



Section 2: Identifying Skills and Resume Creation

A resume is the most critical document needed when looking for a job. Resumes are not exclusive to the U.S., however other countries have different approaches to the professional content and

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design of a resume. Iraqi refugees and Special Immigrant Visa (SIV) holders will often have six-to-eight-page resumes that include their marital status and photo, whereas a resume in Laos will list only professional references. While others may not have had the opportunity to develop a resume before arriving in the U.S. This section will teach participants how to prepare an American-style resume and identify all their skills from traditional and nontraditional jobs or work experiences they may have held in refugee camps.

Identifying participants' personal skills related to the job description and including them on a resume positions the job-seeker as an ideal candidate for a job opening. Discovering participants' capabilities through the activities in job readiness classes improves the employment team's strategy for job placements. The activities in this section help to determine refugees' strengths and weakness and what type of work is available in the United States.

Understanding the "language" of skills empowers clients to communicate effectively and to discuss their skills with employment staff, volunteers, and potential employers. A resume is a tool to communicate the personal skills, abilities, and accomplishments of a job-seeker. Resumes are quick advertisements for each client and are essential to moving an employment search forward. All clients need personalized and updated resumes throughout the job-search process. This section guides participants in creating a carefully written and critiqued resume, with the ultimate goal of securing job interviews.

Learning Objectives

After completing the activities in *Section 2: Identifying Skills and Resume Creation*, participants will be able to:

- Articulate personal skills and interests.
- Identify the purpose of a resume and name the five main resume sections.
- Create a resume that accurately reflects personal skills, abilities, and accomplishments.
- Understand what hiring managers look for in a quality resume.

Key Vocabulary

Skill: something you know how to do

Interest: something you like to do

Resume: written document that captures a quick overview of personal skills, abilities, and accomplishments

Contact Information: name, address, email, and phone number

Work History: previous jobs in the U.S. and other countries

Education: high school, university, and/or training center name and location

References: people you know who can speak positively about your employment or personal history

Included Activities:

Use this legend to identify accompanying worksheets and resources listed in the activity instructions.

2.1	Skills Checklist: Self-assessment of skills and interests	
	<i>Skills for Success – Worksheet</i>	2.1A
	<i>Skills Checklist -- Worksheet*</i>	2.1B
	<i>My Work Preferences – Worksheet</i>	2.1C
2.2	Interest Profiler: Identify work environment preferences, personal abilities, and natural talents	
	<i>Interest Profiler -- Worksheet*</i>	2.2D
2.3	What Is a Resume? Understanding the purpose and contents of a resume	
	<i>Resume Key Vocabulary Cards</i>	2.3E
	<i>Resume Information Matching Cards</i>	2.3F
	<i>Kasambi’s Sample Resume</i>	2.3G
2.4	Creating Your Resume: Key tips for drafting a resume	
	<i>Resume Tip Sheet</i>	2.4H
	<i>My Resume Worksheet</i>	2.4I
2.5	You’re the Boss! Reviewing resume tips and best practices	
	<i>Three Sample Resumes</i>	2.5J
2.6	Additional Resources	

*Indicates activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

2.1 Skills Checklist

Activity Overview

This self-reflective activity prompts participants to consider their experience, interests, and skills in preparation for communicating them on a resume, in job applications, and during interviews.



Materials Needed

- Whiteboard and markers
- *Skills for Success* Worksheet (2.1A)
- *Skills Checklist* Worksheet (2.1B)
- *My Work Preferences* Worksheet (2.1C) for extension option
- Pens or pencils

Procedures

1. Write the word “Skills” on the board and ask participants if they know this word. Skills are things a person knows how to do. Knowing ones skills is important when looking for a job because job-seekers need to be ready to tell others about their skills in a job application or interview.
2. Pass out the *Skills for Success* worksheet (2.1A) and read Paw’s story. Give participants a few minutes to read the discussion questions and then review answers together.
3. Ask participants to think about skills they have. Pass out the *Skills Checklist* worksheets (2.1B). Explain that participants will have five minutes to make a checkmark in the middle column for skills they have. Model writing a checkmark in the middle column for the first skill, “Care for children.”
4. After five minutes, ask participants to find a partner and take turns asking their partner about his or her skills. Encourage them to use the following sentence structure: “Can you cook? Yes, I can cook.” Model an example with a volunteer or participant.
5. After participants are finished, ask each individual to share one of their skills and one of their partner’s skills, using this structure:
 - I can use a computer.

