

Resume Builder



Five Sessions

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## Resume Development: From Self-Assessment to Guiding An Interview

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Lesson One. . . . .Self-Awareness & Skills Identification

Lesson Two. . . . .Choosing & Recording Important Information

Lesson Three. . . . .Analysis of Skills Inside Accomplishments

Lesson Four. . . . .Capturing Involvement and Honors

Lesson Five. . . . .Using Your Resume to Guide An Interview

Student Handouts: Self-Assessment Form, Resume Template, Sample  
Resume, Words of Action & Accomplishment, Using Your Resume to  
Guide an Interview.

*Note: Throughout this series, it may be helpful to invite industry partners  
into your class to help students know the value of what they have done and  
how they present themselves.*

## Resume Builder Session One



30 to 45  
Minutes

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## Resume Development: Self-Awareness & Skills Identification

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In *Youth@ Work: Talking Safety Construction Adaption* Lesson One, students learn the definition of a hazard, hear stories of young people who have been injured at work, and are encouraged to think about their own knowledge and experience around safety issues. In **Resume Builder Session One**, students use a guide to identify their interests, attributes, skills, and experience, including instances when they have practiced safety at work or in other settings.

### Preparing to Teach This Lesson

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1. Copy a **Self-Assessment Form** for each student.
2. Computers are optional: Pencil and paper are fine for this exercise.
3. Capture brainstormed items on the board or on your teaching projector.

### Detailed Instructors Notes

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#### 5 Minutes

- A. Introduce this session by telling students that everyone has unique talents, attributes, skills, and experience. It is important for them to regularly think about these and be able to present them in situations where they are presenting their qualifications for any one of a range of opportunities, including applying for (which means **competing** for) a job, a team or project group, a scholarship, a competition for an award, and in many other settings. As a part of the *Youth@ Work: Talking Safety Construction Adaption Certification course*, they will be creating or updating their resumes to include important safety knowledge and skills.

**A resume** is a document that briefly and truthfully describes a person's positive attributes and qualifications and is presented to help accomplish a particular outcome. Resumes should be reviewed and adjusted for each particular situation (i.e., job application, scholarship application, interview for a team, acceptance into a group or organization, an honor, etc.).

### 10-15 Minutes

- B. An effective resume briefly captures a **full and specific** picture of the best things about you and what you have done and can do. It is good to re-think about these things each time your resume is used, and certainly once a year at the least, to make sure the information is up to date and present you in your best light.

Ask a student to come to the board to capture items from a class brainstorming activity. (or capture items on a teaching projector)

- C. Ask the class to define what a **positive attribute** is. (**quality or characteristic**) Ask the class to brainstorm and call out examples of positive attributes:

- **Positive attributes:** Patient, good attitude, ready to learn, willing to learn, punctual, dependable, responsible, strong, quick learner, good listener, good team member, good leader, attentive, and of course, safe worker.

- D. Ask someone to give an example of a **skill or skill grouping** that is appropriate to your setting and your students:

- **Important skill or skill grouping:** Technology skills (*list 1-3 types of software or other technology skills*), skilled at hand tools, power saws, precision measuring, framing, concrete, sketching, or other depending on your setting.

- E. Ask someone to give an example of their **relevant experience**—a successfully completed project or work experience that is appropriate to both your students and their goals for presenting a resume:

- **Accomplishment or work completed successfully** (i.e., design/build experience including: built deck for our home, two summers' experience in laying floor tile, summer construction internship with Jones Construction. Brainstorm examples according to your student group and setting. Help students begin to think about what they have accomplished either as a part of a group or individually.

