**IT 651: Systematic Design for Performance Improvement**

SUNY ESF Ranger School Resume and Cover Letter Writing Workshop

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December 18th, 2014

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**Project Intention**

 The instructional goal for this workshop is to supply the skills necessary to create a post graduate resume and cover letter to aid employment in a technical, field level position upon graduation of the Ranger School.

The performance objective of this project is to achieve a 100% student passing rate, by designing a daylong (seven to eight hour) workshop that will develop the skills necessary for Ranger School students to effectively create a resume and cover letter.

**Client/End User**

The client for this project is the faculty of the State University of New York (SUNY) College of Environmental Science and Forestry (ESF), Ranger School. The Ranger School is a satellite campus of ESF which is located in Syracuse, NY. The Ranger School only offers an associate degree in applied science (AAS) in forest technology, land surveying technology, and environmental and natural resource conservation. This is accomplished by utilizing a “one-plus-one” program. This program combines a year of prerequisites at another college, with a year of intensive coursework at the Ranger School, with an emphasis in technical training.

 The mission of SUNY ESF is to advance knowledge and skills, and to promote the leadership necessary for the stewardship of both the natural, and designed environments. The mission of the Ranger School is to produce exceptional natural resource management technicians.

**Instructional Goals**

The instructional goals were created using a front end analysis. The performance technology approach has been applied since this is the preferred method regarding human performance and performance improvement.

There is a level of administrative mandate applied to the instructional development process. A learning outcome for communications and safety class, states that “After completing this course the student should be able to compose a resume and cover letter.” The instructional designing practitioners are supporting this mandated learning outcome within the fashioned instructional goals. The mandate as well as the needs assessment validates the need for nine weeks workshop in relation to these instructional goals.

Ranger School students will demonstrate the ability to create an aesthetically pleasing, professional resume and create a compelling, targeted cover letter, designed using word processor software, for use in the post graduate job seeking process.

The performance objectives are further derived using Bloom’s Domains of Learning Outcomes for knowledge, comprehension, and application. We will continue with the front end analysis to complete the instructional analysis, develop the needs assessment, and job analysis.

**Needs Assessment**

 We have used fundamental needs assessment logic to quantify, and identify the normative need. We have done this by quantifying the difference between the desired level, and actual level of performance. The resulting discrepancy or “gap” justifies the need to develop instructional materials.

The mandated learning outcome, “After completing this course the student should be able to compose a resume and cover letter,” sets the desired performance objective at 100%. Every student should be able to compose a resume and cover letter. This is the easiest variable to quantify.

The next step is to quantify how many students can currently compose a resume and cover letter. There is a need if the actual level of performance is below 100%. The gap between the desired status (100%) and the actual status indicates the level of need for the development of instruction.

This performance objective is entirely attainable given that creating a resume and cover letter is a learning outcome of the class as well as an assignment that contributes to the student’s final grade for the course. There is sufficient staffing, fiscal, and time resources available to develop the instructional material needed.

***Optimal Assessment***

 There are currently 56 students enrolled in the three Ranger School programs. Therefore, achieving an actual status of 100% would indicate that all 56 students can compose a resume and cover letter.

***Actual Assessment***

Ideally, the Ranger School students would be assessed initially as to their understanding and ability regarding resume and cover letter writing. Also, an inventory of resumes and cover letters would be conducted. A brief research survey of the students has been conducted to estimate the level of current performance to expedite the needs assessment process, speeding up the overall systematic design of instruction. See *Appendix A* for the survey instrument and *Appendix B* for the summary of responses.

Of the 56 students, 45 responded to the survey. 71% of students that responded claimed that they do not have a resume that they feel confident in. In addition, only 20% were very confident in their ability to create an effective resume.

It should be noted that a survey of this type should be conducted based upon the principles outlined in IT 635 *Research and Theory on Communication and Performance Technology*, but again this process is abbreviated due to time constraints.

***Need/Gap Assessment***

 The difference between the desired status and actual status reflects the level of need. Therefore, subtracting the actual level of students that can achieve the performance objective, from the desired level of students (100%) justifies the development of instruction.

***The Next Step***

 At this point, it can be determined that the gap cannot be minimized or eliminated by such departments as operations or human resources. The development of instruction is necessary for the scope of this project. In reality, a college student who is paying tuition, is expecting instruction that will facilitate learning with a realistic performance objective and a sound instructional goal.

**Target Population**

For this project, the target population, or target audience, is the Ranger School student body for any given year. The Ranger School naturally attracts a relatively homogenous audience, although every year presents a new target group. This is mainly credited to our specialized environmental programs.

The fact that the student body is uniform facilitates the identification of a prototypical learner that is fairly consistent from year-to-year. When conducting a learner analysis, it is imperative to interact with the target audience and become familiar with the setting they are in. We have utilized the clients’ daily interactions with the students as well as a brief research survey aligned to our learner analysis. In order to develop a Ranger School student persona we have utilized the Dick and Carey model of learner analysis in which we have identified eight main groups of information. They are as follows:

*Entry Skills*

 Incoming students must possess a certain level of skills in order to compose a resume and cover letter. These skills will not be covered in this workshop. Two primary skillsets are necessary; the ability to communicate via written language, and the ability to manipulate the written language in current word processing software. These are two skills that are not only necessary for writing a resume and cover letter, they are required for admission to the Ranger School.

It is hard to consider an incoming second year college student not having obtained these primary skills before, or during their 30 credit hours of prerequisite course material, six of which are English with a focus on writing. We can verify that they have obtained these skills by assessing their application essay which outlines which program of study they are interested in. The entry skills of incoming students could be divided into following categories:

* Computer Skills Level:
	+ Be able to use computer to browser internet. Familiar with the keyboard and mouse.
	+ Be able to use word processing software to create and edit a document.
	+ Be able to write and send email.
* Reading Level:
	+ A minimum of a twelfth grade reading level.
* Writing Level:
	+ A minimum of a twelfth grade writing level.

