Lesson Plan
Course Title: Computer Technician
Session Title: Professionalism: Creating a Resume

Lesson Duration: 300 Minutes

Performance Objective:
Upon completion of this lesson, the learner will be able to use MS Word to create a professional resume.

Specific Objectives:
Ÿ   Define terms associated with the lesson
Ÿ   List components of a resume
Ÿ   Identify/compile personal information relative to resume components
Ÿ   Apply basic design elements to resume design
Ÿ   Conduct research to obtain additional information on resumes
Ÿ   Use software applications to create a resume
Ÿ   Proofread and edit resumes
Ÿ   Revise resumes based on editing/feedback

Preparation

TEKS Correlations:
130.275(c) Computer Technician

(1) The student demonstrates the necessary skills for career development, employability, and successful completion of course outcomes. The student is expected to:
    (C) employ effective reading and writing skills;
    (D) employ effective verbal and nonverbal communication skills:
    (E) solve problems and think critically:
    (F) demonstrate leadership skills and function effectively as a team member;

(2) The student identifies various employment opportunities in the information technology field. The student is expected to:
    (B) develop a resume appropriate to chosen career plan, including letters of
        recommendation;

Instructor/Trainer

References:
Subject Matter Expert Knowledge

Instructional Aids:
1. Resume Planning Handout
2. Resume Checklist
3. Sample Resumes
4. Resume Evaluation Rubric

Materials Needed:	
1. Resume quality paper (compatible with available printer)	
2. Pencil/pen	
3. Paper	

Equipment Needed:
1. Computer with MS Word installed
2. Printer compatible with paper
3. Internet

Learner
None

Introduction

MI	**Introduction (LSI Quadrant I):**
	SAY: A resume is a tool used to communicate your skills, work experience, accomplishments, and career goals to potential employers. It is a direct reflection of you and the qulity of work you are capable of. Therefore, your resume should be absolutely perfect, well disgned, and comprehensive in that it answers the following questions: · What do you want? · What can we expect of you? · Why are you qualified to do the job? · How well have you done things?

Outline

MI	**Outline (LSI Quadrant II):**	**Instructor Notes:**

	I. **Terms associated with the lesson**
	  A. Resume-a short account of one's career and qualifications prepared typically by an applicant for a postion
	  B. Knowledge- the fact or condition of knowing something with familiarity gained through experience or assiciation
	  C. Skill- the ability to use on's knowledge effectively and readily in execution of a performance
	  D. Attitude- mental position with regard to a fact or state
	II. **Resume components**
	  A. Job Objective
	  B. Summary
	  C. Education
	  D. Technical Skills/Training
	  E. Employment
	  F. Keywords
	  G. Memberships/Honors/Awards	

		H. Personal Data	
		III. **Personal information**	
		A. Job Objective	
		1. Identifies the specific positions or jobs you are interested in	
		2. Should include keywords	
		B. Summary	
		1. Descriptive words like energetic, dynamic, creative	
		2. Skill descriptors like strong technical skills, solid computer skills, good customrer service skills	
		3. Descriptive phrases such as quick learner, good communicator	
		C. Education	
		1. School attended	
		2. Graduation date (anticipated date of graduation if you have not graduated yet)	
		3. GPA	
		4. Class Rank	
		5. Specialized courses taken relative to the job/industry	
		D. Technical Skills/Training	
		1. Computer applications proficiency level (MS Word, MS Excel, Word Perfect, etc.)	
		2. Office machine operation proficiency level (Printer, Copier, Fax, etc.)	
		3. Computer language proficiency level (HTML, Java, Perl, etc.)	
		4. Bi-lingual skills	
		5. Training certifications you possess	
		E. Employment	
		1. Begin with the most recent experience and work your way back through previous jobs	
		2. Include the name of the position nad the organization and the dates of employment	
		3. Include responsibilities	
		4. Include specific accomplishments	
		F. Keywords	
		1. Demonstrate your attitude toward work and the working environment	
		2. Search job postings that appear to be a good fit regardless of the geographic location	