- Jose (partner's name) can provide customer service.
6. Ask participants what other skills they have in addition to those on the checklist.
 7. Discussion questions:
 - Why is it important to know your own skills?
 - How will your experiences help you when you start working in the U.S.?

Extension Options

- **My Work Preferences:** Use the *My Work Preferences* worksheet (2.1C) as an additional classroom activity or as a homework assignment for intermediate/advanced English speakers, reviewing answers in the next class session.

Skills for Success

Circle any new words.

Paw doesn't know what kind of job he would like in the United States. He thinks about his past job as a farmer. He liked growing plants, working with his hands, and selling vegetables to customers. Paw likes to work outside and thinks he would like to work for a small company.










Paw visits his resettlement agency one day and learns about three different job openings. The first is washing dishes at a hotel, the second is working at a gardening center, and the third is cleaning at a hospital. Paw knows he needs to start working soon to earn money for his family. Which job should he apply for first?

1. What job did Paw have in the past?
2. What skills did Paw learn from his past job?
3. What skills are needed for each of the job openings Paw heard about at his resettlement agency?
4. What advice would you give to Paw about his job options?

Skills Checklist

Write a ✓ by things you know how to do. Then ask your partner what skills they have.

Skill	I can	My partner can
 <p data-bbox="402 676 602 705">Care for children</p>		
 <p data-bbox="467 940 532 970">Clean</p>		
 <p data-bbox="394 1224 610 1253">Use the computer</p>		
 <p data-bbox="383 1562 621 1591">Take care of people</p>		
 <p data-bbox="467 1864 532 1894">Cook</p>		

Skill	I can	My partner can
 <p data-bbox="430 548 570 579">Build things</p>		
 <p data-bbox="350 898 647 930">Provide customer service</p>		
 <p data-bbox="472 1199 529 1230">Sew</p>		
 <p data-bbox="467 1493 534 1524">Weld</p>		

What are three more things you know how to do?

1. I can _____.
2. I can _____.
3. I can _____.

My Work Preferences

1. What jobs have you had in the past?
2. What did you like about those jobs? Why?
3. What are three things you enjoy doing?
4. What job have you dreamed about doing?
5. Do you like to work alone or as part of a team?
6. Do you want to work for a small, medium, or large company?
7. What is a business or job that fits your skills?

2.2 Interest Profiler

Activity Overview

This activity identifies participants' interests related to work environment, personal abilities, and natural talents. Share this information with the employment team to identify potential job options that fit clients' interests.



Materials Needed

- Whiteboard and markers
- *Interest Profiler* Worksheet (2.2D)
- Pens or pencils

Procedures

1. Write the word “Interests” on the board and ask participants if they know this word. Interests are things a person likes or enjoys doing. They are activities or topics that a person finds exciting. Like skills, personal interests are important to consider as one search for a job.
2. Pass out copies of the *Interest Profiler* worksheet (2.2D). Explain that participants should read the questions and circle all of the things they enjoy doing. Encourage them to ask for explanations of any new words.
3. Write “Yes” on one end of the whiteboard and “No” on the opposite end. After participants complete the *Interest Profiler*, ask them to bring their worksheet and come to the whiteboard. Explain that for each activity or topic on the *Interest Profiler*, if the participant circled that activity, he or she should stand by the “Yes” written on the whiteboard. If the participant did not circle that activity and does not enjoy it, he or she should stand on the opposite side of the whiteboard under “No.”
4. Discussion questions:
 - How did your interests help you in your past job?
 - Can you think of jobs that fit your interests?

Interest Profiler

Circle all the activities or topics you enjoy.



Work outside



Work inside



Write letters or poems



Work with your hands



Build things



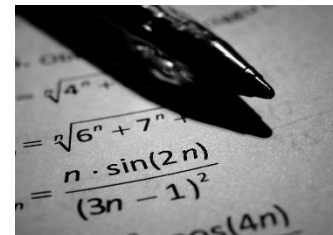
Carry heavy loads



Work at night



Work during the day



Solve math and number problems



Fix broken things around the house



Draw pictures



Play games with letters



Manage a store



Operate a calculator



Use a computer



Repair cars



Drive a truck



Organize records



Teach children



Play an instrument



Help people solve their problems



Teach people or be a leader



Cut hair



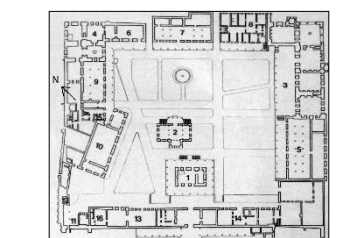
Help sick people



Invite people to my house



Use machines



Read maps and plans

2.3 What Is a Resume?

Activity Overview

This activity introduces class participants to the purpose of a resume and the five key sections that should be included. Participants have the opportunity to study a sample resume in preparation for creating a personal one.

