



UNIVERSITI  
TEKNOLOGI  
MARA

Cawangan Sarawak

# **PRE EMPLOYMENT BOOTCAMP MODULE**

**UNIVERSITI TEKNOLOGI MARA CAWANGAN  
SARAWAK  
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## PRE EMPLOYMENT BOOTCAMP MODULE UITM CAWANGAN SARAWAK

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## MODULE 1: CAREER KICKSTART

### 1.0 DESCRIPTION

Some recent grads struggle to express themselves verbally and in writing. They are unaware of their own tremendous potential, abilities, qualities, competences, values, attributes, and traits, which may be turned into words, phrases, or sentences, whether written or spoken, particularly while writing a CV, cover letter, and attending a job interview. When looking for or getting a job, employers must be able to detect the distinguishing characteristics that set them apart from others. They must be able to pitch or promote the strengths in a way that will impress prospective employers and make them choose the suitable one.

For kickstart, knowing oneself in depth allows you to generate fundamental career-related facts about yourself, as well as how to match that personal information with appropriate positions and make yourself marketable. There are various approaches for obtaining accurate information about yourself, including SWOT analysis, personality tests, self-assessment checklists, peer feedback, self-reflection, and group work.

### 2.0 OBJECTIVES

1. To enable participants, identify their unique attributes and strength in career related skills (marketable skills).
2. To increase self confidence in promoting oneself in the job market.
3. To enhance participants understanding in matching their skills and job requirements.
4. To help participants familiar with the correct techniques of knowing themselves.

### ACTIVITY 1: ICEBREAKING (15-20 minutes)

#### Learning outcomes :

At the end of this activity, participants can:

1. Get familiar with the background of the group members.
2. Develop interaction skills.
3. Demonstrate their verbal and non-verbal communication skills.
4. Know them better by knowing others.

**Guidelines for conducting the activity:**

Facilitators may prepare some energizer games that invite participants to play together in a group.

**ACTIVITY 2: SWOT ANALYSIS (30 minutes)****Learning outcomes :**

At the end of this activity, participants can:

1. Self-awareness and strategic insight.
2. Identifying Potential Opportunities
3. Risk Awareness and Management.
4. Decision-making and prioritization
5. Goal-setting and Strategic Planning
6. Establishing a Competitive Advantage
7. Improved problem-solving and adaptability.

**Guidelines for conducting the activity:**

1. Introduction:
  - Determine the purpose of the SWOT analysis (career planning).
  - Identify the scope (organization-wide, department-specific, personal analysis).
  - Research external factors (market trends, competitor analysis, economic conditions).
2. Main Content Delivery:

Create a SWOT Matrix with 4-quadrant matrix:

**Identify Strengths & Weaknesses (Internal Factors)**

- ☐ Strengths: Consider internal advantages such as expertise, brand reputation, financial stability, or innovative products.
- ☐ Weaknesses: Identify areas that need improvement, such as lack of skilled employees, poor marketing, or outdated technology.

**Identify Opportunities & Threats (External Factors)**

- ☐ Opportunities: Look for external trends that can be beneficial, such as new markets, industry growth, or advancements in technology.
- ☐ Threats: Recognize risks from competitors, economic downturns, regulatory changes, or customer behavior shifts.

### 3. Conclusion & Reflection (10-15 mins):

Summarize key takeaways.

- Strength-Opportunity (SO) Strategies: Use strengths to take advantage of opportunities.
- Weakness-Opportunity (WO) Strategies: Improve weaknesses to leverage opportunities.
- Strength-Threat (ST) Strategies: Use strengths to minimize threats.
- Weakness-Threat (WT) Strategies: Reduce weaknesses and avoid threats.

### ACTIVITY 3: CAREER INTEREST TEST (30 minutes)

A Career Interest Test assists participants in determining viable career choices based on their talents, interests, values, and personality qualities. The primary goals are self-discovery and awareness, career guidance and direction, decision-making support, increased job satisfaction and productivity, avoiding mismatched careers, and personalized career development.

#### Learning outcomes :

At the end of this activity, participants can:

1. Understanding personal strengths, interests, and values.
2. Identifying personality traits and how they relate to career choices
3. Recognizing careers that match individual interests and skills.
4. Learning which industries and job roles best fit one's personality.
5. Developing a roadmap for career growth.
6. Setting short-term and long-term career objectives.
7. Finding careers that align with passions, leading to greater job satisfaction.

#### Guidelines for conducting the activity:

1. Introduction (10-15 mins)
  - Briefly introduce the career test.
  - Remind participants to answer all questions to get ideal results
2. Activity/Exercise (20 mins)
3. Main Content Delivery
  - Explaining John Holland's Career Test is based on the RIASEC model, which categorizes into six personality types and matches them with suitable careers
4. Conclusion & Reflection (10-15 mins):
  - Allow participants to reflect on their learning and ask questions.

**ACTIVITY 4: PERSONAL BRANDING (40-45 minutes)**

This module prepares participants to portray great values of oneself. It helps participants to define strengths and weaknesses in enhancing marketing and selling of themselves. The unique brand that a person carries will help in promoting and building up personal reputation. Distinguishing reputation is essential to succeed in mobility and employability.

**Learning outcomes :**

At the end of the activity, the participants shall be able to:

1. Define and create their personal branding.
2. Enhance and demonstrate personal strengths and distinctive qualities.

**Guidelines for conducting the activity:**

1. Introduction (10-15 mins):
  - Definition of Branding yourself in the job world context.
  - Examples of well-known brand that has been established
2. Activity/Exercise (20 mins)
  - Each participant selects one favourite colour (blue, red, green, yellow, purple and orange) and gives reasons.
  - Pick participants at random to present (3-5 minutes per participant)
3. Main Content Delivery
  - Facilitator talks about branding yourself and the importance of branding to stand out in a competitive job market and establish a strong reputation.
4. Conclusion & Reflection (10-15 mins):
  - Discuss participant's findings in general.



## MODULE 2: GRAD TO HIRED

### Module Objective

To equip participants with essential skills and techniques to excel in job interviews by enhancing their communication, confidence, and preparation strategies.

### Learning Outcomes :

By the end of this module, participants should be able to:

1. Understand different types of job interviews and their formats.
2. Develop effective responses to standard and behavioral interview questions.
3. Demonstrate professional body language and communication skills.
4. Apply strategies to handle interview stress and follow-up effectively.

### Guidelines for Conducting the Module

1. **Preparation:**
  - Ensure all necessary materials (sample interview questions, mock interview scripts, role-play scenarios) are ready.
  - Set up a conducive environment for mock interviews and discussions.
2. **Introduction (10-15 mins):**
  - Briefly introduce the module and objectives.
  - Engage participants with a discussion on their past interview experiences.
3. **Main Content Delivery (30-45 mins):**
  - Explain the different types of interviews (behavioral, technical, panel, etc.).
  - Discuss key interview techniques, including the STAR method for answering behavioral questions.
  - Share tips on dressing professionally and managing body language.
4. **Activity/Exercise (20-30 mins):**
  - Conduct mock interviews with feedback.
  - Engage participants in role-play exercises for answering difficult questions.
  - Group discussion on common interview mistakes and how to avoid them.
5. **Conclusion & Reflection (10-15 mins):**
  - Summarize key takeaways.
  - Allow participants to reflect on their learning and ask questions.
  - Provide additional resources such as interview preparation checklists



## MODULE 3: MATCHING GRADUATES TO COMPANIES

### Module Objectives

This module aims to equip participants with a clear understanding of how job matching supports career planning and employability by identifying essential skills and competencies for various roles. It emphasizes a structured method to align students' academic backgrounds and interests with suitable job opportunities, encouraging reflection and improvement through group discussions and peer feedback.

### Learning Outcomes :

1. Explain the importance and principles of job matching in enhancing employability.
2. Analyze individual profiles and job descriptions to identify suitable job roles.
3. Conduct job matching exercises using provided tools and templates.
4. Collaboratively evaluate and improve job matching decisions.

### Module Duration

Estimated Time: 2.5 – 3 hours

### Module Materials:

- Job Matching Template (Excel or printed format)
- Sample job listings/descriptions (from real job portals or simulated)
- Stationery or Digital Devices (Laptop/Tablets)

## **Guidelines to Conduct the Module :**

### **Step 1: Profile Preparation (30 minutes)**

- Distribute the Job Matching Template.
- Guide students to fill in:
  - ☐ Academic Qualifications
  - ☐ Technical and Soft Skills
  - ☐ Career Interests
- Encourage honesty and detail in responses.

### **Step 2: Job Analysis (30–40 minutes)**

- Provide job descriptions from various fields (use online portals or curated listings).
- Ask students (individually or in pairs) to:
  - ☐ Highlight job titles, responsibilities, and required skills.
  - ☐ Note any specific certifications, experience, or qualities mentioned.

### **Step 3: Matching Process (40 minutes)**

- Instruct students to:
  - ☐ Compare their profile with the job listings.
  - ☐ Identify 2–3 job roles they best match with.
  - ☐ Fill in the “Matched Job Role” section in the template with reasons for the match (skills, background, interests).