	3. Identify 5-10 keywords that appear repeatedly in these postings
	4. Include those workds in your resume near the top (perhaps in the Objective or Summary)
	  G. Memberships/Honors/Awards
	    1. Include those that deserve mention
	    2. Avoid details not relevant to your job objectives
	  H. Personal Data
	    1. Hobbies
	    2. Non-work activities that demonstrate a skill
	    3. Limit this information to essentials
	IV. Design elements
	  A. Alignment- every piece of information should align with something else on the page
	    1. Vertical
	    2. Horizontal
	  B. Contrast- if you are going to make things different, make them really different
	    1. Fonts
	    2. Color
	    3. Weight
	  C. Proximity- similar pieces of information should be grouped together
	    1. Space between chunks of information
	  D. Repetition- repeat elements for consistency; too much repetition can appear cluttered
	    1. Bullets
	    2. Symbols
	    3. Fonts
	    4. Underlining
	    5. Italics	

Application		
MI	**Guided Practice (LSI Quadrant III):**	
	· Show students sample resumes · Have students use the Internet to find additional examples of resume formatting.	
MI	**Independent Practice (LSI Quadrant III):**	
	· Students use the computer lab and MS Word to create a personal resume	

	based on the information from the outline and their research during the Guided Practice. Handout and discuss the Resume Rubric so that students understand how their resumes will be evaluated. · Students should print draft versions of their resumes and work in small groups/pairs to edit/critique documents. · Revisions should be made to resumes on the basis of editing and feedback · Final resumes should be submitted for evaluation
Summary	
MI	**Review (LSI Quadrants I and IV):**
	Have groups discuss their individual resumes: formatting ideas they found, liked, and used as well as things they plan to change in subsequent versions of their resumes.
Evaluation	
MI	**Informal Assessment (LSI Quadrant III):**
	Teacher monitors individual/group progress as students work on activities. Teacher provides inividual help/redirection as needed.
MI	**Formal Assessment (LSI Quadrant III, IV):**
	Use the Resume Rubric to evaluate final versions of resumes.
Extension	
MI	**Extension/Enrichment (LSI Quadrant IV):**
	Students can create html versions of their resumes as part of a digital portfolio.

Icon	MI	Teaching Strategies	Personal Development Strategies
	Verbal/ Linguistic	Lecture, discussion, journal writing, cooperative learning, word origins	Reading, highlighting, outlining, teaching others, reciting information
	Logical/ Mathematical	Problem solving, number games, critical thinking, classifying and organizing, Socratic questioning	Organizing material logically, explaining things sequentially, finding patterns, developing systems, outlining, charting, graphing, analyzing information
	Visual/Spatial	Mind-mapping, reflective time, graphic organizers, color-coding systems, drawings, designs, video, DVD, charts, maps	Developing graphic organizers, mind-mapping, charting, graphing, organizing with color, mental imagery (drawing in the mind's eye)
	Musical/ Rhythmic	Use music, compose songs or raps, use musical language or metaphors	Creating rhythms out of words, creating rhythms with instruments, playing an instrument, putting words to existing songs
	Bodily/ Kinesthetic	Use manipulatives, hand signals, pantomime, real life situations, puzzles and board games, activities, role-playing, action problems	Moving while learning, pacing while reciting, acting out scripts of material, designing games, moving fingers under words while reading
	Intrapersonal	Reflective teaching, interviews, reflective listening, KWL charts	Reflecting on personal meaning of information, studying in quiet settings, imagining experiments, visualizing information, journaling
	Interpersonal	Cooperative learning, role-playing, group brainstorming, cross-cultural interactions	Studying in a group, discussing information, using flash cards with other, teaching others
	Naturalist	Natural objects as manipulatives and as background for learning	Connecting with nature, forming study groups with like minded people
	Existentialist	Socratic questions, real life situations, global problems/questions	Considering personal relationship to larger context

