Title: Go Deeper and Broader: Reflective Process of Résumé Generating

Abstract: The conversation about creating a résumé rarely extends beyond instrumental "get-the-job" résumé writing. This experiential learning project of generating a résumé takes a different approach by engaging students in a course-long activity based on reflection, research, and abstraction. This project equips students with all résumé 's, job interview's, and personal professional growth plan's essential components: (1) building blocks of résumé, (2) factual examples for answering interview questions via storytelling, (3) questions for the interview, (4) short-term plan for acquisition of necessary skills, knowledge, and capabilities, and (5) long-term plan for acquisition of necessary skills, knowledge, and capabilities. This project introduces students to a process that they can use throughout their academic and professional careers to assess their competitive professional posture and remain marketable.

Keywords: résumé writing, interview, reflection

Introduction

The conversation about creating a résumé rarely extends beyond instrumental "get-the-job" résumé writing. This experiential learning project of generating a résumé takes a different approach by engaging students in a course-long activity based on reflection, research, and abstraction. This project equips students with all résumé 's, job interview's, and personal professional growth plan's essential components: (1) building blocks of résumé, (2) factual examples for answering interview questions via storytelling, (3) questions for the interview, (4) short-term plan for acquisition of necessary skills, knowledge, and capabilities, and (5) long-term plan for acquisition of necessary skills, knowledge, and capabilities. This project introduces students to a process that they can use throughout their academic and professional careers to assess their competitive professional posture and remain marketable.

Theoretical Foundation/Teaching Implications.

Rather than emphasizing well-researched mechanical and procedural aspects of résumé writing, this project largely stresses the importance of reflection on self and research of the desired company (future employer) and the industry that students wish to join. Since Schön's observations (1983[1], 1987[2]), scholars have stressed the importance of reflection in learning (e.g., Kolb, 1984[3]; Randazzo, 2012[4]; Zull, 2002[5]) and have recommended incorporating assignments that encourage reflection. To answer this call, this project is primarily founded on the reflection

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[1] Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.
[2] Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco, CA: Jossey-Bass.
[3] Kolb, D. A. (2014). Experiential learning: Experience as the source of learning and development. FT press.
[4] Randazzo, C. (2012). Positioning résumés and cover letters as reflective-reflexive process. Business Communication Quarterly, 75(4), 377-391.
[5] Zull, J. E. (2002). *The art of changing the brain: Enriching teaching by exploring the biology of learning*. Stylus Publishing, LLC..

exercises, which aim to deliver students' deep understanding of why's and how's that go behind their hob search, interviews, and career advancement.

Learning Objectives

This project aims to generate an applicable road map for students' successful job-market entry. The road map is expected to be supported by an evidence-based understanding of the current and future state of self, desired company, and targeted industry.

Students will:

a)   Gain knowledge of the human capital of self and how it contributes to their current and future position on the job market.

b)   Identify their personal values, the values of their desired employer, and the fit between them (the extent to which the desired employer demonstrates the values important to a student).

c)   Identifying the forces that motivate them in the work environment - trigger their interest, direct their actions, and make them persistent toward the goals.

d)   Access how well they are equipped for a successful job search and what additional skills, capabilities, and knowledge they need to succeed in the labor market.

e)   Generate a list of trends that will continue shaping up the business landscape in the nearest future. Hence, students know the direction of their professional field and can adjust their professional development accordingly to remain competitive and employable.

Teaching topics relevant to the project: Human Resources Management, Strategic Human Resources

Exercise Overview

The course project consists of five interconnected parts. Each part of the project concentrates on the specific aspect of self-discovery, desired employer (company) discovery, or industry investigation. All five parts are a turn-key operation and offer

a)   a detailed description of the assignments (overview, objective, purpose, and process)

b)   all supporting materials (if applicable), such as publications and links to video presentations

c)   desired format of the deliverables (for example, a table)

d)   examples of what the final work should look like and what it must consist of

Part 1 focuses on the following four dimensions of human capital: life experiences, skills, knowledge, and capabilities. Here, students are charged with taking a thorough inventory of their human capital contributors. As a result, students generate a detailed, accurate, and interconnected list of their life experiences, skills, knowledge, and capabilities. This list serves as a foundation for (1) effective and efficient job search, (2) comprehensive interview process supported by evidence-based examples of storytelling, and (3) effective professional growth plan.

Part 2 emphasizes recognizing the values that students' desired employer practices and the extent to which employer's values are aligned with students' core personal values. Using a five-step value identification process[6] offered by Forbe's contributor, Leslie Peters, part 2 asks

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[6] https://www.forbes.com/sites/lesliepeters/2018/08/09/organizational-values-are-important-what-about-personal-values/?sh=48ef5a895df9

students to identify their three personal values. Also, students are charged with recognizing the values of their potential employers and the extent of the fit between their values and the values of their prospective employer.