### **Step 4: Group Discussion & Justification (40–50 minutes)**

- Form small groups (4–5 students).
- Each participant presents their job matches and reasons.
- Group members provide constructive feedback or alternative suggestions.
- Encourage discussion on:
  - ☐ Gaps between profiles and job requirements.
  - ☐ Suggestions for upskilling or further exploration.
  - ☐ Real-world job market expectations.

### Reflection & Wrap-Up (15 minutes)

- Recap key takeaways: the importance of aligning skills with job demands.
- Discuss how this activity can help in real-world job applications and interviews.
- Optional: Share resources for career planning and upskilling.

## MODULE 4: PRO-FILE POLISH

In today's competitive employment market, a resume is more than just a piece of paper; it serves as a marketing tool. It is the initial impression to make on potential employers and determines whether to move forward in the employment process or are disregarded. A well-written resume not only emphasizes abilities, experience, and accomplishments, but it also demonstrates professionalism and attention to detail. A high-impact profile isn't just a document, it's a powerful tool that can shape your career path. Investing time and effort into crafting a strong portfolio is one of the best steps that it can take toward professional success. Without a solid resume, even the most qualified candidates may struggle to obtain an interview, making it a critical aspect in any successful job search.

### OBJECTIVES

To provide participants with knowledge and skills on the techniques of preparing powerful and effective résumés, cover letters and portfolio that will help increase the employability of the participants.

### LEARNING OUTCOMES :

At the end of this module, participants should be able to:

#### 1. **Makes a Strong First Impression**

Employers often spend only a few seconds scanning a resume. A well-structured, visually appealing, and content-rich resume immediately grabs attention and encourages recruiters to read further.

#### 2. **Increasing Job Interview Opportunities**

A high impact resume effectively showcases the skills, experience, and achievements, making it more likely for hiring managers to consider for an interview.

### 3. **Demonstrates Professionalism and Attention to Detail**

A polished, error-free resume and cover letter reflects professionalism, attention to detail, and dedication—qualities that employers value in a candidate

### 4. **Helps Secure Better Job Offers**

A compelling portfolio will portray as a strong candidate, increasing your chances of receiving better job offers with competitive salaries and benefits.

## **KEY DISCUSSION POINT :**

### 1. The Role of a CV in Securing Interviews

- Explain that the CV is a marketing document, not just a list of achievements.
- Emphasize how a CV differentiates candidates in a competitive job market.
- Highlight its role in passing Applicant Tracking Systems (ATS) and securing interview opportunities

### 2. Essential CV Components :

- Ensure students understand the importance of the following:
  - Contact Information: Accurate, professional details.
  - Professional Summary: A concise introduction showcasing key skills & career goals.
  - Skills Section: A mix of hard and soft skills relevant to the job.
  - Education: Academic qualifications, institutions attended, & relevant coursework

### 3. Building an Impactful Resume

- Writing a Strong Professional Summary
  - To guide participants to draft summaries that are succinct (3–4 sentences) and tailored to the role.
  - Encourage them to highlight career aspirations, strengths, and achievements
- Showcasing Skills and Experience
  - Guide students to use the STAR method:
    - Situation:** Set the context.
    - Task:** Outline the challenge.
    - Action:** Describe their actions.
    - Result:** Highlight measurable outcomes
  - Encourage specific, results-oriented descriptions over vague statements

#### 4. Leveraging Projects and Internships

- For those with limited work experience, emphasize the value of academic projects or internships
- Highlight relevant skills and knowledge gained.
- Connect these experiences to job requirements

#### 5. Tailoring Resumes for the Malaysian Job Market

- Understanding Job Market Trends
  - Familiarize students with Malaysia's in-demand industries, such as IT, finance, healthcare, & shared services.
  - Emphasize the growing importance of soft skills like adaptability, critical thinking, & leadership
- Customizing CVs
  - Teach students to analyze job descriptions for relevant keywords & align their CV accordingly.
  - Address cultural expectations, such as including multilingual proficiency (e.g., Bahasa Malaysia, English), being respectful & formal in tone, and deciding whether to include photographs & personal details, based on industry norms.

#### 6. A Guide to Effective Resume and Cover Letter Writing - Focus on practical workshops & real-world examples to make the learning process interactive

- The Basics
  - Define the difference between a CV & a résumé.
  - Break down sections: contact details, personal statement, education, work experience, skills, & achievements
- Highlighting Strengths
  - Help them to identify their academic, extracurricular, & work-related strengths.
  - Frame these strengths to reflect the value they bring to employers.
- Action Verbs and Results
  - Guide students to use action verbs (e.g., led, managed, developed).
  - Show them how to quantify results (e.g., "Increased social media engagement by 40%").

- Customizing for Different Fields by explaining how resumes differ by industry:
  - Creative roles: Emphasize design & innovation.
  - Technical roles: Focus on certifications, technical skills, & projects.

Additional Guidance on Career Tips:

- Continuous Improvement
  - Encourage students to update their resumes regularly as they gain new experiences & skills.
  - Teach them to reflect on feedback & refine their resumes accordingly.
- Soft Skills
  - Remind participants that a resume is just the first step; they should also focus on developing communication, problem-solving & teamwork skills.



## **RÉSUMÉ, COVER LETTER & RECOMMENDATION/REFERENCE LETTER**

### **1.0 MODULE DESCRIPTION**

This module prepares participants with the knowledge and skills on the techniques of preparing powerful and effective résumés, cover letters and recommendation/reference letters for their future undertakings such as job applications and postgraduate applications. Therefore, this module provides participants with the necessary information to help them secure job and/or postgraduate interviews; thus increase and guarantee their chances of employment.

### **2.0 KEY CONTENT**

- 2.1 Résumé Building & Writing
- 2.2 Cover Letter Writing
- 2.3 Recommendation/reference Letter Writing

### **MODULE CONTENT**

The topics that will be covered are:

#### **1. Résumé Building & Writing**

- What is a résumé?
- Different types of résumé format
- Tips of producing effective and powerful résumé

#### **2. Cover Letter Writing**

- What is a cover letter?
- Cover letter format
- Tips of producing effective and powerful cover letter

#### **3. Recommendation/reference Letter Writing**

- What is a recommendation/reference letter?
- Recommendation/reference letter format
- Tips of producing effective and powerful recommendation/reference letter

## METHODOLOGY

Methods of instruction include:

1. Workshop-based lecture (hands-on)
2. Group discussions
3. Presentations

## 3.0 OBJECTIVES

To provide participants with the knowledge and skills on the techniques of preparing powerful and effective résumés, cover letters and recommendation/reference letters that will help increase the employability of the participants.

### 3.1 Module Outcomes

Upon completion of this module, the participants should be able to:-

- a. **Identify** the various types of résumés, cover letters and recommendation/reference letters
- b. **Apply** and **demonstrate** the knowledge and skills appropriately to produce effective résumés, cover letters and recommendation/reference letters for job and postgraduate applications.

### 4.0 TARGET GROUP

- Graduating students

## 5.0 ACTIVITY 1 – Résumé Building & Writing

### LEARNING OUTCOMES :

At the end of the activity, participants are able to:

- a. **Identify** the various types of résumés;
- b. **Apply** and **demonstrate** the knowledge and skills appropriately to produce effective résumés for job and postgraduate applications.

## **METHODOLOGY**

1. Workshop-based lecture (hands-on)
2. Group discussions
3. Presentations

## **DURATION**

75 minutes

## **TOOLS**

- A4 Paper
- Marker pens
- Lecture/TEC Rooms (Laptops, LCD Projector & White Screen) (it is best if the sessions can be conducted at computer labs)
- Internet access

## **PROCEDURES**

1. Facilitator explains on what résumé is, its types and format and provides templates and samples for participants
2. Participants are grouped into smaller groups of 3-4 and work on their own résumés
3. Facilitator to give feedback

## **HANDOUT/ATTACHMENT**

- Finishing School Module Handout
- Templates
- Checklists
- Facilitator's Manual

## 5.2 ACTIVITY 2 – Cover Letter

### LEARNING OUTCOMES

At the end of the activity, participants are able to:

- Identify** the various types of cover letter
- Apply** and **demonstrate** the knowledge and skills appropriately to produce effective cover letters for job and postgraduate applications.

### METHODOLOGY

- Workshop-based lecture (hands-on)
- Group discussions
- Presentations

### DURATION

55 minutes

### TOOLS

- A4 Paper
- Marker pens
- Lecture/TEC Rooms (Laptops, LCD Projector & White Screen) it is best if the sessions can be conducted at computer labs)
- Internet access

### PROCEDURES

- Facilitator explains on what cover letter is, its types and format and provides templates and samples for participants
- Participants are grouped into smaller groups of 3-4 and work on their own cover letters
- Facilitator to give feedback

**HANDOUT/ATTACHMENT**

- Finishing School Module Handout
- Templates
- Checklists
- Facilitator's Manual

**5.3 ACTIVITY 3 – Recommendation/Reference/Reference Letter****LEARNING OUTCOMES :**

At the end of the activity, participants are able to:

- a. **Identify** the various types of recommendation/reference letter;
- b. **Apply** and **demonstrate** the knowledge and skills appropriately to produce effective recommendation/reference letters for job and postgraduate applications.