Professionalism: Resume Evaluation Rubric

Student Name: _____

Assessment Criteria	Points Available	Points Earned	Comments
Completeness – All elements included · Resume Planning Handout · Name/Contact Information · Job Objective · Summary · Education · Technical Skills/Training · Employment · Keywords · Memberships/Honors/Awards · Personal Data	**10**		
Comprehensiveness – Elements thoroughly developed · Job Objective (10) · Summary (5) · Education (10) · Technical Skills/Training (10) · Employment (10) · Keywords (5) · Memberships/Honors/Awards (10) · Personal Data (5)	**55**		
Neatness – Resume printed on high-quality paper and free from wrinkles, creases, smudges, stains, and extraneous marks	**10**		
Mechanics – Writing free from grammar, spelling, and punctuation errors	**20**		
Overall Impression	**5**		
TOTAL:	**100**		

RESUME PLANNING HANDOUT

Take a few minutes to think about and complete the blanks on this worksheet. Doing so will prepare you to input your information into a specific resume format later on.

1. **Personal Information:**

   Name: _____ **Telephone:** _____

   Address: _____

   City, State Zip: _____

   Social Security #: _____

2. **Work Experience: (Start with most recent employer and work back in time)**

   Employer: _____ **Supervisor:** _____

   Address: _____

   City, State Zip: _____

   Telephone: _____ **Dates:**   **From** _____ **to** _____

   Job Title and Duties: _____

   _____

   _____ _____

   Employer: _____ **Supervisor:** _____

   Address: _____

   City, State Zip: _____

   Telephone: _____ **Dates:**   **From** _____ **to** _____

   Job Title and Duties: _____

   _____

   _____ _____

   Employer: _____ **Supervisor:** _____

   Address: _____

   City, State Zip: _____

Telephone: _____ **Dates:** **From** _____ **to** _____

Job Title and Duties: _____

_____

_____

3. **Skills:** _____

_____

4. **Education**

   School: _____

   Degree/Certificate: _____

   Address: _____

   City, State Zip: _____

   Telephone: _____ **Web address:** _____

   Related Classes: _____

_____

_____

5. **Training: Include name of program(s) and date(s) if applicable.**

_____

_____

6. **Special Skills**

List skills you already possess that will aid you in being successful on the job (or that have helped you succeed in completing school) such as computer skills, good writing skills, good reading comprehension, following directions, drawing/drafting skills, research skills, or math skills.

_____

_____

_____

7. Memberships/Honors/Awards

List any volunteer work you have done to help your community such as raising money for the needy, working at an animal shelter, or helping senior citizens. Include work you have done through clubs such as Key Club, student government, the Boy Scouts, or Girl Scouts. You may include personal giving such as donating money to a cause, recycling, or church participation. Also include any scholarships you have received, any official school recognition awarded to you, and any relevant competitions you have won.

_____

_____

_____

_____

8. Interests and Hobbies

List any clubs you belong to and any personal hobbies and interests you may have such as collectible cards, computers, music, sports, video games, or animal care.

_____

_____

_____

_____

9. Keywords

List the relevant keywords you found in your job position search.

_____

_____

_____

Resume Checklist

Before you submit your resume, you should go through this checklist to make sure you have not missed anything.

- Is your resume brief and concise?

- Is your resume organized into sections so that readers can easily find information?

- Does your resume include your current contact information?

- If you have more than one address, have you indicated when you can be reached at each address?

- Does your job objective show a clear sense of purpose?

- Have you included all sections? (objective, summary, education, technical skills/training, employment, memberships/honors/awards, and personal data?

- Does your "Educational Background" section include degrees/certificates earned, schools attended, and related courses?

- Have you clearly listed names and addresses of employers, dates of employment, job titles, description of duties, and promotions?