*Prior Knowledge of Topic Area*

The previously mentioned survey gives a good idea of the student’s prior knowledge of resume and cover letter writing. Only 20% are confident in their ability to create an effective resume and even less (9%) were confident in their ability to create an effective cover letter.

45% percent of the students have had less than 3 jobs and only 13% have had more than 5 jobs. This indicates that the average student has little employment to draw upon when creating a resume. One more significant item is that 71% of the students indicated that they have not had any resume and cover letter writing instruction in the past.

*Attitudes toward Content and Potential Delivery Systems*

 How the target population perceives the delivery of the instruction is directly related to the group’s characteristics. The typical Ranger School student is quoted as saying “I don’t want a desk job.” This could prove to be a barrier to computer based learning. However, the typical Ranger School student is also young, having been exposed to computers for the majority of their lives. Based upon this evidence and the important role computers play, the typical student is receptive to technology and computer based content and delivery.

*Academic Motivation*

 Learning is positively correlated with learner motivation. The level of learner motivation is often influenced by the real world application of the instruction by the learner. If the target audience will never utilize a skill that is being taught, motivation in diminished. Therefore, how likely is it that a Ranger School student will utilize a resume and cover letter? Motivation level should be significantly high regarding the performance context and real world application.

 80% of the students indicated that they want to be employed immediately following graduation. Also, 96% of students indicated that they will use the resume and cover letter that they generate during this workshop to find that employment.

*Educational and Ability Levels*

 All Ranger School students have completed high school level education, as well as 30 credit hours of prerequisite college coursework. This usually means that this is their second year in a college setting. Each year, on average there are approximately 2-5 students placed in the program directly from high school, due to receiving advanced placement credits. One might see this as a disadvantage, but typically these students excel at the Ranger School.

 Learning disabilities are a major component of student ability levels. These situations are uncommon, usually encompassing around a fifth of the population. Syracuse University’s Office of Disability Services assesses student’s documented learning disabilities. They provide the students an accommodation authorization letter, which is intended to be given to the faculty.

Accommodations are made when they can be implemented into the course work. The most common accommodations are testing accommodations. This accommodation is met by simply extending time for quizzes and tests. The second most common accommodations are classroom accommodations. These accommodations are met by providing a note taker, or granting extended access to instructional materials (eg. PowerPoint slides) prior to their delivery. The resources are available to provide the majority of accommodation requests.

As far as ability is concerned, of the 13 students that said they have a resume, only 42% have said that they have used it successfully in the past. Also, only a quarter of them have another college degree which could be interpreted as an increased ability.

*General Learning Preferences*

 It can be assumed that the techniques utilized by college instructors are acceptable since the workshop will take place in a college setting. However, an attempt has been made to identify learning preferences. As an instructional designing practitioner one must be careful not to “label” a learner as someone who can only learn through a particular delivery medium. It is better to utilize many techniques to allow for a different perspective on a subject. The instruction is designed with individualized learning in mind, to create an environment that increases the probability of individual student learning. Students have expressed their preferred styles of instruction as follows:

Lecture Discussion 26 58%

Seminar 12 27%

Examining examples/case studies 25 56%

Small group problem solving 13 29%

Independent tutorial 15 33%

Online workshops 2 4%

*Attitudes toward Training Organization*

 Students of ESF Ranger School have the opportunity to withdraw at any time. Students can withdraw if they feel negatively about the learning environment. This isn’t an amiable outlook on their education, but it is a reality of the program. This process was put in place to prevent an individual hostile attitude from affecting the curriculum delivery to others. By the time students experience this workshop, they are all new as a group. Together they have only been in this setting for a few months. For the most part everyone works together as a unit, and together they are receptive and content with the program.

The attitudes of the students may have the following outlooks:

* Just want to try, not seriously want to use the knowledge in job searching
* Be skeptical about the role of the resume in gaining employment process, just want to learn basic idea to meet the employer’s requirement
* Seriously want to learn how to make a good resume and cover letter to prepare for future job hunting.

*Group Characteristics*

The target market that the Ranger School focuses it efforts:

* The average age of the Ranger School class of 2015 is 22. As can be seen in Figure 1, 71 percent of the population is 21 or younger. The breakdown by age can be viewed in Figure 2.

 

 *Figure 1. Age composition of the Ranger School class of 2015.*



 *Figure 2. The number of students by age. (This excludes a 44 and 52 year old student.)*

* Relatively inexperienced - See figure 3.

*Figure.3..Number of jobs held in the past.*

* Has introductory level college education - See figure 4



*Figure 4. Percentage of Ranger School students that have a college degree.*

* Enjoys the outdoors - This is pretty much all Wanakena, NY has.
* Wants a ground level - technician type job in forest and natural resource management upon receiving their associated degree which will most likely be a terminal degree for more than half of the group.

 Our research has indicated that this is an accurate representation of the “typical Ranger School student”.

**Performance Context Analysis**

*Managerial or Supervisory Support*

 The majority of the support that will be given to the students as they create their works will be primarily provided by the Ranger School faculty (6) and academic support staff (3). The success of the Ranger School program depends, in part, upon a graduate’s ability to gain employment. Therefore, the faculty and staff are genuinely concerned with the comprehension of this new skill.

 *Physical Aspects of the Site*

 The scope of this project affords us the opportunity to deliver the instruction in the same environment where the new skill will be utilized. As a Ranger School student it is easy to develop “cabin fever” as everything is housed in one main building; residence halls, classrooms, faculty offices, computer labs and dining hall. These are the areas that could be utilized for the instruction. This workshop will primarily be held in the computer labs because it will provide students with computers and internet access. After the instruction is complete a student will then create a resume and cover letter while they are finishing their degrees in the same building.