**METHODOLOGY**

Workshop-based lecture (hands-on)

**DURATION**

20 minutes

**TOOLS**

- Lecture/TEC Rooms (Laptops, LCD Projector & White Screen) it is best if the sessions can be conducted at computer labs)
- Internet access

**PROCEDURES**

Facilitator explains on what recommendation/reference letter is and provides templates and samples for participants

**HANDOUT/ATTACHMENT**

- Finishing School Module Handout
- Templates and Samples
- Facilitator's Manual

## 5.4 ACTIVITY 4 – Presentation

### LEARNING OUTCOMES :

At the end of the activity, participants are able to:

- a. **Identify** the various types of résumés, cover letters and recommendation/reference letters;
- b. **Apply** and **demonstrate** the knowledge and skills appropriately to produce effective résumés, cover letters and recommendation/reference letters for job and postgraduate applications.

### METHODOLOGY

Presentations (groups/pair)

### DURATION

30 minutes

### TOOLS

Lecture/TEC Rooms (Laptops, LCD Projector & White Screen) it is best if the sessions can be conducted at computer labs)

### PROCEDURES

Participants to present their own résumé and cover letter

## **6.0 SUMMARY**

### **RÉSUMÉ**

A résumé is a one or two page summary of a person's skills, experience and education. It is a marketing tool for candidates in applying for jobs. It is often one's first chance to show the recruiters why he/she is special and why the employment with them would be beneficial for all. In today's ever-challenging and competitive job market, it is essential to produce/create résumés/CVs that make you stand out above the rest.

The primary differences between a résumé and a Curriculum Vitae (CV) are the length, what is included and what each is used for. While a résumé is brief and concise - no more than a page or two, a CV is a longer (at least two page) and more detailed synopsis.

A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. A CV is used primarily when applying for academic, education, scientific or research positions. It is also applicable when applying for fellowships or grants.

### **COVER LETTER**

A Cover Letter serves to compliment the experience listed in the résumé. It gives the first impression on the candidate before other details in the résumé are read through by the prospective employers. The more impressive the cover letter is, the better chances the employers will view your résumé and hence the decision on the interview.

### **RECOMMENDATION/REFERENCE LETTER**

A letter of recommendation/reference is a supporting document containing details about you that is usually written by someone who knows you well, and is usually intended for hiring person. It also functions as a letter or statement verifying that someone would be a suitable candidate to do a job, take a course of study, eligible for a fellowship or scholarship, etc.



## **PART A**

### **RÉSUMÉ STYLES/TYPES**

#### **What is a Résumé?**

A Résumé or curriculum vitae (CV) is a document that consists of a list of a person's qualifications, skills, working experience, talents and relevant achievements, usually for the purposes of obtaining job and/or scholarship/fellowship/continuing education interviews.

Most employers or hiring organizations/learning institutions require applicants to include their Résumés/CVs in their applications.

#### **6 DIFFERENT STYLES OF RÉSUMÉ**

- Chronological Résumé
- Functional Résumé
- Combination Résumé
- E-Résumé
- Video Résumé
- Visual Résumé

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##### **1. Chronological Résumé**

- Most common Résumé layout and suitable for fresh graduates.
- Displays a person's details in reverse chronological order (from the most recent to least recent).
- This style is popular among employers as it is easy for them to read/digest/go through a person's details (the itemized layout demonstrates one's experience gained over the years, illustrates career and knowledge growth, description of one's accomplishments and responsibilities)
- *Template & Sample:* Refer Appendices 1A & 1B

##### **2. Functional Résumé**

- A job-specific Résumé layout that lists one's working experience and skills by skill area and/or job function.

- Suitable for job hoppers or job seekers hoping for a career change, and/or those who have a varied working history as well as those with little working experience.
- This Résumé style sorts out one's work history into sections that highlight skills and accomplishments deemed most appropriate for the position applied for
- *Template & Sample*: Refer Appendices 1C & 1D

### 3. **Combination Résumé**

- This Résumé format combines the best features of the chronological and functional type résumés by incorporating both a chronological work history and a skills and achievements section.
- It emphasizes on the person's skills, accomplishments and working experience.
- *Template & Sample*: Refer Appendices 1E & 1F

### 4. **E-Résumé**

- Latest trend used by many job seekers to submit job applications online --- very relevant in today's advanced technology as it is fast, effective, convenient and cheap!
- This type of résumé is normally sent via e-mail or posted/uploaded to one's personal blog/webpage or to online job-specific websites (e.g. JobStreet.com) and can be viewed on the Internet. Online searches could be carried out via search engines using keywords.
- *Sample*: Refer Appendices 1G & 1H

### 5. **Video Résumé**

- Another latest trend in submitting job applications which is gaining popularity and widely accepted by organizations/companies around the world
- It is also a fast, effective, convenient and a very creative way of presenting oneself to potential employers as it involves the visual, auditory and kinesthetic senses
- Could also be used by employers to see/spot/assess a potential employee's confidence, communicative skills, self-esteem and self presentation as not many job seekers would 'advertise' themselves openly.
- *Sample*: Refer Appendices 1I & 1J

## 6. Visual Résumé

- The most current trend used by many job seekers especially the new young generation (Gen-Y) to submit their job applications (either via conventional methods or online).
- The Résumé -- prepared either in a one or two-page print-out or in the form of Microsoft PowerPoint slide - is presented in various multi-colour designs to reflect - on the person's creativity and artistic capability (usually work related e.g. Arts & Design, Graphic Designer, etc.)
- Also usually posted/uploaded to one's personal blog/webpage or to online job-specific websites (e.g. JobStreet.com) and can be viewed on the Internet. Online searches could be carried out via search engines using keywords.
- *Sample:* Refer Appendices 1K, 1L & 1M

## BUILDING YOUR RÉSUMÉ

- What you need to include: headings & subheadings

### ❖ Personal Details

- Full name
- MyKad No
- Mailing Address
- Contact No
- E-mail Address

### Career Objective(s)

Summary of applicant's background and experience which can give the potential employers a good understanding of one's future aspiration and how he/she could prove to be an asset to the prospective organization

For example:

Example 1:

- *To pursue a career in Events Management within the hospitality industry, utilizing my strong organizational skills, excellent communication skills and ability to work in fast-paced environments.*

(Source: Groper International Pty. Ltd., 2010)

**Example 2:**

- To be employed in a progressive and innovative work environment that will fully utilize my current skills with opportunities for advancement.

**Key skills/Experience Highlights**

To include one's key skills (preferably 5-10 skills) that highlight one's working experience, industry-related knowledge, technical skills and/or personal attributes

**Example:**

- 5 years experience in the tourism management industry
- 3 years experience in tourism and hotel events management
- Advanced skills in Microsoft Word, Microsoft Powerpoint and Microsoft Movie Maker
- Strong oral and communication skills
- Multilingual – Able to speak, read and write fluently in English, Bahasa Melayu and Mandarin
- Excellent organizational and time management skills
- A good team player

**Employment History**

This section consists of the details of one's employment history from the most recent to the least recent.

**Example:**

- **Substitute Teacher, K thru High School**, April 1995 to present
- **Graduate Advisor, Education Dept.**, October 1995 to present  
Elm College, Flushing, NY
- **Workshop Presenter**, November 1995  
First combined International Reading Association  
Regional Conference, Nashville, TN
- **Information Services Assistant**, May 1994 to August 1995  
Elm College, Flushing, NY
- **Student Teacher**, September to December 1994  
Fir Tree Elementary, Flushing, NY

(Source: Résumé Wizard)

**Qualifications: Education & Trainings**

This section contains one's qualification details from the most recent to the least recent.

Example 1:

**Education**

- Aug 2000 to Dec 2001 [Saint Louis University, Saint Louis, USA]  
Master of Arts in Public Administration (specialty – economic development, organizational learning)
- Post Graduate Certificate in Education (completed seminars on teaching and technology strategies)
- Aug 2000 to Dec 2001 [Saint Louis University, Saint Louis, USA]
- Bachelors of Arts in Sociology and International Relations (graduated summa cum laude)

(Source: Résumé Wizard)

Example 2:

**2001 – 2004: Universiti Teknologi MARA**

B. Eng (Hons.) Electrical & Electronic Engineering 2<sup>nd</sup> Class Upper

*Major Courses:* Electronics I and II, Circuit Analysis, Linear System, Digital Electronics, Microprocessor, Control & Instrumentation, Robotic Systems, Electronic Devices, Magnetic Theory, Linear Algebra, Engineering Mathematics, Physics, Computer Systems & Applications.

**1999 – 2000: Universiti Teknologi MARA**

Foundation in Engineering Studies

*Subjects:* English, Additional Maths, Basic Electronics, Computer, Physics and Islamic Studies.

