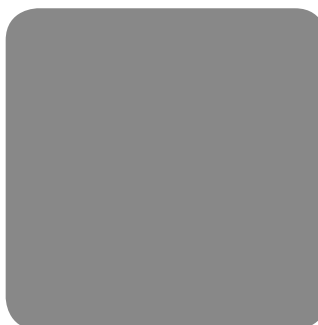


# Careers Advice PLUS



## CV Overview

Session plan for working with groups



**European Union**  
European Social Fund  
Investing in jobs and skills

Funded by:



Leading learning and skills

# CV Overview

## Session plan for working with groups

### Learning outcomes:

By the end of the workshop participants will:

- Recognise the features of an effective CV
- Understand what is meant by transferable skills
- Be able to identify their own skills and achievements
- Recognise different CV formats and understand their uses
- Understand how to word the contents of their own CV to maximise impact

### Preparation and materials required:

- Labels or name badges
- Flipchart
- Sample CVs 1, 2, 3, 4
- Comparison exercise
- Painter and Decorator answer sheet
- Tasks and activities exercise
- Skills list
- CV Action Words
- 'I have' exercise
- Circumstances, actions, results (CAR) exercise

# Content and timings:

Timings:	Content
10 mins	<p><b>Introduction</b></p> <ul style="list-style-type: none"><li>• Introductions, health and safety information, housekeeping.</li></ul> <p><b>Possible questions to start the workshop:</b></p> <ul style="list-style-type: none"><li>• <b>What do the letters CV stand for?</b> Curriculum Vitae (Latin words that mean 'Story of One's Life'). It is a self-marketing document detailing personal skills and employment/educational history</li><li>• <b>What is the purpose of a CV?</b> To get invited to interview</li><li>• <b>What do you (the group) know already about CVs?</b></li></ul>
10 mins	<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"><li>• Outline the learning outcomes for the workshop</li><li>• Invite people to identify what they want to get from the workshop and any concerns. Write these on the flip chart</li></ul>
25 mins	<p><b>CV Comparison</b></p> <ul style="list-style-type: none"><li>• Give out 2 poorly written CVs (1 and 2) and the comparison exercise sheet.</li><li>• Ask the participants to work together to identify positive and negative aspects of the CVs and make notes</li><li>• After 10 minutes, without comment, give out the second set of CVs (which are much more effective)</li><li>• Ask the participants to continue the exercise with all 4 CVs making comparisons where possible</li><li>• After 15-20 minutes open up the exercise to the group, possibly by alternating between groups to gain responses.</li><li>• Ask the following questions: What in particular makes CV3/4 stand out from CV1/2? How do CVs 3/4 make an impact? Is there one thing that you really like from any of the CVs?</li></ul>
<b>Break</b>	
45 minutes to 1 hour	<p><b>Identifying Skills</b></p> <ul style="list-style-type: none"><li>• Divide the group into pairs or small groups of 3 or 4</li><li>• Ask them to jot down as many skills as possible that a Painter and Decorator uses under the following 4 headings: <b>People, Data, Things, Ideas</b></li><li>• After 5/10 minutes ask them to share their responses while you write them up on the flip chart</li><li>• Give out the answer sheet and point out any that are missing from either their sheet or the answer sheet</li><li>• Introduce the idea of transferable skills</li><li>• Give out the <b>Tasks and Activities Sheet</b> and ask people to write one job title in the work section; one leisure activity in the Leisure section and one learning activity (if they have one) in the learning section</li><li>• Then list the tasks undertaken in each section, eg, filing/answering the phone. Collecting money/arranging visits</li></ul>

- 
- In the skills column break these activities down into skills. Give out the Skills list to help with this
  - Give out the Action words sheet and link these to the effective CV's of the earlier session. Point out that each sentence begins with a very punchy word that says directly and effectively what the person can do
  - Give out the 'I Have' exercise and go through one example with the group, eg, "I have... created a spreadsheet that was used by colleagues to retrieve information when working with clients"
  - Finish the exercise by asking for some examples and discussing them
  - Mention that when these examples go in to a CV the 'I have...' would be deleted
  - The examples chosen for the CV should link into the skills and qualities of the job that you are applying for
- 

**30 mins**

### **CV Formats**

- Review the 2 main formats used for CVs - Functional/Chronological and the main differences between them:  
**Functional** CVs are good for people who are changing job areas or have a limited or non-existent work history  
**Chronological** CVs are good for people who have a good work history, have a lot of relevant experience
  - Personal profiles and achievements are both optional. Achievements are very effective on a CV. A personal profile need to be done with great care and thought
  - Ask people to complete the **Circumstances, actions, results Exercise**
-