*Social Aspects of the Site*

 The outcome for this instruction is by nature a solitary effort in that the individual graduate will be looking to gain employment for themselves and not as a team. It should be noted however that the final product can be formatively developed by receiving feedback from peers and instructors. Also, group work could definitely be utilized during instruction to help generate other perspectives.

*Relevance of Skills to Workplace*

 As outlined in the learner analysis, these new skills are relevant to Ranger School graduates as they will be looking for jobs in the near future and they will use this skill for the rest of their working lives. The fact that this is a tool that can better themselves is a great motivating factor. Because the Ranger School is a place of higher education these same skills are relevant to the “workplace”. All of the resources that are needed are available on site. Also, any reasonable accommodations that should be made, will be.

**Learning Context Analysis**

*Compatibility of Site with Instructional Requirements*

 The only tool that is mentioned in the learning objectives is word processing software. The Ranger School fulfills this need in the form of Microsoft Word 2010. Also, Google Docs could be utilized as the Ranger School has a fiber optic internet connection which would allow them access. Of course word processing software is useless without a computer. The Ranger School has a computer lab which houses 25 computers and a library that has 4. Not only are these available but the majority of students have their own computers that they could utilize as well.

 The majority of the classrooms and lab have projectors, document cameras and dry erase boards available. Mobile units can be utilized in the rooms that do not have them.

*Adaptability of Site to Simulate Workplace*

For the purpose of this project, there is no need to simulate the workplace. The instruction will be given in the setting that the skills will be performed.

*Adaptability for Delivery Approaches*

 The Ranger School site is one that is highly adaptable. There is a computer lab with an adjacent library that could be utilized for computer based instruction. A large lecture hall could accommodate seminar type instruction. A smaller classroom or the dining hall would facilitate small group work via round tables. Also, if it seemed beneficial to remove ourselves from a “plugged-in” exercise, 2800 acres of land is available for such activities.

*Learning Site Constraints Affecting Design and Delivery*

 The biggest constraint is class size and available computers. The Ranger School program traditionally delivers lecture to all students in a main classroom at once. Labs are then broken up into two sections and taught twice. Recent history shows us that half of the class is greater than the capacity of the computer room. Most of the time this is combated by utilizing the school or student computers in the adjacent library which is separated by a door. An alternative would be to conduct instruction elsewhere and utilize student computers. This is not possible because not every student has a computer. These facts contribute to the adaptability of the Ranger School delivery.

 Another restricting factor could be that the Ranger School does not have a learning management system such as Moodle or Blackboard. Again, the school has become creative in ways of dealing with such restrictions.

**Task Analysis, Learning Assessment, Instructional Plan**

The above components can be viewed here:

<https://docs.google.com/spreadsheets/d/1Zjj0fYPpmpZ9-hrTVgA6qhcrfzU_oRpTzIf3CRA7etc/edit#gid=0>

**All Lesson Plans**

Subject Area Job seeking process

Grade/Age Level College Sophomores

Overview**:** Ranger School students must market their experiences, skills, achievements, and accolades to set them apart from others when applying to college or for a job. This lesson takes students through the steps of creating an effective resume and cover letter using several techniques.

Using examples, discussion, and online research, students learn what elements need to be part of an effective resume and cover letter. Students then create their own resumes using templates and write a standard cover letter.

General Goals: Guide students build up professional resume and cover letter, and prepare themselves for job searching.

Resources A. Computer with internet access B. Document Camera

 C. Projector/Screen

Duration**:** Nine Lessons (Will be held once per week and one hour per Lesson)

**Lesson 1- Why you need a Resume? How to bypass it?**

Overview Students will be broken up into groups of four or five and will list examples of how they could get a job without resorting to the traditional method of submitting a cover letter and resume to a potential employer based upon past experience. A discussion will follow highlighting the small group’s findings.

Goals Students will gain an appreciation for securing a job without having to go through the laborious task of resume and cover letter writing.

Objectives

* Given the groups collective past experience, a student will be able to identify strategies that will lead to employment without the use of a resume and cover letter.
* Help students understand that although there are shortcuts for job hunting, having a professional resume ready is also very important for their career development.
* Teach students the most common and effective ways to find a job.

Materials

* #M1: Website: How to get A job without Applying like everyone else <http://www.businessinsider.com/get-your-resume-noticed-2014-6>
* #M2: Youtube Video: How to get a job without a resume (1:01:07) <https://www.youtube.com/watch?v=qXWPJmU5GTI>
* #M3: Youtube Video: Why you need a resume? (1:03) <https://www.youtube.com/watch?v=8nqvsiy8NnQ>

Motivational Set

* The purpose of this lesson is to answer student’s question “Why I need a resume?”
* Tell students that there are some shortcuts of job searching, such as “My uncle just gave me a job”. Also, tell students for their career development that they need to get their resume ready sooner or later.

Procedures

* Step 1: Take an informal poll of the class, asking who has heard of a resume, who has seen one and who has one of their own. Based on the results, you may ask the students to share their experiences to add to the conversation. (5 minutes)
* Step 2: Ask the students to raise hand if they think they could find a job without a resume and then count the number. (5 minutes)
* Step 3: Tell the students that it may not be necessary to have a resume to find a job. Then use material #M1 to teach students all the possible ways to find a job without a resume.(10 minutes)
* Step 4: Lead students to watch the video #M2. Only watch the first 15 minutes in class and ask the student to finish it after class. Then, close the video, break up students into groups of four or five and let them discuss the question: “Why is a resume so common in the job searching procedure?” During the discussion, the instructor will be walking around, helping students and answering questions. (20 minutes)
* Step 5: Let each group summarize their answer to the question and then lead students to watch the video #M3. (10 minutes)
* Step 6: Ask students in each group to think about their own experience, skills, education and background to begin the resume development process. They could discuss and help each other reflect on their past experience. (10 minutes)

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| 1 Unsatisfactory | 2 Developing Skills | 3 Proficient | 4 Exemplary |
| Alternate strategies were not identified. | One or two alternate strategies were identified. | More than two alternate strategies were identified and briefly described. | More than two alternate strategies were identified and thoroughly described. |

**Lesson 2 - What Goes On A Resume?**

Overview The small groups from lesson 1 will compare and contrast exemplar resumes. They will list recurring components. A discussion will follow highlighting the small group’s findings.