**1993 – 1998: Penang Free School, Malaysia**

Sijil Pelajaran Malaysia (SPM) – 8 As

*Subjects:* Bahasa Melayu, English, Additional Maths, Modern Maths, Physics, Biology, Islamic Studies and History.

**Awards/Achievements & (Professional) Membership**

In this section, detail out any relevant awards or achievement received, association or membership joined or any volunteer work that has been completed.

Example:

**Awards/Achievements**

Awarded the Dean's Award for Semesters 1, 3 and 5 (Degree)

Champion, Football under-25, UiTM, 2004

1<sup>st</sup> runner up, Inter-Varsity Chess Tournament, 2003

Awarded the Dean's Award for Semesters 1 and 2 (Foundation Studies)

Champion, Football under-21, UiTM, 2000

Best Public Speaker Award (English Category), UiTM, 2000

District Champions, Football under-18, Penang Free School, 1999

**(Professional) Membership/Affiliations**

United Engineers Malaysia (UEM)

**Interests**

This section gives the potential employers an insight into one's interests outside work. It is recommended that you state any physical activity or team sports that you are involved in along with any other interests you have e.g. photography, theatre, etc.

Example:

**Interests**

Ideas, media, documentaries, movies, photography, running, cooking, mountain climbing, cycling

**Expected Salary**

Some organizations would require applicants to state their expected salary (according to their qualifications, skills and experience) it is best that you do your own homework on the organization or company policy on salary --- whether it is negotiable --- how much is appropriate to one's skills, experience and qualifications and current job market.

## Referees

- It is also best to list 2 or 3 referees for one's application that include the person's full name, job title/designation and contact details (phone number and email address)
- Choose people whom you know personally and can give a good impression of you to the potential employers e.g. lecturer, practicum supervisor, counselor, best friend, (ex) co-worker, etc.
- If you prefer not to include your referee's details for privacy reasons, you could state --- "Referees Available Upon Request"
- Be sure to inform your referees that they might receive calls from potential interviewers so that they can prepare. Make sure to send them copies of your current Résumé so that they would know how best to respond to them.

## What you probably need to exclude

Unnecessary details about previous part-time jobs which are not relevant to the current job applied.

In some cases, it is **not recommended** that you include the followings:

- height and weight
- ethnic background
- religion/beliefs
- political views
- number of dependants (spouse, children, parents)
- marital status



## Résumé Checklist

### RÉSUMÉ CHECKLIST

Please tick in boxes that describe your résumé

YES      NO

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Have the major categories been included?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the information on only one side of the page?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Has your résumé been checked three times for accuracy?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you certain there are no misspelling, strike-overs, smears, corrections, omissions, or factual errors? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has your résumé been neatly typed or machine-printed?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you used phrases instead of complete sentences?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you been completely honest?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the copy neatly centered on the page?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you included all your education and training?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a lot of space between the sections?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your résumé look as good as the samples in this workbook?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your résumé “look” easy to read?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Has the grammar been checked three times for accuracy?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you happy with the way your résumé looks?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you list a telephone number ?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you record part-time and volunteer work experience?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you use power words where possible?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you ask permission from your references before you listed them on your résumé ?                        |

Adapted from *Pre-Employment Assessment Training Manual*, Oklahoma Department of Human Services, revised May 1989.

(Handbook for Skill Development, <http://www.caseylifeskills.org/pages/res/PAYA/Module3/Module3complete.pdf>)

## Résumé Tips

### Keywords/Action words

- Use appropriate keywords/action words that could give huge and positive impact to your résumé e.g. *pioneered, innovated, initiated, managed, implemented, planned, organized, analyzed, performed, assisted*, etc.
- It is essential that you use **keywords** that relate to the position applied for as advertised (*advertisement-matching lingo/jargon*).
- For example, if an employer is looking for someone with experience in Financial Analysis, make sure that you use the words '**Financial Analysis**' in your Résumé with relevant criteria.
- It is important that you must possess the right qualifications and have experience in the field.

### Do's and Don'ts

#### Be short and concise

- Bear in mind that your potential employers are busy people! They might spend only 30 seconds or less to read your Résumé – so, be brief and go straight to the point.
- Résumés should be a maximum of two pages long. Use Size 12 fonts (Times New Roman or Arial fonts) for ease of reading. Use more pages **only** if you have extensive professional experience.
- Use italic or bold fonts only to indicate important information or section breaks.
- Use a good printer --- laser printer preferably and make sure there are no stray marks, blotches, uneven or blurred letters.
- Use high quality A4 paper, white only. Never use flashy colours like pink or red or fluorescent green/orange for that matter!

#### Be sincere

- Do not inflate your résumé. Make sure you can back up what you claim.
- Do not cheat/lie and ask other people to write for you.

**Proof read your Résumé for spelling and grammar mistakes**

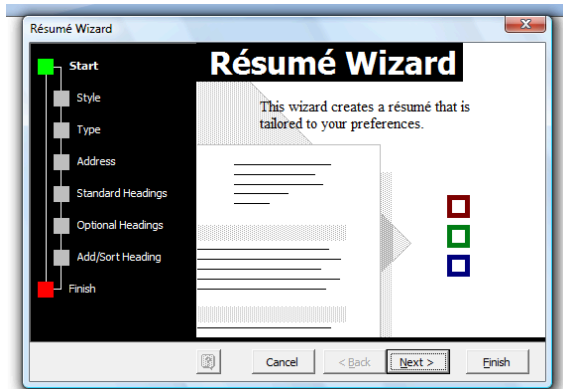
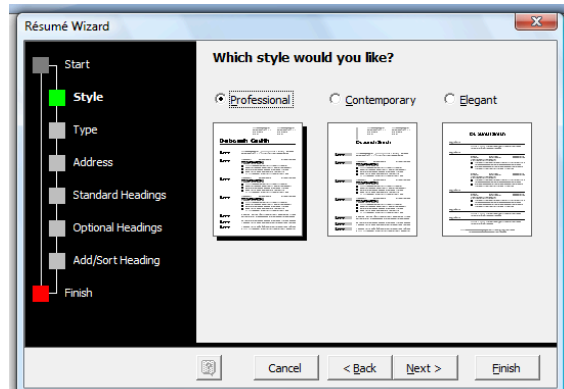
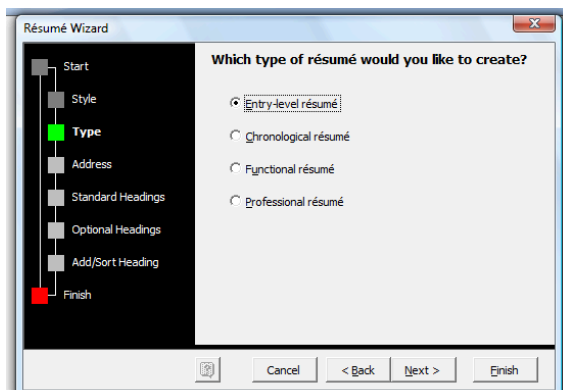
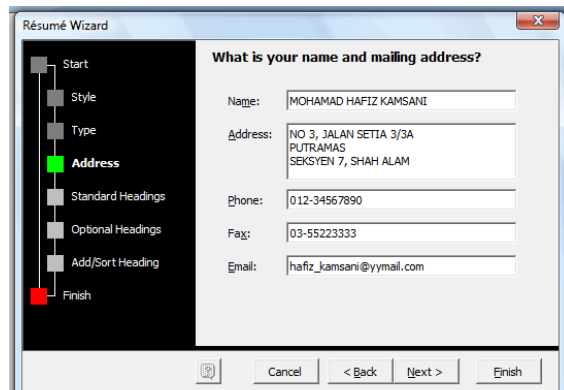
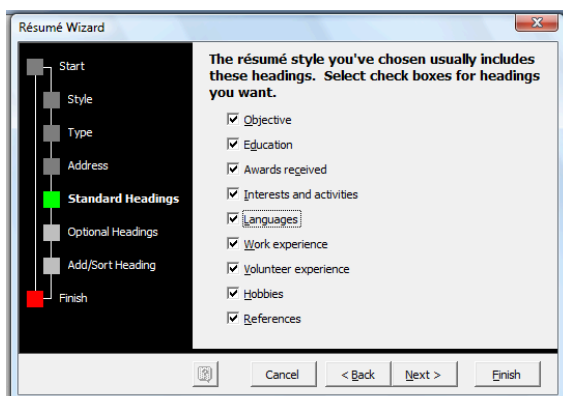
- Make sure your résumé is free from spelling or grammar mistakes.
- Ask another person's opinion.
- Do not simply rely on your word processor's Spell Check function.
- Most importantly, proof read until you are satisfied with it.
  
- **Addressing Selection Criteria**
  - Highlight essential and desirable criteria

**Example:**

- Motivated
- Diplomatic and tactful with professionals and non-professionals at all levels.
- Accustomed to handling sensitive, confidential records.
- Flexible and versatile – able to maintain a sense of humor under pressure!
- Poised and competent with demonstrated ability to easily transcend cultural differences.
- Thrive in deadline-driven environments.
- Excellent team-building skills.