Materials Needed

- Whiteboard and markers
- Tape
- *Resume Key Vocabulary Cards* (2.3E)
- *Resume Information Matching Cards* (2.3F)
- *Kasambi's Sample Resume* (2.3G)
- Pens or pencils

Procedures

1. Review the concepts of *skills* and *interests* by asking participants to share at least three examples. Ask participants, "How will employers know about your skills when you are looking for a job?" Tell participants that one way an employer knows about their skills is from a resume. A resume gives a quick overview of personal skills, interests, and accomplishments. Point out that a resume is similar to a CV, which might be familiar to participants. Ask participants if they have used a CV or a resume.
2. Ask participants, "When will you use a resume in your job search?" A resume will help them complete job applications, provide information when they meet employers, and ultimately help them get a job interview.
3. Tape each of the *Resume Key Vocabulary Cards* (2.3E) on the board, letting participants know that these are the five main parts of a resume. Write the following definitions next to each word:

Trainer's Tip

Starting each class with a brief review of the previous session's key concepts not only reinforces that information but also shows participants how activities build on one another. You can use comprehension questions, matching activities, or games such as the one mentioned in the "Extension Options" section of this activity.

Contact Information: name, address, email, and phone number

Work History: previous jobs in the U.S. and other countries

Education: high school, university, and/or training center name and location

Skills: something you know how to do

References: people you know who can speak positively about your employment or personal history

4. Pass out the *Resume Information Matching Cards* (2.3F) to participants. Explain that each card has an example of information from one of the five main resume parts. Participants should match their card with the correct resume section title taped on the board.
5. Review the placement of the *Resume Information Matching Cards* (2.3F) by asking participants if each card is correctly matched. Correct as needed.
6. Pass out *Kasambi's Sample Resume* (2.3G). Give participants five minutes to study the resume and ask questions about any words they don't understand. Ask participants to point to specific sections of the resume (contact information, work history, education, skills, and references) and walk around the room to check comprehension.
7. Ask participants the following comprehension questions about *Kasambi's Sample Resume*:
 - What is Kasambi's last name?
 - What is Kasambi's address? Where do you see that?
 - What is one of Kasambi's past jobs? How do you know?
 - What are three of Kasambi's skills?
 - Who are Kasambi's references?

Extension Options

- **Review Game:** Write examples of contact information, job titles, education, skills, and references (342-964-4329, farmer, high school, etc.) on the board. Split participants into two groups and give each group a fly swatter. Randomly call out one of the five parts of a resume (contact information, job titles, education, skills, and references). The first group to swat a correct match earns a point.

Resume Key Vocabulary Cards

Contact Information

Work History

Education

Skills

References

Resume Information Matching Cards

ahmed@gmail.com	(555) 895-2310
Mogadishu High School	Job Readiness Class
Speaking Arabic	Sewing
Using a computer	My job developer
My teacher	Ahmed Sayed
Store owner	Builder
Seamstress	Farmer

Kasambi Ciza

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WORK HISTORY

Chipotle, *Seattle, Washington*

2017 – Present

Cook

- Quickly prepare meats and vegetables in commercial kitchen
- Follow all food safety guidelines and requirements

Royal Hotel, *Nairobi, Kenya*

2010 – 2016

Housekeeping Manager

- Supervised 23 housekeeping staff and created weekly work schedules
- Implemented quality standards for cleaning and provided regular feedback to staff
- Provided friendly customer service to hotel guests

EDUCATION

General Secondary School, *Khartoum, Sudan*

2006

High School Diploma

SKILLS AND LANGUAGES

- Arabic and English
- Customer service
- Basic computer knowledge, including Microsoft Word and Excel

REFERENCES

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2.4 Creating Your Resume

Activity Overview

Now that participants are familiar with the purpose and contents of a resume, it's time to start creating personal resumes for participants to use throughout their job searches. This activity will guide participants in drafting their resumes.