***Remember, the experience you list on your resume depends on what you are applying for—the experience should help the reader know why you should be chosen!***

## 15-20 minutes

- F. Distribute the **Resume Self-Assessment Form** and ask students to spend 10 minutes thinking about their positive attributes, interests, skills, and experience and filling out all the sections of the form. This is hard for some students. Walk around the room and give some suggestions to get them started, if needed. Call out suggestions to the class as you come across them, giving lots of affirmation to students who are making an effort.
- G. After about 10 minutes, have students get in pairs and have each student spend 10 minutes making suggestions to their partner's form. This can work even if students do not know each other well—they may simply read from the list of positive attributes generated up on the board. Again, walk around and notice what kinds of things students are identifying about themselves. Give some suggestions out loud.
- H. Encourage students to take their forms home and get other perspectives from people who know them well; i.e., parents, family members, youth group leaders, etc. Tell them they will be using these forms in the next **Resume Builder** session. Remind them to bring any current resume versions they have with them for the next session.
- I. Ask students to have their forms completed by the next session, if appropriate.

# Resume Builder

## Session Two



35  
Minutes

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## Resume Development:

### Choosing & Recording Important Information

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In *Youth@ Work: Talking Safety Construction Adaption* Lesson Two, students learn to identify hazards and search for them in real-life work settings, documenting and thinking critically about what they find. **Resume Builder Session Two**, students use a **Resume Template** to begin creating their own resumes. They use the information from their **Self-Assessment Forms** from Session One and choose highlights in four categories to complete the Highlights section on their resumes.

### Preparing to Teach This Lesson

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1. Copy a **Resume Template** for each student.
2. Computers are helpful in this session, but pencil and paper are also fine.
3. Do a brief review of the attributes, skills, and experience phrases that were brainstormed in Session One. Practice doing this lesson beforehand, creating an example appropriate to your students' setting and level of skills, etc., that you can use during the lesson.

### Detailed Instructors Notes

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#### 5 Minutes

- A. Introduce this session by reminding students that resumes should:
- Include a brief sketch of the best of who they are and what they can do.
  - Be adjusted to be appropriate to the desired outcome they are trying for in each setting.

Ask a student to give an example of an **attribute**, a **skill or skill grouping**, and a relevant piece of experience from the brainstorming and examples from Lesson One.

## 5 Minutes

- B. Ask students to take out the **Self-Assessment Forms** they completed during Session One. Students who do not have their forms can be helped to re-create bullets as today's session progresses.
- C. Distribute a **Resume Template** to each student and ask them to complete the name and contact information portion at the top of the form. Students who have prior versions of their resume with them should refer to them but also start again 'from scratch', paying attention to format if they are working on a computer.
- D. Completing the SUMMARY OF QUALIFICATIONS section: This section is very important—it can and should capture the reader's interest right from the beginning of the document. **Each thing mentioned in the Highlight section should be reinforced further down the document in some way.** By the end of the Resume, the reader should not only know your specific qualifications for that particular opportunity, but should also be convinced that you have the right knowledge and experience and know how to use these to accomplish work **successfully, safely, and excellently.**
- E.

## 25 Minutes

- F. For the Highlights section, ask students to look at their **Self-Assessment Forms** and choose items for each of the four lines of this section:
- Three to six **positive attributes**
  - Important **skills or skill groupings**
  - **Relevant accomplishments or project highlights**
  - A phrase that describes their **safety knowledge, behaviors, and credentials**

Do one bullet at a time. As you introduce each step, ask students to say aloud examples of what they could list for each category. Up on the board or teaching projector, capture good examples that fit your students' age, experience, and potential opportunities or jobs they may be applying for and complete an example of each bullet.

- G. Explain to students that, to their own disadvantage, many people do not include safety skills, experience, or credentials on their resumes. Doing so would **increase their chances of being chosen**—not just for a job, but for any number of opportunities. A safe worker is one who is observant, detail-oriented, and a problem-solver, all very important qualities for almost any job.
- **Safety knowledge, behaviors, and credentials**, (demonstrates that you consider safety to be a top priority, always work safely, observe safety rules at all times, etc. Include a reference to OSHA 10, *Talking Safety*, or other certificates in the bullet point.
- H. An example of a completed highlights section might look like this:

## SUMMARY OF QUALIFICATIONS

- Quick learner, always on time and prepared for the task at hand.
- Skills include hand tools, CAD and drafting, and construction calculator.
- Crew leader for Parkrose High School Bronco Barn design and build project.
- Safety is always a priority. Youth@Work: Talking Safety Certificate, 2010.