## Sample Résumés + Résumé Builder

- Sample Résumés from the Internet (Refer Appendices)
- Free Online Résumé Wizard

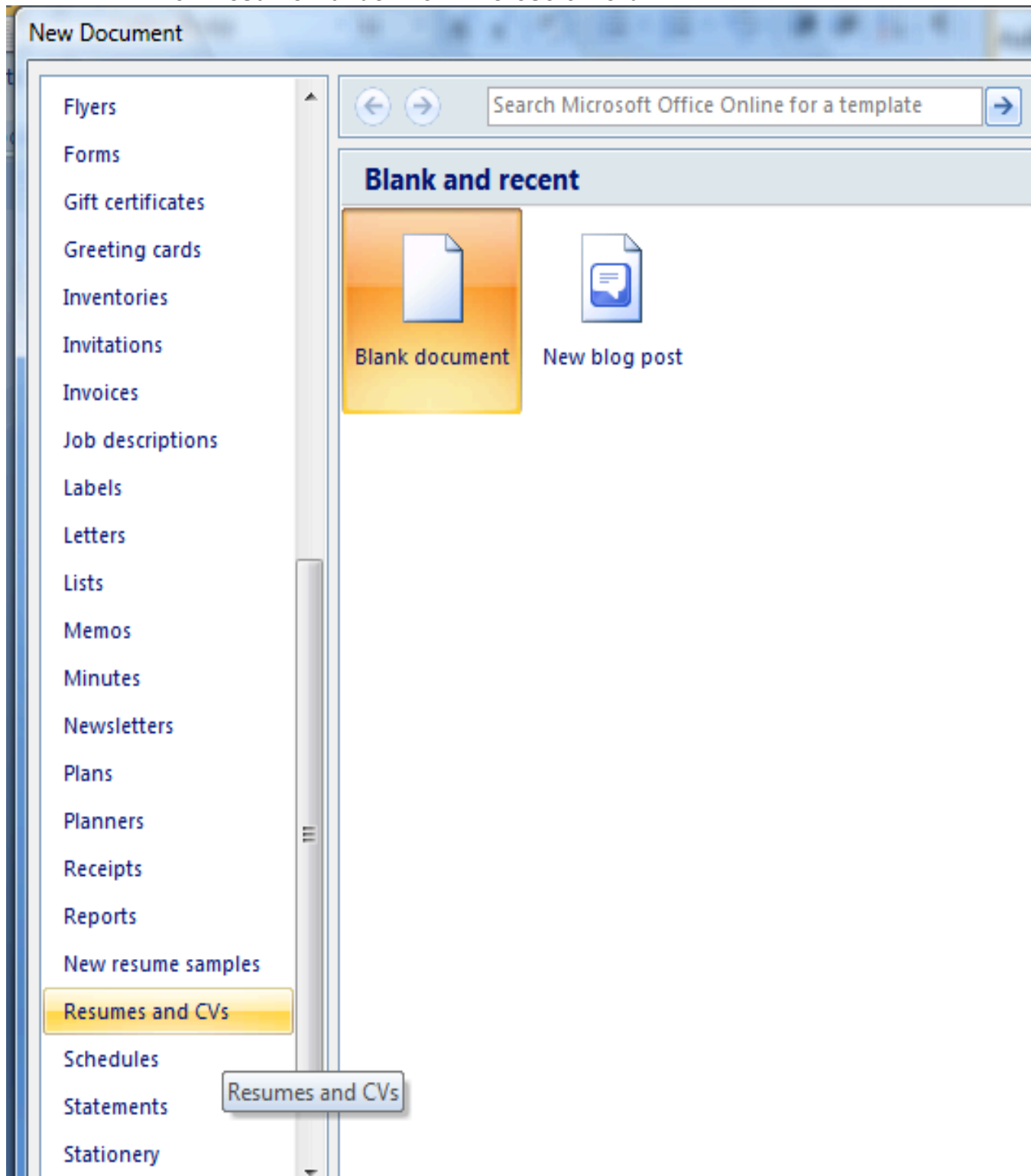






**Note:**

*There are many available free  
Resume Wizards online.  
Just pick and choose the one that  
interests you the most!*

*Make full use of the wizard to get you  
the job that you want.*

o **Résumé Builder from Microsoft Word**



## 1. Chronological Résumé

- *Template & Sample:* Refer Appendices 1A & 1B

# CAROLE CHUN

122 Kismis • Singapore 598063

+65-55512121 support@resumeedge.com

---

## ACCOUNTANT

*Audits ~ Internal Controls ~ Reports*

Meticulous, bilingual Professional with extensive experience at major accounting firms. Audit portfolio includes private and publicly held companies in diverse industries, including banking and manufacturing. Technically proficient in MS Excel / Word and the SCALA Business Solution. Excellent communicator who is fluent in English and Mandarin, conversant in Cantonese and Hokkien, and possesses working knowledge of Malay language. Strong team-working and multi-tasking skills, successfully completes projects within time & budget constraints. Attended the AIESEC Management Training Program. Willing to relocate.

## PROFESSIONAL EXPERIENCE

LEVERPOL & SOLOMON, Singapore

*Accountant*

- Supported outsourced financial services of Infineum, Singapore, a joint-venture between ExxonMobil Chemical Company, Shell Petroleum Company Ltd., and Shell Oil. Infineum is one of the market leaders in the development, manufacture, and sale of additives for petroleum fuels & lubricants.
- Directed activities of four staff members in the general ledger department.
- Facilitated communication with the internal and external auditors.
- Refined operational controls in the management reporting process.
- Examined journal vouchers, general ledger reconciliations, and numerous analyses including P&L variance, inter-company accounts, and aging.
- Generated monthly close of financial statements; prepared management reports concerning purchases, sales, and inventory.
- Prepared submission of Exxon US Tax Conform Reporting package and various statutory reports & surveys.
- Assumed responsibility for resolving outstanding balance sheet items from 1999, including payroll-related accounts, suspense & accruals, and purchase reports on long outstanding orders; established more effective internal controls.

*Accomplishments*

- Awarded significant pay increases within an 18-month period for superior service.
- Designed and developed a general ledger procedure manual.
- Enhanced productivity by automating the month-end reporting process.

2000 – 2001

ACCELLOR & DAMIEN, Singapore

*Auditor*

- Audited a diverse portfolio, including private and publicly listed concerns involved in trading, investment holding, retail, manufacturing, and banking.
- Coordinated audit team activities to meet objectives within time constraints; mentored junior staff.
- Generated statutory accounts, management letters, and audit issues memoranda.

*Accomplishments*

- Established strategies to carry out comprehensive audit plans.
- Made recommendations for effective internal controls after careful examination of current system.

1997 – 1999

## EDUCATION

UNIVERSITY OF LONDON, United Kingdom

*Bachelor of Arts in Accounting and Financial Management, with Honors, 1997*

TEACHER'S COLLEGE, Malaysia

*South Australian Certificate of Education, 1994*

INDEPENDENT HIGH SCHOOL, Malaysia

*Unified Examination Certificate (Equivalent to GCE 'A' Level), 1993*

*Sijil Pelajaran Malaysia (Equivalent to GCE 'O' Level), 1992*

## 2. Functional Résumé

- *Template & Sample:* Refer Appendices 1C & 1D

8943-L Jalan Hamzah  
Lorong Limau Manis  
15050 Kota Bharu  
Kelantan

Phone 012-3456789  
Fax: 03-55225677  
E-mail: siti Nuraini@yahoo.com.my

# Siti Nuraini Amran

---

<b>Objective</b>	[ Type Objective Here ]
<b>Functional summary</b>	[ Click here and enter information. ]
<b>Employment</b>	[ Dates Attended ] [ Company/Institution Name ] [ City, State ] [ Job Title ] ▪ [ Details of position, award, or achievement. ]
<b>Education</b>	[ Dates Attended ] [ Company/Institution Name ] [ City, State ] [ Degree/Major ] ▪ [ Details of position, award, or achievement. ]
<b>References</b>	[ Click here and enter information. ]
<b>Accreditations</b>	[ Click here and enter information. ]
<b>Professional memberships</b>	[ Click here and enter information. ]
<b>Volunteer experience</b>	[ Click here and enter information. ]
<b>Languages</b>	[ Click here and enter information. ]
<b>Awards received</b>	[ Click here and enter information. ]



## Lisa Miller

- Compliance with all healthcare facility, HMO, and insurance requirements.

### Employment History

CONTOSO, LTD. – Colorado Springs, CO; Pueblo, CO; Cheyenne, WY  
Owner/Operator, 1993 to Present

COHO WINERY – Minneapolis, MN  
Waitress, 1988 to 1991

### Education

OAK TREE COLLEGE OF CHIROPRACTIC – Minneapolis, MN  
Doctor of Chiropractic Degree, 1991      GPA: 3.89/4.0  
(Four-year advanced degree requiring 30-34 credit hrs. per quarter.)  
Licensed to practice chiropractic in Colorado, Minnesota, Wyoming, and Montana.

