**EMPLOYABILITY ASSESSMENT TOOLKIT**

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| **Task:** | Resume |
| **Task type:** | Written Task |
| **Value:** | 10% |
| **Length:** | 2-3 Pages |
| **Level:** | Transition In |
| **Contributor:** | Amelia McFarland, Griffith University |

# Task Objectives:

1. Use appropriate communication skills to interact with peers, professional contacts, and healthcare professionals (communication)
2. Create an appropriate résumé (self-management; planning and organising; initiative)

Task Rationale:

Resumes highlight communication skills (written and oral), interpersonal skills, ability to work both independently and as part of a team, and problem-solving skills. The purpose of this task is to enable students to receive feedback on their resume so that they can make meaningful changes before applying for student internships or graduate positions.

# Task Description:

For this task you are to write a **2 – 3 page résumé** as if they were cold-calling a potential employer in the healthcare industry. Your resume should be **formatted in a professional** and **presentable** manner.

Your resume **must** include (at a minimum):

* Personal contact details
* Employment / work experience history
* Education
* Skills and interpersonal qualities
* A career objective.

# Additional information:

Preparation of a résumé encourages students to consider the skills they have gained from experiences undertaken at university and in the workplace. By compiling this into a professional résumé early in their degree, students have a template they can utilise to record the development of skills and experience as they develop across their time at university.

# Rubric:

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| **CRITERIA****Total Marks = 20** | **Mark** | **Excellent**  | **Good**  | **Average**  | **Poor**  | **Inappropriate**  |
| **PRESENTATION AND FORMAT** |

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|  |
| **5** |

 |  * Typed or computer generated
* Balanced margins with eye appeal
* Format highlights strengths and information
* Appropriate fonts and point size used with variety
* (5 marks)
 |  * Typed or computer generated
* Balanced margins
* Format identifies strengths and information
* Appropriate fonts and point size used

(4 marks) |  * Typed or computer generated
* Somewhat balanced margins
* Format identifies strengths and information
* No variation in fonts and / or point size

(3 marks) |  * Typed or computer generated
* Unbalanced margins
* Format detracts from strengths and information
* Fonts distract from readability

(1-2 marks) |  * Unbalanced margins
* Format significantly detracts from information
* Fonts are difficult to read and unprofessional

(0 marks) |
| **SKILLS AND QUALITIES, LAYOUT AND CONTENT** |

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|  |
| **10** |

 |  * Heading, objective, skills, experience, and education covered in detail
* Extra information given to enhance resume
* Thoroughly describes skills and qualities, with excellent use of action verbs
* Skills development is clearly defined
* Appropriate verb tense used
* Experience contains all essential contextual information

(9-10 marks) |  * Heading, objective, skills, experience, and education covered in some detail
* Extra information given to enhance resume
* Describes skills and qualities, with use of action verbs
* Skills development is adequately defined
* Verb tense may be inconsistent
* Experience contains most of the essential contextual information

(7-8 marks) |  * Heading, objective, skills, experience, and education covered with little detail
* Minimal extra information given to enhance resume
* Some description of skills and qualities, with inconsistent used of action verbs
* Skills development is poorly defined
* Verb tense is inconsistent
* Contains incomplete listing(s) of experience
* (5-6 marks)
 |  * Missing one of the following:  heading, objective, experience, or education
* No extra information given to enhance resume
* Limited description of skills and qualities
* Skills development is not addressed
* Verb tense is inconsistent and inappropriate
* Contains incomplete listing(s) of experience

(3-4 marks) |  * Missing more than one of the following: heading, objective, experience, or education
* No extra information given to enhance resume
* Does not contain skill description
* No action verbs used
* Category listing used to communicate skill

(0-2 marks) |
| **SPELLING AND GRAMMAR** |

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|  |
| **5** |

 |  * No spelling errors
* No grammatical errors

(5 marks) |  * 1-2 spelling errors
* 1-2 grammar errors

(4 marks) |  * 3-4 spelling errors
* 3-4 grammar errors

(3 marks) |  * 5-6 spelling errors
* 5-6 grammar errors

(1-2 marks) |  * >6 spelling errors
* >6 grammatical errors

(0 marks) |