Goals Students will gain an appreciation for what should be on a resume.

Objectives

* Given sample exemplary resumes, a student should be able to identify the common components of a resume that most employers expect to see.

Materials

* #M4 Authentic job posting for Instructional Support Associate at SUNY ESF Ranger School. (Appendix C)
* #M5: Authentic applicant resumes for authentic job posting #M4. (Appendix D)
* #M6: sample resume set <http://www.fandm.edu/student-and-post-graduate-development/alumni/resources/sample-resumes-curriculum-vitae>

<http://www.resumewritinggroup.com/examples.html>

* #M7: Key elements of a resume <http://www.washington.edu/doit/Careers/resume_key.html>
* #M8: Good Resume Example http://www.educationworld.com/sites/default/files/good-resume.pdf
* #M9: Bad Resume Example http://www.educationworld.com/sites/default/files/bad-resume\_0.pdf
* #M10: PDF: [My Resume Ideas: Getting Started](http://www.readwritethink.org/files/resources/30847_ideas.pdf) http://www.readwritethink.org/files/resources/30847\_ideas.pdf

Motivational Set *Who Should We Interview?* game (15 minutes)

* Step 1: Review authentic job posting #M4.
* Step 2: Hand out authentic applicant resumes #M5 to the small groups from the previous lesson.
* Step 3: Ask the small groups to rank the candidates by who they would interview first to last.
* Step 4: Compare results and have a discussion why the groups chose what they choose.
* Step 5: Reveal how the search committee ranked them and why.

Procedures

* Step 1: Ask the students what kind of components should a resume have? Briefly discuss this question as a class. (2 minutes)
* Step 2: Instruct the students that resumes need to look a certain way. This is considered their form. People who read resumes expect them to include specific information, such as your name, address, contact information, education, past jobs, volunteer experience, and special skills. If a resume does not look like a traditional resume, the reader may be confused and think the writer is not educated about writing proper resumes. (3 minutes)
* Step 3: Hand out sample resumes set 1, #M6. Ask the students to list at least five common components of a resume individually. (5 minutes)
* Step 4: Ask students to read the online article to learn the most common components of a resume #M7. (5 minutes)
* Step 5: Hand out a good resume example (#M8) and a bad resume example(#M9). Ask the students to do the resume compare exercise: ( 20 minutes)

 To help students practice (and have a little fun), we provide two sample resumes for students to review. One comes from "[Sally Sad](http://www.educationworld.com/a_lesson/bad-resume-example.shtml)," a high school graduate with little motivation, job experience or sense of professionalism. The other is from "[Joe Graduate](http://www.educationworld.com/a_lesson/good-resume-example.shtml)," a sharp student who graduated from a state university and has been active acquiring several skill sets.

Go over both resumes as a class. First, have students spend a few minutes writing down errors and needed improvements in [Sally’s "bad" resume](http://www.educationworld.com/a_lesson/bad-resume-example.shtml). (NOTE: Four typos were intentionally added in. Can students identify them?) As a class, list the problems on a dry-erase board or chart paper.

Next, go over [Joe’s "good" resume](http://www.educationworld.com/a_lesson/good-resume-example.shtml). Compare and contrast the two resumes, explaining why Joe's is better and writing these aspects and reasons on the board or chart paper. Students also can suggest improvements Joe could have made.

You may want to note that there is no single best way to structure a resume. Additional sections that could have been included in the samples are Computer Skills, Honors and Awards, and School Activities. (See the sample at the end of [this guide](http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-4.pdf).) Ultimately, the resume should be tailored to the specific job for which one is applying.

Here are some points to cover when reviewing the sample resumes.

*Sally’s Missteps:*

* She has an unprofessional, cutesy email address.
* The Statement of Objective and Summary are unprofessional and not workplace-relevant. Photography might be a skill for her, but she has not emphasized how she has used this skill professionally.
* Time availability should not be included on a resume.
* There are several typos (see highlights below).
* 
* She uses unprofessional wording (e.g., "awesome," "cool," "cute," "pics"), as well as inappropriate clipart and exclamation points, which have no place in a resume.
* No date is listed for her high school diploma; there is no description of coursework that might be relevant to the workplace.
* Her work history isn’t in order (jobs should be listed in reverse chronological order), and she included a questionable volunteer experience (cupcake tester) under Work Experience.
* Her descriptions of past job duties fail to emphasize skills gained (e.g., "flip burgers and fill condiment containers"), and also reflect negatively on her customer service skills (e.g., "deal with annoying customer requests").
* She includes information that doesn’t pertain to job skills (hobbies should only be listed if they are highly related to the job for which one is applying).

*Joe’s Good Moves:*

* Based on his professionally stated objective, he listed skills that are relevant to his chosen career field.
* He had no spelling errors or inappropriate/unprofessional wording.
* He arranged his work history in reverse chronological order.
* He described past job duties in a way that emphasizes his skills and leadership qualities.

Once students have completed their analysis of the resumes, go over [best practices for resume writing](http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-4.pdf). If desired, have students use the samples above and/or the sample at the end of [this guide](http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-4.pdf) to write their own resumes. Ask students to pair up and critique each other's drafts.

- See more at: http://www.educationworld.com/a\_lesson/writing-good-resume-career-readiness.shtml

* Step 6: Ask the students select five components that they would like to include in their own resume. (5 minutes)
* Step 7: Hand out #M10. Ask the students to go through the process of entering their information and bring it to the next class. Also tell students that they will need a gmail account ready for next class. (5minutes)

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| 1 Unsatisfactory | 2 Developing Skills | 3 Proficient | 4 Exemplary |
| Common components were not identified. | One or two common components were identified. | More than two common components were identified and briefly described. | More than two common components were identified and thoroughly described. |

**Lesson 3- What Job to Apply For**

Overview Students will search for jobs online and share them with each other. They will then decide on a specific job posting that they will utilize in future lessons.