HICKORY COMMUNITY COLLEGE – Great Bend, KS  
Associate's Degree in Pre-chiropractic, 1987      GPA: 4.0/4.0

### 3. Combination Résumé

- *Template & Sample:* Refer Appendices 1E & 1F

## JENNIFER RIVERS

1543 Central Park Drive ~ New York, New York 10001

212.555.1212 pro@news.net

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### MARKETING EXECUTIVE

*Product Launches ~ Overseas Partnerships ~ Presentations*

Accomplished, multilingual Professional consistently recognized for achievement and performance in the fuel industry. Innovative and successful in mining new sales territories and establishing business alliances, including the recent partnership with *MJM Oil* in Korea. Proven leader with special capabilities in building teams, strategizing, and implementing workable marketing plans employing television, radio, Internet, and print media. Fluent in English, Korean, Japanese, and French.

### BUSINESS SKILLS

#### Marketing

- Launch gasoline exports in conjunction with new production plant start-up; target overseas markets.
- Initiate sales of ULS, an environmentally-friendly new product launched in the European market.
- Establish joint venture partnerships in Europe and Far East; implement marketing for aviation fuel and asphalt as a value-added commodity.

#### Market Planning

- Analyze regional import / export economics and the interregional oil markets.
- Participate in contract negotiations for strategic alliances with major European and Asian concerns.
- Achieved \$25 million in revenue by developing offshore storage programs that fulfilled seasonal market trends in the region.

#### Product Planning

- Optimize production mode by selecting appropriate refinery; research product specification revisions by country.
- Propose and participate in the Plant Operation Committee, a team effort between production and sales.

### PROFESSIONAL EXPERIENCE

TTR CORPORATION, New York, New York 1993 – Present  
**Vice President, Overseas Business Division**

- Promoted to position in March 1996; selected as one of three employees to attend an MBA course in 2003.
- Named *Employee of the Year* in 1996 based on professional achievements.

FUEL INDUSTRY OF AMERICA, New York, New York 1989 – 1992  
**Manager of Marketing**

- Provided analysis on fuel industry, drafting report for the White House.
- Awarded the *Honor Prize* in 1992 based on performance evaluations of oil producers.

### EDUCATION

UNIVERSITY OF NEW YORK, New York, New York  
**Bachelor of Arts in Communications**, 1988

#### 4. E-Résumé

- *Sample:* Refer Appendices 1G & 1H

## Resume

Ankur Vijay

[ankur.vij@gmail.com](mailto:ankur.vij@gmail.com)

Contact: +91-9990869996 / +91-11-29541203

### Objective

Seeking an internship in computer science and informatics, where knowledge of various computer languages and algorithms will add value.

### Education

Year	Degree/ Certificate	Institute	Percentage
2006-present	B. Tech, 3 <sup>rd</sup> Year ( Computer Science)	Bharati Vidyapeeth's College of Engineering	78.39%
2006	CBSE(Class XII)	Red Roses Public School	83.4%
2004	CBSE(Class X)	Red Roses Public School	93.6%

### Significant Projects undertaken

Year	Project title	Technologies used / Description
2009	Competitions arena	Java/J2EE, Java Beans, JFC/Swing, Glassfish-J2EE Application Server, Java Reflections API : Open-source framework for organizing various types and formats of competitions.
2009	Bulls n Bears	XHTML, PHP, MySQL, JavaScript, CSS : Software for Stock Market Emulation Game. Part of BVP IEEE fest.
2008	BVP IEEE SB website, Fervour'09 website	XHTML, PHP, MySQL, JavaScript, CSS : <a href="http://bvpieee.org">http://bvpieee.org</a> : The website features fully functional control panel for adding dynamic content to the website and a <b>Contest Arena</b> for organizing online competitions.
2008	CUI Browser	Java.util.regex and java.net packages: Command line browser made entirely in Java, for systems having no GUI support.
2007	Sudoku Solver	C++ : A generic software for solving Sudoku like puzzles
2006	Curio-Robotic Car	H-Bridge electronic circuit

### Awards and Scholarships

- Secured **first** position in the event '**Java juggling**' (JAVA) and **third** position in the event '**Spin a web**' (web designing) held at **Sankalan'09**, DU Computer Science Society technical festival.
- Secured **first** position in the event '**C++ programming**' and **second** position in the event '**Hacking**', at **Hertz'09**, BVP EEE branch technical festival.
- Secured **first** position in the event '**Debug-Da-Bug**', a C++ program debugging contest held at **fervour'08**, BVP IEEE annual festival.

### Certifications and Affiliations

- Completed with merit the courses 'Network Fundamentals' and 'Routing Protocols and Concepts' as a part of the '**CCNA Exploration**' certification.
- Web Administrator and executive committee member of the **BVP IEEE student branch**.
- Registered member at **TopCoder** with an all India rank of 249.

### References

- **Prof. Dr. Neeta Pandey**, Delhi College of Engineering.
- **Prof. Dr. K.K. Sharma**, Professor and Head of Department, Instrument and control engineering, BVCOE, New Delhi.

*investigating research and designing  
instructional materials...I look forward  
to the time when Diane will bring her  
love of children, enthusiasm, initiative,  
and intelligence into her own  
classroom."*

Monica Brink, Ed.D.

*"My ability to motivate students and  
share a love of learning fosters a  
successful classroom environment. ...I  
would welcome becoming part of 'the  
village that raises the child' in your  
district."*

Jenny Lysaker

- **Substitute Teacher, K thru High School**, April 1995 to present
- **Graduate Advisor, Education Dept.**, October 1995 to present  
Elm College, Flushing, NY
- **Workshop Presenter**, November 1995  
First combined International Reading Association Regional Conference,  
Nashville, TN
- **Information Services Assistant**, May 1994 to August 1995  
Elm College, Flushing, NY
- **Student Teacher**, September to December 1994  
Fir Tree Elementary, Flushing, NY

#### **Computer Related Training Positions**

- **Workshop Presenter**, February, 1995  
Maple High School, East Islip, NY
- **Graduate Assistant**, August 1993 to May 1994  
Elm College, Flushing, NY
- **Software Engineer**, 1989 to 1991  
Trey Research, Smithtown, NY

#### **Corporate Computer Systems Management**

- **Systems Manager**, 1987 to 1989  
A. Datum Corporation, Bohemia, NY
- **Software Quality Assurance Engineer**, 1986 to 1987  
Fabrikam, Inc., Smithtown, NY
- **Staff Administrator, Executive Department**, 1984 to 1986  
The Telephone Company, Brooklyn, NY
- **Student Director/Assistant, Computer Science Lab**, 1981 to 1984  
Fir Tree University, Hempstead, NY

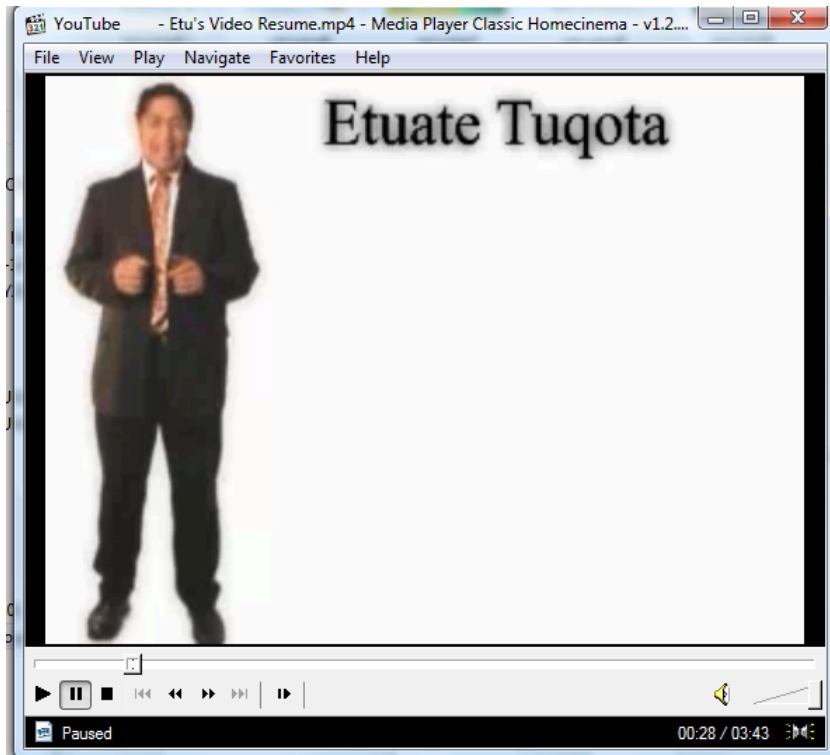
#### **Professional Affiliations**

International Reading Association

Association for Supervision and Curriculum Development

## 5. Video Résumé

- *Sample: Refer Appendices 1I & 1J*



## 6. Visual Résumé

- *Sample:* Refer Appendices 1K, 1L & 1M





facebook

Search

Applications

Photos

Groups

Events

Marketplace

Profile

edit

Friends

Networks


Inbox

home

account

privacy

logout



View Photos of Sabrina (6)




Send Sabrina a Message

Poke Her!