**Optional Homework:** Ask students to think about and make a list of the school and work projects they have successfully completed, either individually, or as part of a team. Encourage them to ask other teachers or adults how they might best describe those projects briefly on their resume.

## Resume Builder Session Three



35 to 50  
Minutes

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### Resume Development: Analysis of Skills Inside Accomplishments

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In *Youth@ Work: Talking Safety Construction Adaption* Lesson three, students learn how to ‘Make the job safer’—to reduce the impact of existing or potential hazards, choosing between alternatives and using critical thinking, analysis, and decision-making skills. In **Resume Builder Session Three**, students think about the many elements of positive attributes, education, skills, and experience and choose items that will be used in their resumes. They search for information and practice summarizing in brief phrases and sentences. They will decide how to include their safety knowledge, skills, and credentials in their resume. They will make sure each item is accurate and provides complete information in a brief, clear format.

#### Preparing to Teach This Lesson

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1. Ask students to bring their **Self-Assessment Forms and Resume Templates** to this session.
2. Make enough copies of the **Words of Action and Accomplishment** student handout for students to have access to during this session, or project the handout on a teaching projector.
3. Computers are very helpful at this point, but pencil and paper are still acceptable. If students are working on computers, help them save and protect their computer resume files. It is also helpful to have students save their resumes on to a flash drive.
4. Make multiple copies of the **Sample Resumes** given in this section for students to use during this session. *In this case, it’s OK to take phrases from samples, as long as they are appropriate to that person and their goals.*

#### Detailed Instructors Notes

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**5 Minutes**

- A. Introduce this session by reminding students that a resume is both **brief and full of important information**. Most resumes are one page, however it is entirely acceptable and many times advisable to have additional pages ready to attached when needed (i.e., an academic transcript or projects page). Always use correct punctuation and perfect spelling. Have someone else check your work to make sure it is error-free.

## 25-45 Minutes

- B. Ask students to get out their **Self-Assessment** Form and **Resume** Template. Ask them to work on completing the EDUCATION section, including both school and major/pathway components (i.e., both Smith High School and the Smith Construction Program can be mentioned).
- C. Ask students to complete the SKILLS section. If a student has a lot of work experience, skills should be made visible inside the experience section; there may not be room on one page for a separate skills section.
- D. Ask students to complete the EXPERIENCE section. Note that, in this section, both paid and unpaid experience may be mentioned, including internships and volunteer/community service work. Note that, when listing experience, the focus should be on an accurate summary of **both responsibilities and accomplishments**. Telling that you have been responsible for something is good, but should be paired with evidence that you have delivered on what has been expected of you.
- E. As students complete their sections, ask them to help others who are having more trouble. This is a difficult process even for adults, and for some students it may take some one on one time to help them learn how to create clear phrases that capture both responsibilities and accomplishments.
- F. Encourage students to use phrases from the examples IF they are appropriate to their own experience. This is one of those times when ‘copying’ from someone else’s work can improve their own resume, again IF the phrases truthfully capture their own information.
- G. Remind them that their resume is often the first information that a potential employer and selection committee will see when considering a person for selection. It should make a strong and specific first impression of their **personality, knowledge, skills, experience, accomplishments, and character**.
- H. Optional: Ask students to continue to work on these sections as homework. Suggest that they have someone else look at these sections to check the accuracy and completeness of their information. It is common for people to forget to include important items. A ‘second pair of eyes’ of someone who knows them can be very helpful.
- I. To prepare for the next session, ask students to think about their involvement outside of themselves and their personal pursuits and times when they have excelled or received an award. Students often do not think of themselves at this early age as being ‘credentialed’

or having had involvement in the community at large. Next session, you will help them think about the world outside of themselves, their involvement in it, and how that has made a difference and been recognized by others.

## Resume Builder Session Four



30 to 45  
Minutes

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### Resume Development: Capturing Involvement & Honors

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As students prepare for post-secondary learning and work in the construction industry (or any profession), it is important for them to learn to recognize that ‘just showing up’ is not what will help them be most successful in any endeavor.