Goals Students will gain an appreciation for collective job hunting. Students will find a job they want to create a resume and cover letter for.

Objectives

* Given access to the internet and suggested job seeking websites, a student will find current job openings and associated descriptions, and share those in a Google Document with the other students.

Materials

* #M11: Listserv instructions. <http://www.esf.edu/rangerschool/listserv.htm>
* #M12: The Best Job Search Websites & App http://www.pcmag.com/slideshow/story/294523/the-best-job-search-websites-apps
* #M13: Suggested job seeking websites: http://www.careerbuilder.com/ http://www.monster.com/ http://www.simplyhired.com/ <http://linkedin.com/> <http://www.dice.com/>

Motivational Set Introduction to the Ranger School Listserv and how to access it.

* Step 1: Explain to the students what the Ranger School Listserv is and that it is available to RS students and alumni. (5 minutes)
* Step 2: Walk the students through the process of signing up for the Listserv. (#M11) (10 minutes)

Procedures

* Step 1: Ask students what kinds of job seeking websites they already know? (5 minutes)
* Step 2: Create a google doc and share it to every students, ask students to type any job seeking website that they already know. (5 minutes)
* Step 3: Direct the students to slideshow #M12 and have them go through the material. (5 minutes)
* Step 4: Give students the top rated job searching websites(#M13) ( 5 minutes)
* Step 5: Ask the students to find three job openings and associated job descriptions in an area they are interested in from the above job searching websites. Have them share the results in the previously shared google doc. (10 minutes)
* Step 6: Ask students if a resume is required in most of the job search. Help students understand the importance of resume in job finding procedure. ( 5minutes)
* Step 7: Ask the students to think about and write down why they want to get that job and what kind of merits/experience will help them land that job? (10 minutes)

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| 1 Unsatisfactory | 2 Developing Skills | 3 Proficient | 4 Exemplary |
| Current job openings and associated descriptions were not shared. | A single current job opening and associated description was shared. | Two or three current job openings and associated descriptions were shared. | More than three current job openings and associated descriptions were shared. |

**Lesson 4- What is the Employer Looking for?**

**Objectives**:

* Given an authentic job description, a student should be able to identify the necessary components of their resume that match with the criteria listed in the job posting.
* Given specific job listings and associated criteria, a student will list skills and experience that are required by that employer.

**Materials**:

* #M14: Resume Tips: How To Target Your Resume To the Job http://www.careernook.com/2013/09/resume-tips-how-to-target-your-resume-to-the-job-you-are-applying-for/
* #M15: Resume sample: Example of an IT project manager resume targeted to the job http://www.careernook.com/2013/09/resume-sample-example-of-an-it-project-manager-resume-targeted-to-the-job/

**Procedure**:

* Step 1: Ask the students to read the online article #M14 and associated sample resume #M15 individually. (10 minutes)
* Step 2: Ask the students to pick one job that they want to apply for from the previous class assignment. (5 minutes)
* Step 3: Ask the students to highlight the keywords in the job description. (5 minutes)
* Step 4: Ask the students to identify the necessary skills in the job posting that are **required** by the employer. Have them list them in a spreadsheet.(10 minutes)
* Step 5: Ask the students to identify the necessary skills in the job posting that are **preferred** by the employer. Have them list them in the spreadsheet. (10 minutes)
* Step 6: Ask the students to identify their personal skills and experience that demonstrate they have what the employer is looking for. Have them list them in the spreadsheet to correspond with the required and preferred skills identified previously.(15 minutes)

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| 1 Unsatisfactory | 2 Developing Skills | 3 Proficient | 4 Exemplary |
| Necessary components were not identified. | Necessary components were identified that do not match the criteria listed in the job posting. | Necessary components were identified that match the criteria listed in the job posting. (Less than majority) | Many necessary components were identified that match the criteria listed in the job posting. (Majority) |
| Skills and experience were not listed. | Skills and experiences were listed that are not required by the employer. | Skills and experiences were listed that are required by the employer. (Less than majority) | Many skills and experiences were listed that are required by the employer. (Majority) |

**Lesson 5- First Draft of Resume**

Overview Students will create a first draft of their cover letters. They will populate the resume with skills and experience.

Goals Students will have a first draft of their resume for a specific job posting.

Objectives

* Given a computer and word processing software, a student will create a first draft of their resume and populate it with items drawn from their past experiences.

Materials

* #M16: How to write a resume with no/little job experience (9:24) https://www.youtube.com/watch?v=1FcwQ30yWlE
* #M17: How to write a resume video series: <https://www.youtube.com/playlist?list=PL0917F9013E59E10B>
* #M18: Resume Generator: <http://www.readwritethink.org/files/resources/interactives/resume_generator/>
* #M19: Resume Wizard: http://www.resumegig.com/resume/resumewizard.aspx

Procedures

* Step 1: Introduce students to resumes as a genre of writing: professional writing. As a result, it is an extremely persuasive style of writing. Instruct the basic requirement of a resume: (10 minutes)
	+ Has a clear purpose that shows why you are writing it
	+ Is visually appropriate and appealing, or easy to read
	+ Includes all the necessary information about the writer
	+ Is grammatically correct with no errors in punctuation or spelling
* Step 2: Direct students to #M16 and #M17 to understand more resume writing topics.(15 minutes)
* Step 3: Ask the students to utilize #M18 or #19 to create a first draft of their resume. Instructor will be walking around, checking students’ progress and answer students’ questions. (30 minutes)
* Step 4: Remind students about the time limit for creating their draft in class. They should structure their time accordingly.
* Step 5: After they finish the resume, ask them to download a copy and save to a personal disk or a cloud disk (e.g. dropbox, google drive). (5 minutes)

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| 1 Unsatisfactory | 2 Developing Skills | 3 Proficient | 4 Exemplary |
| A first draft was not created. | A first draft was created but was not populated. | A first draft was created and populated with few past experiences. (Less than a page) | A first draft was created and populated with many past experiences. (More than a page) |

**Lesson 6- Refine Resume (Format and Content Improvement)**

Goals The student’s resume will progress toward a final draft.