- Does your resume demonstrate responsibility, leadership qualities, adaptability, initiative, and the ability to work well with others?

- Did you apply the principles of design to your resume layout?

- Is your resume easy to read, neat, and free of typos?

- Is your resume free from slang, abbreviations, acronyms and the personal pronoun "I"?

- Did you have at least 2 other people review your resume?

- Did you use high quality paper to print your resume?

Lynne S. Cagle

2033 W. Oak Street • Denton, TX 76201 • 940.387.7559(hm) • 940.367.7714(cell)

Career Objective:

Obtain a specialist or management position in the training field that fosters and encourages personal and professional growth. Seek a fast-paced environment with an ever-changing set of challenges and a focus on life-long learning. Desire the opportunity to apply principles of instructional design and delivery; optimizing the instructional environment for learners with differences in learning; situational leadership; adult learning principles; managing interpersonal relations; organizational behavior; planning and organization; and graphic design.

Philosophy of Training:

I believe that training should promote life-long learning. All learners should be afforded opportunities to learn in environments that nurture and support their individual development and attainment of defined goals.

I believe that curriculum must be thoughtfully and systematically developed and delivered to maximize group learning and to accommodate individual differences in learning.

I believe that effective training curriculum is clearly linked to organizational goals and objectives. Doing so ensures the transfer of training to the workplace and supports the vision and mission of the organization.

I believe that adult training involves creating well-designed, comprehensive, and relevant learning experiences tailored to specific job-related needs. Adult training should be delivered professionally, efficiently, and in a variety of formats that strengthen the organizational training objectives while meeting the flexibility needs of the learners.

Education:

B.E.D. – Texas A&M University, College of Architecture (August, 1992)
M. Ed. – University of North Texas, College of Education (May, 2000)
Early Childhood Coursework – 6 hours taken
Mid-Management Credit – 6 core hours taken, 12 total hours awarded to deficiency plan
PhD Coursework – University of North Texas, College of Education, 69 hours completed

Technological Proficiencies:

Moderate/Advanced: MSOffice Applications (Word, Excel, PowerPoint, FrontPage)
HTML
WebCT
Adobe Photoshop
Adobe Acrobat

Beginning/Moderate: MSOffice Applications (Access, Publisher)
Adobe Premiere

Employment:

Fall 2003   **University of North Texas – College of Education
Curriculum Developer/Adjunct Instructor – Applied
Technology, Training and Development**

Duties include meeting with ATTD faculty members to plan, design, and implement changes and improvements for online courses; online facilitation and evaluation of learning for undergraduate and teacher certification students enrolled in ATTD 4300 – Introduction to Computer Applications in Education and Training.

Fall 2003   **Upward Bound, UNT – Technology Applications Instructor**
Duties include development, delivery, management, and evaluation of curriculum in MS Office applications for 9th-12th grade Upward Bound students.

Summer 2003   **Upward Bound, UNT – Architecture Instructor**
Duties included development, delivery, management, and evaluation of curriculum for careers in architecture for 9th-12th grade Upward Bound students. Duties also included developing print pieces and coordinating speakers for the 1st UNT Upward Bound Career Night as well as organizing all student work samples/displays for Parent Night activities.

2002 – current   **Texas Education Agency/University of North Texas**
Curriculum Developer – Trade & Industrial Education
Duties include development of curriculum model, TEKS interdisciplinary curriculum integration, coordination of Curriculum Writing Team and lesson plan development, conversion of lesson plans for CD-ROM/web distribution, development and maintenance of T&I website (www.texastandi.unt.edu), monitoring of T&I Listserv, development of marketing/advertisement pieces, and communication with CATE teachers and administrators at the local and state levels.