Friends

999,999 friends

See All

Friends in Other Networks

Networks with the most friends

Toronto, ON

CBC

National Post

Globe and Mail

Toronto Star

Adult Swim

MuchMusic

Networks you belong to


Toronto, ON

Show All Networks | View all Friends

Photos

2 albums

See All



last week's office party

Created June 4

References

References:

Kristine Luciw

MuchNews Senior Producer

416-817-6923

Grieg Dymond

CBC Radio

416-205-6013

Claude Galipeau

Rogers Digital Media Senior VP

416-934-4449

Maria Mironowicz

Executive Producer (formerly of cbc)

416-760-0786

Sabrina Saccoccio

Profile

Sex: Female

Relationship Status: Married (to my job)


Looking For: Dream job

Hometown: Toronto, Ontario

Mini-Feed

Displaying 10 stories.

See All

 Sabrina plans to apply for a NEW POSITION. 4:20 pm

Information

Contact Info

Email: sabrinaduncan@gmail.com

48 Abell St., #308a

Toronto, Ontario

M6J 3H2

416-880-8135

Activities:

Interests:

Favorite Music:

Favorite Radio:

Favorite Digital TV:

Favorite Movies:

Best achievement:

Education

Education Info

Grad School: Dalhousie, University of King's College (Halifax, NS)

Post-Graduate Journalism

Undergrad: Wilfrid Laurier University (Kitchener/Waterloo, ON)

Honours History

Minor French

Residencies: Banff Centre

Digital Art Residency

Courses: Ryerson University

Copy Editing

Dialogue & Script Writing

MuchMusic

Storytelling

Tease Writing

The Wall

Displaying 10 of 37 wall posts.

Wall-to-Wall | See All


Write something...

Post

Give a Gift to Sabrina

AIR NEW ZEALAND

Inspiring Journeys



NON-STOP

NON-STOP to New Zealand

\$1,318\*

BOOK NOW

Visit us at

airnewzealand.ca

\*Restrictions, taxes, and fees

42

PRE EMPLOYMENT BOOTCAMP MODULE





## **PART B**

- **COVER LETTER STYLES/TYPES**
    - What is a cover letter?
  - Writing Your Cover Letter
    - What you need to include
    - Tips
  - Sample Cover Letters
    - Sample Cover Letters from the Internet (Appendices 2A, 2B & 2C)
- 

A Cover Letter serves to compliment the experience listed in the résumé. It gives the first impression on the candidate before other details in the résumé are read through by the prospective employers. The more impressive the cover letter is, the better chances the employers will view your résumé and hence the decision on the interview.

A cover letter has 3 functions:

- *It formally introduces you and personalizes your Résumé*
- *It highlights specific details from your Résumé*
- *It helps to make possible a meeting between you and the prospective employer*

The items that you must include in the cover letter are:

- *Sentences/phrases referring to the advertisement that listed the job opening or other applications made.*
- *The job title used for the specific job you are applying*
- *A summary of your qualifications, strongest skills and experiences.*

A **Cover letter** highlights your strengths and assets in a way that would attract employers in interviewing you.

**Template Sample**

Your Address  
City, State, Zip  
Date

(Ms. or Mr.) I.M. Hiring  
Personnel Manager  
Name of Company  
Company Address  
City, State, Zip

Dear (Ms. or Mr.) Hiring:

Your opening paragraph should arouse interest on the part of the reader. Tell the employer why you are writing the letter. Do not say in the first paragraph that you are looking for a job. Give information to show your specific interest in the company.

Your middle paragraphs should create desire. Give details of your background that will show the reader why one should consider you as a candidate. Be as specific as possible about the kind of a job you want. Don't make the reader try to guess what you would be interested in.

Refer the reader to your general qualifications on your enclosed Résumé or other material. Use as much space as you need to tell your story but keep it brief and to the point.

In your closing paragraph you ask for action. Ask for an appointment suggesting a time when you will contact the individual. You may now list your dates of availability.

Sincerely yours,

[Your Signature]  
Type your name here

(Source: <http://www.interviewghost.com>)

Nov 12, 2007

Ms. Melissa Stephenson  
Recruiting Coordinator  
Freeman Consulting  
602 Main Street, Suite 212  
Dallas , TX 75202

Dear Ms. Stephenson

I am writing in reference to your advertisement for a staff consultant as listed in the Southern Methodist University Career Center. I will be graduating in May 199X with a Bachelor of Science degree in Electrical Engineering and I believe my qualifications to be consistent with those desired by your firm.

Throughout my collegiate career, I have attempted to stay well-rounded combining academic excellence with leadership and work experience. By majoring in Electrical Engineering with a concentration in Biomedical Engineering, I have been exposed to all facets of scientific and analytic disciplines from mathematics to circuit analysis to Fortran. Beginning with my appointment to the President's Developing Leadership for Tomorrow freshman year, I have chosen to actively participate and take on responsibility in community service and campus activities during my four years at SMU. I have also worked continuously while in college. I am currently working at MJ Skyline in Dallas, a technology management company, generating reports and updating their database. My previous work experience has provided me with a strong exposure to both corporate and technical environments and has taught me the importance of team work and open communication with clients and coworkers.

I look forward to meeting with you on January 28 to further discuss my qualifications with you. Thank you for your consideration.

Sincerely,

Mary George

Enclosures

(Source: <http://www.interviewghost.com>)

Ms. Judy Sumner  
Atlanta Board of Education  
45 Peachtree Blvd.  
Atlanta, GA 30303

Dear Ms. Sumner,

Perhaps I am the "multi-talented teacher" you seek in your "Multi-Talented Teacher" advertisement in today's Atlanta Constitution. I'm a versatile teacher, ready to substitute, if necessary, as early as next week. I have the solid teaching experience you specify as well as the strong computer skills you desire.

I am presently affiliated with a highly regarded private elementary school. Mr. Craig, the headmaster, will certainly give you a good reference. The details of your advertisement suggest to me that the position will involve many of the same responsibilities that I am currently performing.

In addition to the planning, administration, and student-parent counseling duties I highlight in my Résumé, please note that I have a master's degree as well as a teaching certificate from the state of Georgia.

Knowing how frantic you must be without a fifth grade teacher, I will call you in a few days. Or if you agree upon reviewing my letter and Résumé that I am the teacher you need, call me at the home number listed above, or at 555-7327 during business hours.

Thanking you most sincerely for your time and consideration.

Cordially,

Maria Piazza-Smith

(Source: <http://www.interviewghost.com>)

## **PART C**

### **● RECOMMENDATION/REFERENCE/ LETTER STYLES**

- What is a recommendation/reference letter?
- When you need a recommendation/reference letter?
- Requesting For Your Recommendation/reference/Reference letter
  - Who's best to write for you
  - What needs to be included
- Recommendation/Reference Letter Samples
  - Sample Cover Letters from the Internet (Appendices 3A & 3B)

A letter of recommendation/reference is a supporting document containing details about you that is usually written by someone who knows you well, and is usually intended for hiring person. It also functions as a letter or statement verifying that someone would be a suitable candidate to do a job, take a course of study, eligible for a fellowship or scholarship, etc.

As highlighted in <http://www.rileyguide.com/refer.html>:

*"References are usually what we think of for most job situations. If you have a former supervisor you can approach for a reference, or a former colleague, these are the best references to list on an application. **Most references are oral, but recent graduates should request letters of reference from advisors or department heads.** If you have been laid off, request a letter of reference from your current supervisor. Calls to the HR department will only result in verification of your dates of employment and job position and won't discuss how well you did in your job.*

*Graduate students and Post Docs will want to review the information on Recommendations. **These are formal letters usually written by your academic advisor or, if you are lucky, a respected person in your field who is familiar with you and your work. They are used to support an application for an academic or research position, including continued study programs.** Who writes these letters is an important as your own credentials and his or her name behind yours is a real boost to your potential. You often are usually not given an opportunity to review these letters, nor should you ask to review them. They are confidential and meant only for those reviewing your application.*

*By the way, **references and recommendations written for you to get into a study program should not be re-used for a job search.** Your writers addressed these letters for one purpose. They may not address what an employer needs to hear. This is not the time to cut corners and recycle. Get new letters.*

**RECOMMENDATION FOR  
POSTGRADUATE APPLICATION**

<Sender's Name>  
1234, Main Street  
Boston, MA 02123

04 April, 2005

Dear <Recipient's Name>,

It is my pleasure to recommend Jane Doe for admission to <name of program> at <name of university>. I am a fifth year Ph.D. student at the University of California , Berkeley . I came to know Jane when I was her Graduate Student Instructor for Philosophy 111: Ethical Relativism, taught by Professor John Doe. The course comprised <short description of course>. Jane distinguished herself by submitting an exceptionally well researched and interesting project on ethical practices in ancient Greece . I would rank her in the top 2% of students that I have taught in the past five years in respect of her writing ability and research skills.