Well-paying professions are almost always highly competitive at entry. It is NOT the stated minimum qualifications that are most relevant. It is the skills and experience of the other people also competing for that job, scholarship, or place on a team or group that form the ‘bottom’ line of what applicants will actually need to demonstrate.

Going the extra mile, especially when it involves thinking and acting outside of ‘me’, develops character and forms the basis of becoming a responsible citizen and productive community member.

In **Resume Builder Lesson Four**, students will think about how they have gone that extra mile, and how they might act in the future to build their credentials and character to help them be most valuable to a potential employer or selection committee.

### Preparing to Teach This Lesson

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1. Ask students to bring their **Self-Assessment Forms and Resume Templates** to this session.
2. Computers are very helpful at this point, but pencil and paper are still acceptable (as long as the final version of the resume is formatted and produced on a computer.) If students are working on computers, help them save and protect their computer resume files. It is also helpful to have students save their resumes on to a flash drive.
3. Make multiple copies of the **Sample Resumes** given in this section for students to use during this session. *In this case, it’s OK to take phrases from samples, as long as they are appropriate to that person and their goals.*

## Detailed Instructors Notes

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### 5 Minutes

- A. Introduce this session by reminding students again that a resume is both **brief and full of important information**. Most resumes are one page; however, it is entirely acceptable and many times advisable to have additional pages ready to attached when needed (i.e., an academic transcript or projects page). Always use correct punctuation and perfect spelling. Have someone else check your work to make sure it is error-free.

### 25-45 Minutes

- B. Ask students to get out their **Self-Assessment Form** and **Resume Template**. Distribute **Sample Resumes** provided with this series.
- C. To think about INVOLVEMENT: Ask students to think of ways that they get involved outside of themselves, including doing activities with their families and friends. Have them call out examples and list them up on the board or teaching projector. Examples might include:
- Participation, including leadership, on **teams**, or in **clubs, church, courses outside of regular school**, or other **organizations or organized activities** (Scouting, youth groups, family reunions, bowling leagues, on-line gaming teams, taking hobby classes, first aid courses, regular fitness classes).
- D. Ask them to work on completing two or three bullets for the INVOLVEMENT AND HONORS section related to their involvement. This section helps the reader know that you are a well-rounded, active person. It is an old piece of wisdom that busy people are the most productive and potentially successful.
- E. To think about HONORS: Ask students to think of possible ways that, at their age, they have, or could be, acknowledged or honored for their actions, participation, or accomplishment. Have them call out examples and list them on the board or teaching projector. Examples might include:
- Honor Roll, academic or sports Team Captain, attendance record (even if no award is attached to it), club officer, National Honor Society, Thespian, Amateur Athletic Association, or other club or honorary organization member, Outdoor School Counselor, Volunteer (LOTS of possibilities here—from an organized SOLV event to a very informal litter pick up in the neighborhood or taking bottles back for an elderly neighbor).
- F. As them to work on completing two bullets for the INVOLVEMENT AND HONORS section related to their honored membership in or recognition for an action,

accomplishment, advanced knowledge or rank attained or other award. **For students who do not have honors or participation to mention, it is a good time to help them think about how they might change this in the future—what things they might do, shoot for, etc.**