Part 3 aims to discover students' motivational forces. Here, students identify the forces that trigger their interest, direct their actions, and make them persistent toward the goals. While employing the conceptual framework of four drives (acquiring, bonding, comprehending, and defending)[7], students explore their inner selves and pinpoint forces that work uniquely for them. At the end of this assignment, students generate a list of forces that motivate them in the work environment. This list serves as a critical instrument to evaluate their potential employer's compensation plan, culture, and work environment.

Part 4 focuses on generating the list of job specifications for a student's desired job while working with a job posting. Analyzing a job posting allows students to recognize the very critical aspects of the job. It is vital because knowing the skills, knowledge, and capabilities required for performing their dream job enables students to identify a gap between their existing skills, knowledge, and capabilities needed for performing the dream job and the missing skills, knowledge, and capabilities. In other words, knowing the missing parts of the puzzle, students become aware of what skills, knowledge, and capabilities they must obtain to have a great chance of being hired for their dream job.

Part 5 encourages students to seek understanding about future trends of the business environment in general and industry of their interest in particular. At the end of this part, students generate a list of trends that will continue shaping up the industry's business landscape of their

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[7] Nohria, N., Groysberg, B. and Lee, L., 2008. Employee motivation: A powerful new model. Harvard business review, 86(7/8), p.78.

interest in the nearest future. This list serves as a binding instrument as students identify the areas of their professional development and growth.

Here are some additional details about the project:

a) Timing – semester long

b) Materials – detailed instructions for each part of the project, additional readings (academic publications), and video recordings

c) Class size – applicable to any number of students since it is an individual project

d) The flow of the exercise – each part of the project takes about two weeks and is performed in sequence

e) Variations or alternate applications – although the parts seem to be interconnected, they also can be applied as individual assignments for various topics (students' professional development, motivation (OB), employee-organization fit (OB), employee's career path).

f) Debriefing guidelines – although the guidelines for each part of the projects are developed and written in detail, typically, I dedicate one class period per project's part to dive into all details and answer students' questions.

Session Description

To engage participants in this session, I will divide the session into two parts. The first part (about 10 minutes) will be brief and will aim to establish the need for the project. In other words, we will answer the question – how will students advance because of this project? I will ask participants to reflect on their résumés (CVs) mentally. Based on the brief mental reflections, I will ask them to think about the following questions:

a) If your résumé states, for example, that you enjoy collaboration, how will you communicate this piece of information during the interview?

b) What is the extent of fit between your values and the values of your institution? Is it 40 % or 75%? How do you know? Is your answer based on your feelings, perception, or understanding of facts?

c) What motivates you to perform your job well? Most importantly, does your institution deliver those aspects of the job and the work environment that inspires you? How do you know? Are you sure that your answer is based on evidence rather than possible feelings of comfort, loyalty, or contempt?

d) How do you know what to do to be compatible with the labor market? Here, we are not talking about general directions but rather specific steps that you need to take to be marketable in the next five-ten years.

This discussion will likely paint a picture of ambiguity when we evaluate our understanding of self, institutions, and industry. If the meaning of competitive and fulfilling positioning on the labor market seems puzzling to us, we can only guess how confusing it is for our students. Thus, this project establishes systematic knowledge and understanding of selves, potential employers, and industries. Here, we will be transitioning to the second part of the presentation.

During the second part (about 50 minutes), I will briefly introduce each piece the project and ask participants to do brief assignments related to each part of the project. For example, for part 1 of the project, participants will be asked to do the following:

Think of an experience that you have gone through at some point in your life. As you do so, try to avoid labeling your experiences as "bad" and "good" or "positive" and "negative."

Also, it is critical to be candid with yourself. Some of what you have gone through might appear embarrassing or even shameful, yet do not ignore these experiences. When you are ready to submit your assignment, you can exclude the experiences you wish not to share with me. However, I encourage you not to eliminate them as your work on this part of the project.

Once you identify an experience, think about skills, capabilities, or/and knowledge you have gained from this specific experience. Record this information in the table. See the table and the example below.

Table 1

My Skills, Capabilities, and Knowledge Generated from Unique and Specific Life Experiences

Personal Experience: _____*moving to the USA*_____
_____
_____
_____

Skills	Capabilities	Knowledge
Speaking English	I learned to improvise since I could not understand 100% of the language. I also learned to pay much attention to one's body language and be attentive to contextual clues. As a result, my self-monitoring has improved.	