Overall, Jane is highly intelligent and has good analytical skills. Her project on ethical practices in ancient Greece demonstrated her ability to come a detailed understanding of the ethical practices of another, very different culture, and to analyze the consequences of those practices for contemporary ethical theories. She gave a particularly interesting discussion of the difficult practice of infanticide, and showed both sensitivity and detachment when discussing its ethical consequences. Her overall intelligence is also reflected in her grades for the course, which were by far the best in the class.

Jane has excellent communication skills. Her written work is both clear and concise, and interesting to read. She demonstrated her oral articulateness in the discussion sections that were an integral part of the course. Each discussion section focused on a particular ethical dilemma. Students were required analyze morally problematic situations, and to develop and argue for their own ethical views with regard to the issue in question. Jane was highly proficient in applying the course material in analyzing the problem situations. She always explained her views very concisely and gave supporting arguments that were both clear and persuasive. Jane also demonstrated good team working skills in group assignments.

At a personal level, Jane is a well disciplined, industrious student with a pleasant personality. She went well beyond the course requirements in the quantity and quality of her project, putting in a lot of extra research and attending office hours every week. Throughout the course, Jane demonstrated great perseverance and initiative. She was not only interested in and motivated to learn the material, but put great work into assimilating it to her own experience and developing her own ideas about each ethical topic that we discussed.

Jane is unquestionably an exceptional candidate for graduate study in Ethics. Jane's work in Philosophy 111 suggests that she would greatly benefit from the opportunities for intellectual development provided by a sustained period of graduate study. She has proven herself to have the perseverance and initiative, and the intellectual creativity necessary to complete an advanced graduate degree. I would therefore highly recommend Jane Doe. If her performance in my class is a good indication of how she would perform as a graduate student, she would be an extremely positive asset to your program.

If I can be of any further assistance, or provide you with any further information, please do not hesitate to contact me.

Yours Sincerely,

<Signature>

<Sender's Name and Title>

**RECOMMENDATION FOR  
JOB APPLICATION**

Date: May 11, 2009

**To Whom It May Concern**

**RE: ZAIM FIRDAUZ A. KAHAR**

Dear Sir/Madam

I am writing to you in support of Zaim Firdauz A. Kahar (Zaim) and his desire to attend your prestigious organization. I am honoured to recommend that he be given the opportunity to be accepted to serve the Securities Commission under the Graduate Management Executive Program.

As a lecturer in the TESL Program, I have worked closely with many students in the pursuit of knowledge. Zaim is quite an extraordinary student in pursuing knowledge as he has consistently shown such a strong desire to learn and improve himself for the betterment of life and the society at large.

During class, Zaim had also shown great talent in communicative skills whereby he always led presentations and discussion sessions regarding study matters. It is apparent to me that his strength in communication can be a relevant medium for him to serve the Securities Commission.

Zaim too has the talent for (event) managerial skills. I was fortunate to be Zaim's debate advisor when we organized the 50 Hours Non-Stop English Debate Feat in 2006, an event which made its way into the Malaysia Book of Records. As the Student Director of the record breaking event, Zaim performed extremely well. In addition, he also participated in a few debate competitions, namely the Vice Chancellor Debate Cup 2006 and the All Asian Inter-Varsity Debate 2006.

Above all, I have very high regards for Zaim as his knowledge, skills and dedication to his work is always top. I am sure you will find Zaim to be an individual whose talents will only shine further through your Graduate Management Executive program. It is my hope that you will accept his application to your organization.



Thank you.

Sincerely,

**Ms \*\*\*\*\***  
**Lecturer**  
**Faculty of Education (TESL Department)**  
**Universiti Teknologi MARA Malaysia.**

**Tel: \*\*\*\*\* (mobile) \*\*\*\*\* (office)**  
**Email: \*\*\*\*\***

## ***PART D***

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Yahoo! Images

## SUGGESTED TENTATIVE PROGRAMME FOR FACILITATORS

### TENTATIVE PROGRAMME FOR RESUME, COVER LETTER AND RECOMMENDATION LETTER\*\*

#### Activity 1 – Resume (1 hour 15 minutes)

- |                   |   |  |
|-------------------|---|--|
| 8.45 – 9.15 a.m.  | - | What is a Resume? (Format)   |
|                   | - | Resume Building (Tips & Do's & Don'ts)                                     |
|                   | - | Facilitator to provide participants with Resume template(s) & Checklist    |
|                   |   |  |
| 9.15 – 10.00 a.m. | - | Hands-on (Practical)   |
|                   | - | Participants to start working on their own resume (pair or group activity) |

#### Activity 2 – Cover Letter (55 minutes)

- |                    |   |  |
|--------------------|---|--|
| 10.00 – 10.30 a.m. | - | What is a Cover Letter? (Format)   |
|                    | - | Cover Letter Writing (Tips & Do's & Don'ts)                                      |
|                    | - | Facilitator to provide participants with Cover Letter template(s) & Checklist    |
|                    |   |  |
| 10.30 – 10.55 a.m. | - | Hands-on (Practical)   |
|                    | - | Participants to start working on their own Cover Letter (pair or group activity) |

#### Activity 3 – Recommendation Letter (20 minutes)

- |                    |   |  |
|--------------------|---|--|
| 10.55 – 11.15 a.m. | - | What is a Recommendation/Reference Letter? (Format)  |
|                    | - | Recommendation/Reference Letter Writing (Tips & Do's & Don'ts)                               |
|                    | - | Facilitator to provide participants with Recommendation/Reference Letter samples & Checklist |

#### Activity 4 – Presentations (30 minutes)

- |                    |   |  |
|--------------------|---|--|
| 11.15 – 11.45 a.m. | - | Participants to present their resumes and cover letters<br>(in group/pair) |
|                    | - | Peer review  |
|                    | - | Facilitator to give feedback   |

**\*\*Students are requested to bring in own laptops or any other appropriate mobile devices for this session**

## MODULE CONTRIBUTORS

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## **MODULE: SPEAK TO SUCCEED**

### **Description**

This module assists participants in identifying and focusing on specific practical skills that are required. Activities are carefully targeted at situations where verbal and nonverbal communication skills are important for workplace effectiveness: listening and speaking; reading and writing, as well as the proper use of communication equipment such as telephones, faxes, and computers (e-mails).

### **Key Content**

1. Individual presentation (public speaking).
2. Group interaction and presentation.

### **Objectives**

1. To identify communication barriers that may hinder participation.
2. To enhance skills in asking probing questions among the group.
3. To develop skills in listening actively and empathetically to others.
4. To learn non-verbal messages.
5. To deal with situations assertively.
6. To create awareness of the basic workplace communication skills.

### **Learning Outcomes**

At the end of this activity participants are able:

#### **1. Improved Verbal & Non-Verbal Communication**

- Develops clear and concise speech.
- Enhance confidence in public speaking and presentations.
- Strengthens body language, eye contact, and gestures for effective communication.

#### **2. Active Listening & Comprehension**

- Encourages active engagement in conversations.
- Improves the ability to listen, understand, and respond appropriately.

- Reduces misunderstandings and misinterpretations.

### 3. Effective Written Communication

- Enhances skills in structuring emails, reports, and professional messages.
- Develops clarity, tone, and accuracy in writing.

### 4. Critical Thinking & Problem-Solving

- Helps in organizing thoughts and responding logically in discussions.
- Encourages thinking on the spot during debates, interviews, or team meetings.

### 5. Conflict Resolution & Negotiation

- Improves the ability to handle disagreements professionally.
- Enhance persuasion and negotiation skills in workplace settings.

### 6. Confidence & Assertiveness

- Encourages self-expression without fear or hesitation.
- Develops assertiveness in professional and social interactions.

### 7. Collaboration & Teamwork

- Strengthens the ability to communicate effectively in group settings.
- Encourages constructive feedback and cooperative problem-solving

## **Guidelines for Conducting the Module**

### **ACTIVITY: ELEVATOR PITCH (2 hours)**

#### 1. Introduction (20 minutes)

- Definition and importance of elevator pitch for fresh graduates to showcase their skills, strengths, and career goals in a professional setting.

#### 2. Main content delivery (20 minutes)

- Helps graduates confidently introduce themselves to recruiters, employers, and professionals.
- Make a memorable impact in a short amount of time.



### 3. Activity/Exercise (1 hour):

- Every participant must craft an effective short speech by introducing themselves with an educational background.
- Mention relevant skills, experiences, or strengths.
- Briefly talk about what they have accomplished (internships, projects, leadership roles).
- Clearly mention what they're looking for (job role, industry, opportunities).
- Make the conversation interactive by asking a question or requesting guidance.
- Keep it 30–60 seconds long and presents individually

### 4. Conclusion & Reflection (20 minutes)

- Open for Q&A

To help participants to articulate career aspirations, build confidence, and improve professional communication skills and create stronger impact in future networking opportunities