- G. Remind them that their resume is often the first information that a potential employer and selection committee will see when considering a person for selection. It should make a strong and specific first impression of their personality, knowledge, skills, experience, accomplishments, and character. **Every example of involvement or honor received carries a positive and powerful message about them and their value to a potential employer or organization.**
- H. To think about **safety**: For the final bullet in the INVOLVEMENT AND HONORS section, ask students to think about how they have been involved in others' safety, including their own safety records in school, on the job, or in their activities. Brainstorm with them some of the ways that they can list their safety record or behaviors or knowledge in a bullet for this section. Examples include:
- Excellence in Safety: \_\_\_\_ days of working safely in the Smith Construction Program, or Team Leader Safety Supervision: Lead on construction team safety practices for all senior advanced construction projects.
- I. Final Section--REFERENCES: Ask students to look at their resumes and provide three references—people who have been asked for their permission to be listed as a reference AND people who have said 'Yes' with some enthusiasm. **Never list someone as a reference if they are not enthusiastic about you and your credentials.**
- J. Always provide name, title, and organization for each person listed, along with their telephone and email contact information. Addresses are not longer considered necessary, as most reference checking is now done via phone or email.
- K. Do not include your immediate family members as references. Aunts and Uncles are ok, as long as they can speak to your specific qualifications for that particular opportunity.
- L. People may ask you what you want them to speak to in terms of your qualifications. BE ready with a good answer! (i.e., you are a go-getter, you are dependable, you do excellent work consistently, you are personable, you are positive, you are an asset to your team and any project.)
- M. As students finish their resume templates, call attention to the formatting of the **Sample Resumes**. Ask students to work outside of class on formatting their resumes on a computer. Suggest that they have someone else look at their finished resume to check for accuracy, completeness, and correct punctuation and spelling.
- N. Ask students to bring their finished resumes to the next session. Offer specific resources (times, places) where they can get help with formatting.

## Resume Builder Session Five



40 to 55  
Minutes

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## Resume Development: Using Your Resume to Guide An Interview

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In *Youth@ Work: Talking Safety Construction Adaption* students learn how to take charge of every situation and to take appropriate action to prevent and respond to safety-related situations. This session is not meant to be an exhaustive ‘how to’ for interviews—there are many other points of preparation and presentation that can be learned and practiced. This session will, however serve as a good start in helping students be ready for and do well in an interview.

### Preparing to Teach This Lesson

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1. Depending on the length of time available, this session can be adapted to a shorter or longer time period. It can also be done over two class sessions, using one round for each class session.
2. Ask students to bring their completed resumes to class.
3. If possible, invite an industry professional into class to give input and add real world confirmation to the practice the students will be doing in this session.

### Detailed Instructors Notes

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#### 5 Minutes

- A. Ask students to bring their completed resumes to class. Make a copy of **Interview Questions and Answers: Using Your Resume To Guide An Interview** for each student.
- B. Have students work in pairs for this session.
- C. Introduce this session by telling students that they will be learning how to make the most of an interview, whether for a job, scholarship, club, committee, or other opportunity.

Interview skills can be learned and practiced. **Everyone can get better at interviews, even people for whom talking and being in new situations is difficult. In fact, you can actually use your resume or application form to guide an interview.** Remember, the person who will be interviewing you only knows the information you have presented on your resume or application form. If you are ready to expand on all the points made on the resume, the interview, you can guide the conversation and respond effectively to interview questions.

- D. **Remember that it is to your own benefit if you demonstrate safety knowledge and practice in an interview.** During this exercise, pay attention to places where your answers can be better by including a comment on being a safe worker or about any safety credential or certification you have.
- E. And **always remember to make eye contact** during an interview--looking down or around the room does NOT communicate that you are present and ready to present all necessary information about yourself toward being selected.

### 10-15 Minutes

- F. Each pair will have a chance to be the **interviewer** and the **interviewee**. This activity will be done in two rounds so that each student will have a chance to take both roles.
- G. **Round One:** Have the interviewers conduct an interview with the interviewee using the **Interview Questions** form. The interviewers should take notes from the answers that the interviewee gives to each question. The person being interviewed may consult their resume if needed to help them form the answers to the questions.
- H. At the end of the first round, ask interviewees to volunteer comments on how it felt and how they think they did. Then ask the interviewers to comment on how the interview went from their perspective. Ask them to consult their notes.
- I. **Take a few moments for the pairs to exchange comments about their experience during Round One. Ask the interviewers to tell their partners what might have made the interview answers stronger.**

### 5 Minutes

- J. If you have an industry professional present for this session, ask him or her to comment on what they think a good interviewee needs to be able to say and do—the things that may even be surprising; i.e., some companies really appreciate a person who has a ‘turn around’ story—a time in their lives when they have solved a big problem or changed a negative behavior.