Objectives

* Given the job description and required skills, as well as their list of personal skills and experience, a student will group and structure their resume to meet the requirements listed in the job description.
* Given a computer and word processing software, a student will enhance their resume to make it aesthetically pleasing and consistent with basic design principles (C.R.A.P).
* Through the peer review, help students improve the overall quality of the resume.

Materials

# #M20: Resume tutorial: General resume layout and design principles | lynda.com (2:38) <https://www.youtube.com/watch?v=8f39orQmU0U>

* #M21: Resume dos and don’ts (3:39) <https://www.youtube.com/watch?v=mFIT_aQcf0A>
* #M22: Resume design: <https://owl.english.purdue.edu/owl/resource/631/1/>

Procedures

* Step 1: Watch the video tutorial #M20 and #M21 and ask the students to take notes. (10) minutes)
* Step 2: Ask 2-3 students to share what they learned from the videos and article. (5 minutes)
* Step 3: Ask the students to apply the design rules to refine their resume. For those who finished quicker than others, ask them to read the online resume design articles #M22 and take notes. Instructor will be walking around and help answer students’ questions. (20 minutes)
* Step 4: Ask the students to form small groups of 3 people. Then, have each person review two resumes from the other group members and give feedback. (10 minutes)
* Step 5: Ask the students to update their resume based on the feedback. (15 minutes)

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| 1 Unsatisfactory | 2 Developing Skills | 3 Proficient | 4 Exemplary |
| The resume was not grouped or structured. | The resume was adequately grouped and structured but did not meet the requirements listed in the job description. | The resume was adequately grouped and structured and meet the requirements listed in the job description. | The resume was grouped and structured exceptionally well and meet the requirements listed in the job description. |
| The resume was not enhanced to make it aesthetically pleasing and consistent. | The resume was enhanced to make it partially aesthetically pleasing and consistent. | The resume was enhanced to make it adequately aesthetically pleasing and consistent. | The resume was enhanced to make it exceptionally aesthetically pleasing and consistent. |

**Lesson 7- First Draft of Cover Letter**

Objectives

* Given sample exemplary cover letters, a student should be able to identify the common components of a persuasive letter.
* Given an authentic job posting and organization’s web site, a student should be able to identify some of the vision, mission and goals of the hiring organization.
* Given the organizational vision, mission and goals, as well as their resume, a student will identify unique experiences or skills that they will elaborate upon which highlight how their employment will benefit the organization.
* Given a computer and word processing software, and provided with specific job requirements, a student will create a first draft of their cover letter by utilizing supporting statements.

Materials

* #M23: *175 High-Impact Cover Letters.* by Richard H. Beatty. Published by John Wiley and Sons, Inc.

Anticipatory Set/ Motivational Set

Show the RS students the Vaverchak cover letter that he used to get his current job.

Procedures

* Step 1: Break up students into small groups. (3 minutes)
* Step 2: Use the document camera to project example cover letters from #M23. (2 minutes)
* Step 3: Ask the small groups to identify common features among the example cover letters. (5 minutes)
* Step 4: Lead a discussion about what should be on a cover letter which utilizes the groups findings. (10 minutes)
* Step 5: Ask the students to take the job posting that they have created a resume for and research the employer. Have them identify the employers vision, mission and goals to the extent that they can. Have them list them in a spreadsheet. (5 minutes)
* Step 6: Ask the students to identify unique experiences and/or skills that align with the employers vision, mission and goals. Have them list them in the spreadsheet. (5 minutes)
* Step 7: Ask the students to identify unique experiences and/or skills that are directly stated in the job posting that they want to elaborate upon in their cover letter. (5 minutes)
* Step 8- Have students create a first draft of their cover letters using the information identified earlier. Instructor will be walking around and help answer students’ questions. For those who finished earlier, ask them to search 5 sample cover letters that they think very good and share them on google doc. For those who can not finish within the class, ask them to continue to finish it after class. (25 minutes)

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| Unsatisfactory | Developing Skills | Proficient | Exemplary |
| Common components were not identified. | Few common components were identified. | Many common components were identified and briefly described. | Many common components were identified and thoroughly described. |
| Vision, mission and goals were not identified. | Few of the vision, mission and goals were identified. | Many of the vision, mission and goals were identified and briefly described. | Many of the vision, mission and goals were identified and thoroughly described. |
| Unique experiences or skills were not identified. | Unique experiences or skills were identified but did not highlight how their employment will benefit the organization. | An adequate number of unique experiences or skills were identified that highlight how their employment will benefit the organization. | Many unique experiences or skills were identified that highlight how their employment will benefit the organization. |
| A first draft was not created. | A first draft was created but did not utilize supporting statements. | A first draft was created and supporting statements were utilized adequately. | A first draft was created and supporting statements were utilized exceptionally well. |

**Lesson 8- Cover Letter Enhancement**

Objectives

* Given a computer and word processing software, a student should be able to sequence the supporting statements to systematically match the requirements in the job posting.
* Given a computer and word processing software, a student will enhance their cover letter to make it aesthetically pleasing and consistent with basic design principles (Contrast, Repetition, Alignment, Proximity)
* Given a computer, word processing software and their cover letter, a student will proofread for grammar, spelling and punctuation.