Related Professional/Training Experiences:
Summer 2003   Presenter – Trade & Industrial Education Professional Development Summer Conference
Topic 1: Trends and Developments in Trade and Industrial Education
Topic 2: Curriculum Innovations in Computer Maintenance
Topic 3: Curriculum Innovations in Media Technology
Topic 4: Curriculum Innovations in Graphic Arts
Topic 5: Curriculum Innovations in Cosmetology
Spring 2003   Presenter – Texas Trade & Industrial Advisory Committee
Spring 2003   Workshop Coordinator – Trade & Industrial Curriculum Writing Team
Spring 2003   Presenter – Trade & Industrial Education Professional Development Mid-Winter Conference
Topic: Trends and Developments in Trade and Industrial Education
Fall 2002   Workshop Coordinator – Trade & Industrial Curriculum Writing Team

2001 – 2003   **University of North Texas – College of Education**
Lecturer – Applied Technology, Training and Development
Duties include planning, facilitation, and evaluation of learning for undergraduate and teacher certification students; student advising; and recruiting.

Face to face courses facilitated:

ATTD 3010 – Personal Development
ATTD 4070 – Principles of Leadership, Empowerment and Team Building
ATTD 4360 – Desktop Publishing in Education and Training
ATTD 4435 – History and Principles of Career and Technical Education
ATTD 4460 – Organization and Management of the Instructional Environment
ATTD 4730 – Occupational Analysis and Course Development

Web-based courses facilitated:

ATTD 4100 – Introduction to Training and Development
ATTD 4300 – Introduction to Computer Applications in Education and Training
ATTD 4350 – Advanced Computer Applications in Education and Training

Courses co-facilitated:

ATTD 4440 – Advanced Instructional Strategies

Web-based curriculum development:

ATTD 4100 – Introduction to Training and Development
ATTD 4360 – Desktop Publishing in Education and Training
ATTD 4440 – Advanced Instructional Strategies
CD-ROM -   Survival Guide for Career and Technology Education Teachers
CD-ROM -   Leadership in Trade and Industrial Education Courses
CD-ROM -   Situational Leadership Training Program for Hansen America

Related Professional/Training Experiences:

Spring 2003	Social Styles® Training and Certification – TRACOM
Spring 2003	Presenter – Southwest Educational Research Association "Correcting Effects for Sampling Error: A Review of Several Options for Mean Difference and Variance-Accounted-For Statistics"
	* Session Chair "An Introduction to the Schools and Staffing Survey and the Household Education Survey"
	Co-Presenters: Travis Brewer
	Lynne S. Cagle
	George D. Felan
	Rusty Freed
	Ginny G. Lane
	Randy McCamey
Spring 2003	Committee Member – Third Annual University of North Texas College of Education Educational Research Exchange Committee – responsible for program design, publication and printing
Spring 2003	Graphic Design and Publication – Embossed logo on ATTD website – www.attd.unt.edu
Spring 2003	Project Management – Program area logo graphic designs for Trade & Industrial Education, Marketing Education, Business Education, and Career Connections/Career Investigation at the University of North Texas – viewable at www.attd.unt.edu
Spring 2002	Committee Member - Second Annual University of North Texas College of Education Educational Research Exchange Committee – responsible for program publication and printing
Spring 2002	Project Management – Health Science Technology Education CD-ROM graphic design and printing
Summer 2002	Presenter – Trade & Industrial Education Professional Development Conference
	Topic 1: Liability: It's more than an Insurance Policy
	Topic 2: Facilitation Strategies for the CATE Classroom
Spring 2001	Committee Member – First Annual University of North Texas College of Education Educational Research Exchange

Publications accepted pending revisions:

Spring 2003	Copyright and Fair Use: An Issue of Ethics in a Changing Learning Environment
	Co-Authors:Karen E. Clem
	Jeff M. Allen, PhD
	Charles G. Andrews, PhD

Lynne S. Cagle
Russell K. Elleven, PhD

Publications in progress:

Spring 2003   RG Study on the Marsh SDQ
Co-Authors: Lesley Leach
Leslie Odom
Lynne S. Cagle
Robin K. Henson, PhD

Fall 2003   4MAT, Multiple Intelligences, and Emotional Intelligence

2000– current ### Independent Practice/Architectural Consulting

Focus on residential remodeling projects of various sizes. Skills used involve client consultation, needs analysis, programming, site planning, schematic design, design development, product selection, construction document preparation, and coordination of other consultants.