Materials Needed

- *Resume Tip Sheet* (2.4H)
- *My Resume Worksheet* (2.4I)
- *Kasambi's Sample Resume* (2.3G)
- Pens or pencils
- One or more computers

Procedures

1. Review the previous activity with participants by asking, "What are the five main parts of a resume?" Ask for examples of each part and review key vocabulary as needed.
2. Pass out the *Resume Tip Sheet* (2.4H) and have participants take turns reading the tips. Explain any new words and ask clarifying questions to check comprehension.
3. Hand out copies of the *My Resume Worksheet* (2.4I) and tell participants to hand write their resume information before typing it on a computer. Give participants 20-25 minutes to complete their information.
4. Use participants' written resumes as a guide for creating typed versions. Pass out *Kasambi's Sample Resume* (2.3G) and encourage participants to use it as a guide for formatting their resumes. If volunteers are available, pair participants with volunteers who can help them on the computer. If there are participants with higher levels of computer skills, they can work with other participants who are less familiar with typing. Instruct participants where and how to save digital copies of their resumes.
5. Print out a copy of each participant's resume. Remind participants that a resume needs to be perfect, so expect many revisions after the first draft. Ask participants to look over their printed resumes in detail, checking it against the suggestions on the *Resume Tip Sheet* (2.4H).

6. Have participants exchange resumes with partners to look for any additional spelling, formatting, or grammatical changes needed.
7. As time allows, invite participants to return to the computer to make the changes needed. Save updated digital files and review a final time after class for accuracy. Explain how to save as a PDF version, which they will need for online applications.
8. Provide each participant with three copies of his or her finalized resume. Remind participants of these guidelines in using their resume:
 - Always keep a printed copy on hand.
 - Present a clean, unfolded copy of the resume to an employer at the beginning of every interview.
 - Keep the resume up-to-date.
 - Save the resume as a PDF when attaching it to online applications.

Extension Options

- **Resume Review:** Have participants find a partner. Write the following questions on the board, and ask partners to take turns reviewing their resume information by asking and answering each question:
 - What is one of your past jobs? Where was it?
 - What is one of your skills?
 - What language(s) do you speak?
 - Who is one of your references?
 - What is your email address?

Resume Tip Sheet

Read these important instructions for creating your resume. After you have typed a draft of your resume, use the boxes on the right to check (✓) whether your resume follows that “rule.”

Contact Information	
1. My first and last name are written the same as they are on my ID.	
2. My phone number is correct and works when someone calls.	
3. My professional email address is listed. (Avoid personal email addresses such as hotlips@gmail.com or llovePringles@hotmail.com . Instead, use an address based on your name.)	
Work History	
4. My experience is listed in order from most current (newest) job to oldest job.	
5. The company name, job title, years, and duties of each job are included.	
6. The duties of each job listed are specific.	
Education	
7. Schools and trainings are listed in order from highest level of education achieved to lowest.	
Skills	
8. All the languages I speak are included.	
References	
9. Three references are listed with first and last names and U.S. phone numbers.	
10. Family members are not listed.	
11. A U.S. phone number is listed for each reference.	
12. Each reference has given you permission to be included.	
Formatting	
13. Spelling is correct, and there are no grammar mistakes.	
14. The font (how the typed letters look) is the same throughout the document.	
15. The white spaces look good and are the same throughout the document.	
16. There is not a personal photo or birth date included.	

My Resume

Name: _____

Address: _____

City, State, ZIP Code: _____

Telephone Number: _____

Email Address: _____

Work History – start with your most recent job:

Company Name: _____ Location (City and Country): _____

Job Title: _____ Start Date: ___/___/___ End Date: ___/___/___

Job Duties: _____

Company Name: _____ Location (City and Country): _____

Job Title: _____ Start Date: ___/___/___ End Date: ___/___/___

Job Duties: _____

Company Name: _____ Location (City and Country): _____

Job Title: _____ Start Date: ___/___/___ End Date: ___/___/___

Job Duties: _____

Company Name: _____ Location (City and Country): _____

Job Title: _____ Start Date: ___/___/___ End Date: ___/___/___

Job Duties: _____

Education – start with your most recent school:

School Name: _____ Location (City and Country): _____

Years Attended: _____ Graduated? Circle One Yes No

Degree Type: _____

School Name: _____ Location (City and Country): _____

Years Attended: _____ Graduated? Circle One Yes No

Degree Type: _____

2.5 You're the Boss!

Activity Overview

This practical application activity reviews the resume tips covered in the previous exercises. Participants review three sample resumes and have an opportunity to choose which “candidate” to invite in for a job interview.