- K. Tell students that, even when asked to give an example of a time when they were challenged or to identify their weakest skill or trait, it is possible to turn that into a positive answer!
- L. Ask students if anyone talked about their safety skills or certification in the interview. Remember that this is an important qualification.
- M. Ask if any of the interviewees thanked the interviewer for their time. This is a ‘must’! In a real setting, it is also important for the interviewee to say they actually are interested in/excited about the opportunity they are interviewing for! (Many people actually fail to do this.)
- N. Interviewees should also make sure they ask what next steps in the selection process are before they leave the interview.
- O. In a real setting, interviewees should always send a thank you email or note to again thank the interviewer for their time and underscoring interest in the opportunity.

### **10-15 Minutes**

- P. **Round Two:** Have students switch roles and repeat the steps in Round One. Ask students to notice questions that are really hard to answer.

### **5-10 Minutes**

- Q. At the end of the second round, repeat the discussion from Round One. Ask the interviewers to comment, consulting their notes. Again, ask the industry professional, if present, to make additional comments based on what students have said about their experience during the interview.
- R. Teachers Note: Offer up your own experience with interviews. Everyone has had both good and ‘less than good’ experiences with interviews. The important learning here, in addition to the resume, thinking, and speaking skills practiced in this session, is that we all sometimes do less than well in these situations and that there is always an opportunity to learn from our mistakes and improve, if we take the time to think about how it went and work on making both the resume and answers to interview questions stronger and more effective.

### **5 Minutes**

- S. Remind students that, if an interview or application process goes well, they may be given information about the opportunity or the company or the next step in the process. They need to always be prepared with paper and a pen or pencil to note down this information.

- T. Encourage students to use their experience with these interviews to make adjustments to both their resume and their preparation for an interview. Remind them that these questions are often asked in interviews and that they can know and be better prepared if they practice answering these questions.
- U. Remind students that, even if the document used in hiring is an application and they do not have an opportunity to present their resume, the sections of an application form often call for the same information as on their resume. For each opportunity that they pursue, they should be ready to provide the information on their resume.
- V. Remind students that it always makes a good impression when candidates come for an application process or an interview bringing their resume, paper, and a pen or pencil to take notes with.
- W. Encourage students to continue to practice with a family member or friend so that they are always ready to respond to an opportunity they desire to be chosen for.
- X. Have students verbally thank the industry professional for their help in this session.

## Resume Self-Assessment Form

NAME \_\_\_\_\_

What words describe you best?

1. 2.
3. 4.
- 5.

What are you really good at?

What skills do you have? (Think about different parts of your life)

Do you speak more than one language? LIST all languages you speak.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What aspects of you are you working on to improve?

What projects have you completed in school or at work? What jobs have you had (paid or unpaid)?

- 1.

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

What tools (or groups of tools) do you know how to use?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

What technology do you know how to use? Power Point? Word? Revit? CAD?

Other examples include: Excel, Construction Calculator, Cash Register, Phone System

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

List your education using the example for format:

2007 – 2011 Smith High School, Portland, OR; Expected graduation, 2011.

2009 – 2011 Smith Construction Program; Expected completion, 2011.

What are your hobbies? What teams do you belong to?

- 1.
- 2.
- 3.
- 4.
- 5.

List your work experience: Use the following format & continue on back of form.

Summers, 2009, 2010      Smith Construction Company, Portland, OR  
Maintenance Assistant

Responsible for maintaining all work spaces and customer areas. Received commendation for outstanding safety record. Duties included cleaning all floors and counters, organizing and storing all equipment, and maintaining all personal protective equipment.



2007 – 2011

Smith High School, Portland, OR; Expected graduation, 2011.

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**INVOLVEMENT AND HONORS** For example:

- Smith High School Soccer team, Chess team, and Spanish Club
- SOLV beach clean-up project since 2005
- Counselor, Outdoor School, 2009-2011
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**REFERENCES** (Coach, teacher, supervisor, pastor, etc.—list three)

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Phone Number \_\_\_\_\_  
Email \_\_\_\_\_

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Phone Number \_\_\_\_\_  
Email \_\_\_\_\_

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Phone Number \_\_\_\_\_  
Email \_\_\_\_\_

# Resume Builder



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## Resume Development: Words of Action & Accomplishment

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The following words impart a sense of specific action and accomplishment. Use these words where they are appropriate to your experience.