Materials

* #M24 http://jobsearch.about.com/od/coverlettersamples/a/coverformat.htm

Procedures

* Step 1: Direct students to the website #M24. (2 minutes)
* Step 2: Ask the students to sequence their cover letter so that there is sound formating. (13 minutes)
* Step 3: Ask the students to apply the design rules learned in previous lessons to refine their cover letter. (15 minutes)
* Step 4: Ask the students to make small groups of 3 people. Then have each person review two cover letter from the other group members and give feedback. (15 minutes)
* Step 5: Ask the students to update their cover letter based on the feedback. Instructor will be walking around and help answer students’ questions. For those who can not finish within the class, ask them to continue to finish it after class.(10 minutes)

Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| Unsatisfactory | Developing Skills | Proficient | Exemplary |
| The supporting statements were not sequenced. | The supporting statements were sequenced but did not systematically match the requirements in the job posting. | The supporting statements were sequenced and systematically matched the requirements in the job posting adequately. | The supporting statements were sequenced and systematically matched the requirements in the job posting exceptionally well. |
| The cover letter was not enhanced to make it aesthetically pleasing and consistent. | The cover letter was enhanced to make it partially aesthetically pleasing and consistent. | The cover letter was enhanced to make it adequately aesthetically pleasing and consistent. | The cover letter was enhanced to make it exceptionally aesthetically pleasing and consistent. |
| The cover letter was not proofread. | The cover letter was proofread but still contains many grammar, spelling and punctuation errors. | The cover letter was proofread but still contains a few grammar, spelling and punctuation errors. | The cover letter was proofread and is flawless. |

**Lesson 9- Resume & Cover Letter in Practice**

Objectives

* Through the resume campaign game, help the students understand how the recruiters from a company will select a candidate based on their resume. This will give students real world experience for job searching.

Materials

* #M25: Video - How recruiters read resumes (9:44) https://www.youtube.com/watch?v=2goT-xR8toI
* #M26: Video- A Top Recruiter Gives Resume Tips -- Kimberly Bishop (4:26) https://www.youtube.com/watch?v=qOpkOuIuRxw
* #M27: 6 Smart Resume Guidelines for 2013 (29:08) https://www.youtube.com/watch?v=N6pGuWE7PLw

Procedures

* Step 1: Invite a recruiters/HR from the New York State Department of Environmental Conservation (NYSDEC) to give a 15 minutes lecture on how company HRs filter the resume. (15 minutes)
* Step 2: The recruiter will provide one or more job positions to the students. (3 minutes)
* Step 3: Students will submit their resumes to the recruiter. (2 minutes)
* Step 4: The recruiter will review all of the resumes. ( 20 minutes)
* Step 5: While the recruiter is reviewing, ask students to watch the video material (#M25, #M26, #M27).
* Step 6: The recruiter will give feedback for students’ resume. The recruiter will select 3-5 resumes that he think can win a further interview chance. (10 minutes)
* Step 7: The recruiter will conduct a Q&A section to answer student’s question. (10 minutes)

Evaluation

There will not be an evaluation for this lesson. It is meant to solidify the importance of the process by getting real-world feedback from an employing entity.

**Formative Evaluation**

Formative evaluation is the process of collecting feedback, ideas and data with the intention of utilizing it to refine the instructional design process which should produce a more effective product.

 The initial evaluation was completed internally by the group. First and foremost, the document was proofread to minimize any spelling and grammatical errors. Concurrently the document was analyzed for congruency. Because a project of this nature is dynamic and always evolving, it can be difficult for each individual component to flow from one to another.

 After this, a faculty member of the Ranger School reviewed the task analysis, learning assessment, instructional plan and instructional materials and provided feedback. The major concern that was expressed was that the instructional plan and materials may have a varying level of effectiveness and could be developed further. It was noted that the overall sequencing and progression of the training was sound.

 In addition, the “*Who Should We Interview?”* game was tested with a group of Ranger School students. The overall consensus was that it was an effective game for creating buy in. This was accomplished by using an authentic job that the students interact with on a daily basis. Also, the fact that they were authentic resumes that were submitted gave the exercise credibility. This shows that the more material that is built into the instruction that is relevant to the student’s day to day operations, will only create credibility.

 For this reason, there is no doubt that bringing in an employer that has hired our students in the past will only keep attention high and ultimately create a better product.

 After the initial presentation of the material, a summative evaluation can be conducted. This will provide information as to what works well and what needs improvement. The weak points will continue to be developed and reassessed for effectiveness. Appendix E is a workshop evaluation which would be utilized for the data collection.

**Conclusion and Next Steps**

 For this project the Dick, Carey and Carey model of the systematic design of instruction was utilized to develop an instructional program in resume and cover letter writing for students of SUNY ESF Ranger School.

 First a needs assessment was conducted to determine if a gap existed and if creating the instruction was justified. After it was, both the learners and the context were analyzed to better understand who the instruction is geared toward, the environmental factors that will affect the learning process and what level of support exists.

 Next, efforts were focused at identifying what tasks would be performed by the students. Once identified, performance objectives were created which included a condition, behavior and criteria. Stating a criteria facilitates the creation of learning assessments which was the next step in the process.

 The final component was to design an instructional plan and develop the supporting instructional materials that would be utilized by the instructor. Throughout the whole process evaluation was taking place to help refine the product into what it currently is.

 What has been produced will be utilized by the faculty of the Ranger School to help prepare students for the job search process upon completion of their studies. The first time the material will be delivered to students completely will be in the fall of 2015. As the instruction gets used a continual effort will be made to update and evolve the material to improve performance.