Materials Needed

- *Three Sample Resumes (2.5J)*—crumple and/or slightly tear copies of one of the three resumes ahead of time to illustrate the importance of keeping resumes crisp and clean.

Procedures

1. Split participants into two or more small groups and tell them that today they are the boss at a local restaurant. Explain that they will have ten minutes to review three resumes for a dishwashing job. They should look at each resume and be prepared to share which candidate their group will invite in for an interview and why.
2. Pass out copies of the *Three Sample Resumes (2.5J)* to each group. After ten minutes, ask groups to take turns sharing which candidate they would like to interview and why. Note that none of the resumes are completely perfect.
3. Discussion questions to emphasize any points not mentioned by groups:
 - Which candidate has the skills that best match the job?
 - What mistakes did you notice on George’s resume? Ali’s resume? Julia’s resume?
 - Which resume visually looks the best? Why?
 - Why do you NOT list your birth date on a resume?

Extension Options

- **Matching a resume to a specific job:** Use this [infographic](#) from CareerBuilder to discuss ways to tailor a resume for a specific job opening.



George Ubi

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WORK HISTORY

Chipotle, *Seattle, Washington* 2012 – Present

Dishwasher

- Sanitize and organize all pots, pans, dishes, and kitchen utensils
- Follow all food safety guidelines and requirements

Royal Hotel, *Nairobi, Kenya* 2002 – 2010

Housekeeping Manager

- Supervised 23 housekeeping staff and created weekly work schedules
- Implemented quality standards for cleaning and provided regular feedback to staff
- Provided friendly customer service to hotel guests

EDUCATION

General Secondary School, *Khartoum, Sudan* 2006

High School Diploma

SKILLS AND LANGUAGES

- Fluent in Arabic
- Customer service

REFERENCES

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Janie DeSoto
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Julia Tanner

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Cell: 555-000-0000

Work Experience

Shop Oner, 2015

- Customer Service
- Money
- selling clothes – men & women

Dishwasher, 2010

- Cleaning dishes
- working fast

References

Georgette Wani
Restaurant Manager
(421) 123-9876
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Susan Walker
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943 McDonald Rd.
Detroit, MI 49706

Education

University Degree in Business Management, 2012

Skills

- English
- Counting money

Ali Afzali

DOB: 6/12/1973

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WORK HISTORY

I started working for my father when I was 12. He was a carpenter. I would meet with customers, discuss a timeline for their order, and then get to work. I made chairs, tables, and benches. I would cut the wood, sand it, and sometimes, I would paint it. I made my customers very happy with my hard work and good, quality products. I also worked for one of my uncles, running errands for his business. I would deliver packages to one customer, and then pick up another box and take it to another customer. I worked very fast and never lost any packages.

EDUCATION

I took some university classes in business management but do not have my degree yet.

SKILLS AND LANGUAGES

I can speak Arabic and English. I can build many beautiful products from wood. I can work very quickly and I always make sure customers are happy with my work.

REFERENCES

You can call my uncle or my father in my home country. They will tell you about what a good worker I am.

2.6 Additional Resources

Higher resources include these:

- [Resumes and Cover Letters—Infographic](#)
- [Reader Question: How Do You Portray Unique Refugee Experience on a Resume?](#)
- [Resumes: An Important Tool of Our Trade](#)
- [Your Top 3 Recommendations for Resume Preparation](#)

CareerOneStop's online Resume Guide includes the following:

- [Why You Need a Great Resume](#)
- [Top Resume Strategies](#)
- [Do Your Research](#)
- [Writing Your Resume](#)
- [Market Your Resume](#)
- [Make the Most of the Internet](#)
- [Sample Resume Walk-through](#)
- [More Sample Resumes](#)
- [Get More Resume Help](#)
- [Resume FAQs](#)

Cultural Orientation Resource Center has several lesson plans on identifying skills:

- [Recognizing Skills and Barriers](#)
- [Skills Identification Game](#)
- [Stressing Your Skills](#)
- [Skills for Your CV](#)

Occupational Information System's [Occupation Search](#) is useful to find skills and work activities related to clients' previous work to include on resumes. It is a leading source of occupational information. It also identifies related occupations that might interest clients by clicking on specific skills, abilities, and work activities.