Renovations for Moore Residence, Dallas, TX

Renovations for Darland Residence, Red Oak, TX

Additions to Proposed Darland Residence, Ovilla, TX

Structural Renovations for Vongkasseum Residence, Dallas, TX

Additions and Renovations to Moore Residence, Dallas, TX

Furniture Design and Construction Specifications for Caren Clemmer

1994 – 2001 ### Dallas Independent School District – Skyline Center Architecture Instructor

Duties included instruction and evaluation of secondary learners; development of project-based, interdisciplinary curriculum; ongoing interaction with professional architecture community; coordination of various related initiatives for connecting students and the professional community and career/academic student advising.

Related Professional Responsibilities:

Spring 2000   Committee Chair – "Comprehensive School Effectiveness Indicators" Study for Skyline Center SACS Evaluation
Summer 2000   Curriculum Developer – Project-Based Curriculum for Dallas ISD "School-to-Work" Initiative
1994 – 1999   Skyline Coordinator – DISD Magnet Schools Recruiting Fair
1995 – 1999   Senior Class Sponsor – Skyline (Graduation, Baccalaureate and Senior Activities Coordinator)
1997 – 1999   Grant Coordinator for Skyline – Meadows Program for Charitable High School Activities
1998 – 1999   District Co-Coordinator – DISD Magnet Schools Recruiting Fair
1998 – 1999   Women in Architecture Art Exhibit Coordinator – D/AIA
1997 – 1998   Pride & Unity Awards Ceremony Coordinator – Skyline H.S.

Related Training Experiences:

December 2000   Presenter - "Learning Organizations and Communities of Practice" as part of "Work Teams: From Concept to Competence" (December, 2000, University of North Texas)

Spring 2000	Consultant to Women in Architecture Planning Committee – Architecture Workshop for Middle School Students
1996 – 1997	Teacher Trainer for Plano ISD – "Integrating Architecture into the Elementary Classroom"

1998-2001
Summers

University of North Texas – College of Education
Adjunct Instructor – Applied Technology, Training and Development

Courses facilitated:

ATTD 4450 – Development, Organization and Use of Instructional Materials
ATTD 4460 – Organization and Management of the Instructional Environment
ATTD 4730 – Occupational Analysis and Course Development

1993 – 1994

Dallas Independent School District – Urban Park Elementary
Fourth Grade Teacher
Duties included comprehensive classroom instruction and integration of art and science into standardized curriculum.

Professional Memberships:

1994 – Present	Dallas Chapter/American Institute of Architects – Education Committee
1996 – 2000	National Trust for Historic Preservation
1998 – 2000	Dallas Chapter/American Institute of Architects – Women in Architecture Committee
1999 – Present	American Institute of Architects – Associate Member
1999 – Present	Texas Society of Architects
2000 – Present	Preservation Dallas

Awards/Honors:

2000	University of North Texas Doctoral Fellowship Recipient
2000	Election to The Honor Society of Phi Kappa Phi – UNT Chapter
1997	Dallas Chapter/AIA Honor Award for Architectural Education
1996	Dallas Chapter/AIA Commendation for Architectural Education
1995	Presidential Invitation to White House Christmas Tour
1995	Dallas Chapter/AIA Commendation for Architectural Education

References:

Available on request.

James Nicholas Caruso
19903 Firesign Drive
Humble. Texas 77346
Home 281-852-9377
Cell Phone 713-542-7459

OBJECTIVE:

Seeking full time position with the City of Houston as a Project Manager. Ref # **94229**

MANAGEMENT:

- Managed four teams of capitol and maintenance splicers.
- Managed the Public Office, Pay Stations, Business Office, and Sales and Inventory of multi-line equipment. Managed installation teams on large communication projects in excess of $1.5 million/
- Managed contractual construction forces placing and splicing.
- Managed Construction Control Center. Maintained job and cost tracking on all construction projects in area.