**Appendix A**

Needs Assessment and Learner Analysis Survey Instrument can be viewed here:

<https://docs.google.com/forms/d/1UuIyaahIDZvsytFHd4UuvJ_4U1XnJcnNRor77KiG5CY/edit>

**Appendix B**

Needs Assessment and Learner Analysis Survey Response Summary can be viewed here:

<https://docs.google.com/forms/d/1UuIyaahIDZvsytFHd4UuvJ_4U1XnJcnNRor77KiG5CY/viewanalytics>

**Appendix C**

Authentic Job Posting for Instructional Support Associate at SUNY ESF Ranger School following page

ANNOUNCEMENT OF PROFESSIONAL VACANCY

**State University of New York**

**College of Environmental Science and Forestry**

1 Forestry Drive, Syracuse, New York 13210-2778

**Applications are invited for the following position:**

**Incumbent Title:** Instructional Support Associate

**Unit:**  Forest Technology Program - Ranger School in Wanakena, NY

**Professional Rank and Salary Range:** SL-2; High 30’s

**Brief Description of Duties:** This is a full-time, twelve-month appointment in the A.A.S. programs of SUNY ESF’s Ranger School at Wanakena, NY. Work in association with members of the Ranger School faculty, assist in a variety of courses in the Forest Technology and Environmental and Natural Resources Conservation curricula. Serve as an assistant in field labs for dendrology, forest biology, forest ecology, natural resource measurements, soil and water resources, recreation, wildlife, GIS, and other A.A.S. courses. Assist as a Laboratory Instructor for indoor exercises including computer projects. Proctor exams and grade assignments, quizzes and exams. Prepare, organize and distribute educational supplies. Set up indoor and field laboratory instructional projects. Transport students into field study locations; assist with the transport and supervision of students on multi-day field trips and during field activities. Serve as Lead Teaching Assistant in the B.S. Summer Program.

**Qualifications:** Bachelor’s degree in Forestry or other closely related natural resource specialty, plus one season of field experience. Valid driver’s license for travel in New York State required.

**Preferred Qualifications:** Experience with ArcGIS9.X, experience in forestry or a related natural resource specialization

**Date to Be Filled:** As soon as possible after application deadline.

**Application Deadline:** Although applications will be accepted until the position is filled, candidates should submit their application by **August 1, 2013** to ensure optimal consideration.

**Application Procedure**: Application materials are required to be submitted on-line at<http://www.esf.edu/hr/>

**Internal Procedure**: UUP-represented employees desiring consideration under the Advanced Internal Application Procedures should submit application materials to the Office of Human Resources by **July 24, 2013.**

In accordance with the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act” institutions of higher education are required to prepare an annual report containing information on campus security policies and campus statistics. This report includes statistics for the previous three years concerning reported crimes that occurred on-campus; in certain off-campus buildings or property owned or controlled by SUNY-ESF; and on property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. You can obtain a printed copy of this report by contacting SUNY-ESF University Police at 315-470-6667 or by accessing the following web site: http://www.esf.edu/univpolice/crimereports/2010Syr.pdf

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**Visit SUNY-ESF at** [**www.esf.edu**](http://www.esf.edu/)

**Appendix D**

Authentic Applicant Resumes for Instructional Support Associate at SUNY ESF Ranger School

<https://drive.google.com/drive/#folders/0B4wlr79gzgaZR0VlY3BXME1FSDQ>

**Appendix E**

WORKSHOP EVALUATION QUESTIONNAIRE

Workshop Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTIONS

Please circle your response to the items. Rate aspects of the workshop on a 1 to 5

scale:

1 = "Strongly disagree," or the lowest, most negative impression

3 = "Neither agree nor disagree," or an adequate impression

5 = "strongly agree," or the highest, most positive impression

Choose N/A if the item is not appropriate or not applicable to this workshop. Your

feedback is sincerely appreciated. Thank you.

--------------------------------------------------------------------------------------

WORKSHOP CONTENT (Circle your response to each item.)

1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree N/A=Not applicable

1. I was well informed about the objectives of this workshop. 1 2 3 4 5 N/A

2. This workshop lived up to my expectations. 1 2 3 4 5 N/A

3. The content is relevant to my job. 1 2 3 4 5 N/A

4. My skills have been improved through this workshop. 1 2 3 4 5 N/A

WORKSHOP DESIGN (Circle your response to each item.)

4. The workshop objectives were clear to me. 1 2 3 4 5 N/A

5. The workshop activities stimulated my learning. 1 2 3 4 5 N/A

6. The activities in this workshop gave me sufficient practice and feedback. 1 2 3 4 5 N/A

7. The difficulty level of this workshop was appropriate. 1 2 3 4 5 N/A

8. The pace of this workshop was appropriate. 1 2 3 4 5 N/A

WORKSHOP INSTRUCTOR (FACILITATOR) (Circle your response to each item.)

9. The instructor was well prepared. 1 2 3 4 5 N/A

10. The instructor was helpful. 1 2 3 4 5 N/A

WORKSHOP RESULTS (Circle your response to each item.)

11. I accomplished the objectives of this workshop. 1 2 3 4 5 N/A

12. I will be able to use what I learned in this workshop. 1 2 3 4 5 N/A

SELF-PACED DELIVERY (Circle your response to each item.)

13. The workshop was a good way for me to learn this content. 1 2 3 4 5 N/A

14. How would you improve this workshop? (Check all that apply.)

\_\_\_Provide better information before the workshop.

\_\_\_Clarify the workshop objectives.

\_\_\_Reduce the content covered in the workshop.

\_\_\_Increase the content covered in the workshop.

\_\_\_Update the content covered in the workshop.

\_\_\_Improve the instructional methods.

\_\_\_Make workshop activities more stimulating.

\_\_\_Improve workshop organization.

\_\_\_Make the workshop less difficult.

\_\_\_Make the workshop more difficult.

\_\_\_Slow down the pace of the workshop.

\_\_\_Speed up the pace of the workshop.

\_\_\_Allot more time for the workshop.

\_\_\_Shorten the time for the workshop.

\_\_\_Improve the tests used in the workshop.

\_\_\_Add more video to the workshop.

15. What other improvements would you recommend in this workshop?

16. What is least valuable about this workshop?

17. What is most valuable about this workshop?