20 who have graduated high school and plan to enter the workforce without pursuing further education. I have enclosed a thumbnail sketch of the entire program that includes more details.

The participants will learn to write an effective resume, and type, print and save it using Microsoft Word. They will also learn appropriate dress and behavior for interviewing. The final session will involve members of the community conducting mock interviews with the participants, so that they can practice the skills they've learned. There is a _____ store very near my branch and I was hoping that a manager from that store might be willing to assist with the mock interview session. It will be on December 11, which is a Thursday, from 6 - 8 pm. I believe this workshop will be of real benefit to the community and your help would be greatly appreciated. I look forward to hearing from you.

Sincerely,

(6.2)

Partners' Role/Descriptions

Manager/Administrator

This person is the facilitator and/or primary partner's main supervisor and provides support to them during the program. If program is held on-site, Manager/Administrator gives permission to use facilities and any rooms or equipment necessary. Assists in scheduling rooms and equipment. Allows facilitator/primary partner time and resources to plan, schedule and implement program, including pre-planning and follow-up with participants and collaborators.

Resume Expert

This person is a professional resume writer, or has the experience necessary to lead the session. Leads a session of 50-90 minutes, depending on the style of workshop. Instructs participants in crafting resumes that reflect their skills and abilities in the strongest possible manner. Provides copies of any personal handouts or other materials used during session.

Interview expert

This person is a Human Resource professional or is responsible for conducting interviews. Leads a session of 50-90 minutes, depending on the style of workshop. Discusses proper interview behavior and dress. Instructs participants in correctly completing out a job application. Addresses questions and concerns of participants. Provides copies of any personal handouts or other materials used during session.

Mock Interviewers

These are people from the community who hire for entry-level or non-professional jobs. Able to make a two hour commitment to participate in session. Interview participants using the standard interview format from their place of business. Provide copies of any questionnaires/applications to be used during mock interviews. Immediately following each interview, provide 3-5 minutes of constructive feedback to participant. Willing to videotape interview for review purposes.

(6.3)

Stand-Out Skills Facilitator's Guide Pre-Workshop Checklist

Using included project charter as a guide, plan your workshop:

- Decide number of participants.
- Decide what supplies you will need—what materials you will provide to participants. Will you give each participant a resume workbook, floppy disks, etc?
- Decide whether or not to provide refreshments.

Prepare budget for workshop. Use included budget as guide, but build in flexibility.

Set dates for four workshop sessions—allow at least two days between each session, to allow participants to practice what they've learned and to prepare for each session.

One month before workshop begins:

- Arrange for facilitators for resume-writing and interview preparation sessions. May need to negotiate honorarium with one or both facilitators.
- Find members of your local business community to participate in the mock interview session. Invite as many interviewers as there are participants. This can be done in person, by telephone, or by letter. Some organizations may require written requests to their human resource department.
- Order any books or materials that you will be providing. Large quantities may not be available in-store and may have to be sent from warehouse.
- As budget allows, purchase other supplies.

Three weeks before workshop:

- Begin advertising workshop. Be certain to stress registration, and that participants must attend all four sessions of the workshop.
- Gather local job and career-related information for participants. Include local training agencies, job-related books and websites, and stress the free access to public library materials and resources.

Two weeks before workshop:

- Confirm session dates and times with all facilitators. Verify directions to your facility.
- Purchase all non-food supplies. Review checklists for each session.

One week before first session:

- Purchase food, drinks, and paper products for sessions.
- Confirm all registered participants

(6.4) Measurement Guidelines

Surveys:

By comparing the answers on the pre-and post-surveys, the following can be measured:

- The success of the individual sessions in teaching each skill
- The mastery of skills by each individual
- The change in attitude/beliefs of each individual

For each Yes/No question, compare the participants' answers on the pre-survey to their answers on the post-survey. The difference will show whether each skill was Greatly Increased, Slightly Increased, or Not Increased. This can be shown as a chart, graph or percentage for reports and displays.

The open-ended questions can be used to measure the changes to participants' attitudes and beliefs, as well as to gauge the success of each session and the workshop as a whole. Positive participant comments can be used as anecdotal support in reports. Any reported suggestions or difficulties can be used to improve future workshops.

Self-Addressed Envelopes

These are given to participants, who are asked to update the facilitator with number of interviews and job offers each participant receives following the workshop.

This measurement strongly shows the overall success of the workshop in preparing participants to seek and receive interviews. However, this method will depend on how many participants actually return the envelopes.

If facilitator has the means to follow up with each participant over a period of time, goals could be set for a number of variables:

- Each participant's number of interviews over a period of time (ex: five interviews per month) and number of job offers received by each participant.
- A success rate for the workshop could be targeted and measured (ex: 50% of participants receive a job offer within two months of completing the workshop).

(6.5)
Project Resources with Budget

BUDGET:

Grant:

- Several supplies, including a resume workbook for each participant, paper, blank videotapes \$150
 - Food for participants and experts during each session \$250
 - An honorarium for the resume expert (2 sessions) \$200
 - An honorarium for the interview expert \$100
- Total: \$700**

In-Kind:

- The use of the East Washington Library community room for each session, including the use of the Library's ten computers during some of those sessions. (No cost)
 - The use of the Library's computers, printer, video equipment (100 copies @ \$.15/copy) \$15
 - Library staff time (6 staff, 5 sessions @ \$15/hour) \$450
- Total: \$465**