CAPABILITIES:

- Ability to configure PBX Systems, IVR, Call and Paging systems, VOIP Networks, application, labor and Structure wiring and costing estimates.
- Ability to coordinate and train diverse groups.
- Ability to speak in front of large groups..
- Ability to manage large groups of people, while maintaining morale and cohesiveness.
- Ability to direct and coordinate projects within specified time frames.
- Forecast and Budget facilities for future growth.
- Interpret mechanical, piping, electrical, telephone and construction drawings.
- Ability to interact with developers, builders, and suppliers, as well as state, and local entities.

ACHIEVEMENTS:

- Designed of aerial and buried cable routes, feeder and distribution, and underground manhole and conduit systems.
- Designed subscriber carrier systems
- Design of Fiber Optic Trunk routes between central offices and Bell Operating Companies.
- Supervised contract labor in the Atascocita Central Office cutover.
- Assisted in engineering the manhole and feeder cable design for the 1.5 million square foot Deerbrook Mall Complex.
- Certified Nortel Networks Engineer in Voice, Data, IP Telephony, and Voice Applications., Plantronics Paging Systems, Siecor Fiber Optic Fusion splicing School, A+ Certification.

- Texas State-wide Certified C-Tech Networks Instructor.
- Engineered the conduit and cable layout for various apartment complexes in the Humble area.
- Engineered Fiber to the Curb (FTTC) for various subdivisions in the Kings Crossing area.

ORGANIZATIONS:

- Humble International Rotary Club.
- Exchange Student Coordinator for the Humble Rotary Club.
- Paul Harris Fellowship award - 1990.
- Knights of Columbus - Forth Degree
- Member of the Diaconate Advisory Board - Fourteen years.
- Junior Achievement Applied Economics Consultant - Ten Years.[Kingwood/Humble High Schools]
- Sprint Employee Advisory and Diversity Council.

WORK HIST

- August 2001 to Present
  Aldine I.S.D.
  G.W. Carver Magnet High School
  Technology Instructor-Cable Design, Installation and Networks.

- December, 1998 to May.2001
  Sprint Telephone Company
  Sales Engineer II

- November, 1985 to December, 1998
  Sprint Telephone Company
  Network Engineer II

- November, 1984 to November, 1985
  Centel Telephone Company
  Business Office Manager.

<u>EDUCATION:</u>

- Enrolled in LeTourneau University Master of Science of Management Program. Completed 12 credit hours.
- Graduated 1996, Bachelor of Science in Management, LeTourneau University. Minor in Economics and Statistics.
- Our Lady of the Lake University, Business Administration Program.
- University of St. Thomas School of Theology, Graduated and Ordained-1987.
- New York University- Public Administration program.
- Completed two semesters of the Cisco Academy CCNA Program.Kingwood Campus.

John Smith

539 Any St.
Dallas, TX 75201
469-555-0505 (Home)
469-555-1421 (Work)
vsmith@xyzmail.com

Objective: To obtain a position as an entry - level sales representative with a retail store.

Computer skills: Microsoft Word, Excel, Power Point, Internet, Fax machine, and Copier.

Work Experience:
December-2001 - Present
*Cashie*r – Goody Food Store
- Demonstrated customer service skills with customers
- Balanced cash drawer
- Accounted for daily cash and credit sales

Education:
North Dallas High School, Dallas, TX
High School Diploma May, 2003

Extra-Curricular Activities:
President 2002-2003 – National Honor Society
Secretary 2002 – Future Business Leaders of America
Horticulture Club Member – 2000 – 2003
Varsity Soccer Team – 2000 – 2003