Resume workshop facilitator guide

01 Prepare and run a 45 minute session

Help learners connect requirements to truthful evidence, write two defensible bullets and choose a next action. The five-page learner workbook uses fictional materials so nobody needs to disclose a personal resume or career-break circumstances.

Prepare in five minutes

- Print one learner workbook per person. Keep this answer guide separate until the discussion. Supply pens; no devices or accounts are required.
- Read the fictional brief on learner page 1. Explain that the employer, candidates and numbers are invented for practice, not research findings.
- Let learners work alone, with a partner or by dictating to a helper. Offer the editable Word or plain-text edition for larger type or translated working copies.

Time	Activity and prompt	Learner pages
0-5 min	Set the purpose. What can a resume show, and what still needs a conversation?	1
5-12 min	Read the brief. Circle three requirements, underline two preferences and identify a question.	1
12-22 min	Map evidence. Ask for a source fact rather than a personality adjective.	2
22-32 min	Write and review two bullets. Partners underline each tool, number and result, then locate its source.	3
32-40 min	Choose one edit, one question and a dated next action. Page 4 is private follow-through.	5
40-45 min	Share one improvement and one claim left out. Compare the reasoning with this guide.	2-3

What to collect at the end

Ask learners to name one requirement, show its source evidence and explain one revision. Assess traceability and clarity, not keyword scores, employment gaps, identity or access to paid tools. Do not collect personal application files unless your programme has an appropriate process.

Discuss the evidence map

02 Answer key for the fictional candidates

These are defensible interpretations, not a single marking scheme. Accept different classifications when learners explain their evidence and limits. “Supported” means the brief contains relevant evidence, not that the employer will judge it sufficient.

Accurate spreadsheet records

Alex: supported by the 45-item Google Sheets inventory and Friday delivery-note checks. Excel expertise is not established. Sam: supported by the weekly retail stock spreadsheet; no particular software or accuracy result is given.

Clear written communication

Alex: supported for messages to the shift coordinator, but customer enquiries are not established. Sam: handover notes and sharing event schedules are relevant evidence. Neither brief establishes a measurable communication outcome.

Task coordination

Alex: helping prepare a rota for eight volunteers supports coordination. Keep “helped”; sole leadership is not stated. Sam: booking rooms, sharing schedules and recording attendance for three events supports coordination. Do not add event size or budget.

Community events and CRM preferences

Alex: pantry volunteering is community experience, but event coordination is not stated. Mark the event preference partial or missing and explain why. Introductory CRM lessons support limited learning or familiarity, not workplace administration.

Sam: helping coordinate three community events supports the event preference. CRM experience is missing. Do not replace the gap with an invented course. A gap can lead to a question about the system and training available.

Evaluate the three original phrases

- “Excel expert who cut waste by 40%” is unsupported for Alex. Google Sheets is named; no waste reduction was measured.
- “Maintained a Google Sheets inventory of 45 pantry items and checked weekly entries against delivery notes” is supported.
- “Experienced CRM administrator with proven commercial impact” is unsupported. Introductory lessons do not establish administration experience or commercial results.

Useful employer question

“Which spreadsheet and CRM tools does the team use, and what introductory training is available?” This clarifies the advert without presenting a learning gap as a qualification.

Coach the rewrite and next step

03 Examples and teaching adaptations

Two supportable examples for Alex

“Maintained a Google Sheets inventory of 45 pantry items, checking entries against delivery notes each Friday and flagging missing items to the shift coordinator.”

“Helped prepare a rota for eight campus pantry volunteers.” The second bullet is shorter because the source has less detail. Do not pad it with a made-up efficiency result.

Two supportable examples for Sam

“Helped coordinate three community events by booking rooms, sharing schedules and recording attendance.”

“Maintained a weekly retail stock spreadsheet and wrote handover notes.” Keep earlier retail work and recent volunteering clearly labelled with accurate dates in a real application.

Give feedback that leads to a revision

- If the claim is vague, ask: What task did you perform, for whom, using what method?
- If a number or tool is unsupported, ask: Where is that in the source? Remove it or verify it before use.
- If a bullet overstates responsibility, ask: Which part did you own and which part did you help with?
- If the wording is clear and traceable, ask: Which requirement does this demonstrate?

Adapt the activity

For 20 minutes, use Alex only: brief 3 minutes, first three evidence rows 6, one bullet 7, next action 4. For a longer session, compare both candidates and use learner page 4 privately. Offer written reflection instead of group disclosure. Do not require anyone to explain a career break.

Optional tools and privacy

The workshop page links to free resume and job-description keyword extractors, an Excel application tracker and an ATS plain-text preview. Pasted text in the resume keyword extractor is processed in the browser; file extraction uses a server. Demonstrate with fictional or redacted content. Check each tool’s privacy information before using real documents. No tool guarantees ATS compatibility or an interview.

Reuse and corrections

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