Can you think of other words that communicate action? Accomplishment?

achieved  
analyzed  
assembled  
assessed  
assisted  
built  
calculated  
catalogued  
categorized  
classified  
compiled  
completed  
constructed  
contracted  
coordinated  
customized  
created  
demonstrated (procedure, skill)  
designed  
developed  
drafted  
drew  
enabled  
encouraged

engineered  
entered (data)  
fabricated  
guided  
identified  
implemented  
improved  
initiated  
inspected  
installed  
invented  
itemized  
led  
maintained  
measured  
modeled (skill, structure)  
monitored  
motivated  
noted  
observed  
operated  
organized  
outlined (steps, goals)  
performed  
planned  
produced  
programmed  
recorded (notes, data)

reduced (problems)  
remodeled  
repaired  
represented  
sketched  
solved  
sorted  
summarized  
supervised  
trained  
transformed  
typed  
upgraded  
voiced (opinion)  
wrote



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## Using Your Resume To Guide An Interview: Job Interview Questions & Answers

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Here are some common questions that may be asked in a job interview, along with some pointers on how to answer these questions to make the best and strongest case for your being selected. This is not an exhaustive list; but if you practice using these questions and pointers, you will be on your way to a great interview!

1. Tell me a little about yourself.

***Take traits and skills mentioned in your resume along with some additional positive information about yourself (i.e., positive energetic person, pursuing my diploma from or degree in... and looking to build on my skills and abilities and work experience).***

2. Tell me why you are the best candidate for this position.

***Choose a talking point that draws attention to things you present in your resume, including positive traits, skills, education, and/or experience that you think makes you especially qualified for the job.***

***You can also prepare for this question by finding out some basic information about what the company does, matching that to your qualifications (i.e., highlight your construction qualifications in a particular area that matches what the company does).***

3. Tell me about a time when you accomplished something difficult.

***Use one of the talents or projects or pieces of experience mentioned on your resume and expand on it. Be ready to tell how you were challenged (i.e., it was something new or at an advanced skill level) and how you overcame the challenges to achieve success (i.e., you found out what you needed to know/got extra skill training and practice).***

4. How would you rate your ability to work in a team setting?

***Be ready to give yourself a good rating and then talk more about one of the projects you did as a part of one of the projects or jobs you list on your resume, underscoring the team aspect and your role as an***

***effective and dependable team member. This is a GREAT time to mention that safety is always a priority for you, every day and that one of your commitments to any team is to help everyone stay safe on the job.***

5. What is your strongest qualification for this job?

***Be ready to choose and speak about the combination of skills and experience that you have (and that are mentioned in your resume) that would, taken together, be a strong qualification for the job.***

6. What else would you like me to know about you?

***Know your resume well enough to be able to add the positive attributes, skills, and/or experience has not been mentioned thus far in the interview. If you haven't mentioned it before, include that you are committed to safety on the job every day and that you have received safety training/certification.***

7. Do you have any questions for me?

***If you need to know more about the job (duties, hours, equipment needed), ask them and be sure to make eye contact and listen well.***

8. This concludes our interview. We should be letting you know in about \_\_\_\_ days of our decision.

***ALWAYS thank your interviewer for his or her time AND, if you want to be chosen for the job, TELL THE PERSON THAT YOU ARE VERY INTERESTED IN THE JOB. Tell them that you look forward to hearing from them soon.***

Note: Always email or mail a thank you note as soon as possible after an interview. If you need to, call the company and ask the person who answers the phone for the correct spelling of the interviewer's name, their proper title, and the person's address or email address.

\*\*\*See also the Resume Builder Student Handout **Words of Action & Accomplishment** for building your vocabulary and speaking to result in a stronger and more powerful interview.