

**MODULE 3**                      Communication and Terminology for Work  
Search

**TOPIC 3**                      Accounting Résumés

**LEARNING OUTCOMES:**

By the end of this lesson, participants will be able to:

- ◆ evaluate résumés for their effectiveness
- ◆ apply terminology and format to a résumé-writing task

TOPIC	SKILLS	CLB COMPETENCE AREA	COMPETENCIES	PRE-TASKS	TASK
<ul style="list-style-type: none"> <li>◆ Accounting Résumés</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reading</li> <li>◆ Writing</li> <li>◆ Listening/ Speaking</li> </ul>	<ul style="list-style-type: none"> <li>◆ formatted text; information text analysis and evaluation</li> <li>◆ exchanging information</li> <li>◆ suasion</li> </ul>	<ul style="list-style-type: none"> <li>◆ extract information from a résumé and evaluate its content / layout</li> <li>◆ identify format and types of résumés</li> <li>◆ use “power verbs” and understand their connotations in an accounting context</li> <li>◆ apply provided employment information to a résumé format</li> </ul>	<ul style="list-style-type: none"> <li>◆ match parts of résumé</li> <li>◆ evaluate types of résumés</li> <li>◆ identify and substitute power words in a résumé</li> <li>◆ discuss and analyze tips on résumé writing</li> <li>◆ analyze résumés according to their effectiveness and explain why</li> </ul>	<ul style="list-style-type: none"> <li>◆ apply learned terminology and form a résumé writing task</li> </ul>

**Facilitator's Guide for Module 3**  
**Topic 3: Accounting Résumés**

**FACILITATOR PREPARATION**

***Content***

Facilitator should be familiar with general résumé-writing guidelines.

***Delivery***

As many copies as necessary should be made of the following handouts:

- ◆ Handout 1      Parts of a Résumé
- ◆ Handout 2      Spelling Activity
- ◆ Handout 3      Kumar Somasundram's Résumé
- ◆ Handout 4      Sira Ramanatnan's Résumé
- ◆ Handout 5      Power Verbs
- ◆ Handout 6      True or False
- ◆ Handout 7      Résumé Analysis
- ◆ Handout 8      Task

Terminology List (optional)

Materials needed: access to a blackboard.

## **Methodology**

### ***Introduction***

- (10 minutes)** 1. Elicit from participants.
- What is a résumé? What types of résumés exist?
  - What kind of information do we include in a résumé?
  - Why do we submit a résumé when applying for a job?
- Let participants discuss in groups of three and then review with the class. For Question b, have participants write information on the board.

### ***Pre-Tasks***

- (10 minutes)** 1. Distribute Handout 1 and ask participants to work individually, then compare answers with a partner. Take up with class verbally.
- (20 minutes)** 2. Distribute Handouts 3 and 4 (résumés) to groups of three participants and have them analyze each of the résumés and discuss the type of résumé each one represents. Each résumé presents information about a person's job experience in a different way. Assist by asking which of the résumés is functional and which one is chronological, and why.

For example, in Handout 3 (functional résumé), job experience is divided by functions and places of employment, and duties are grouped under accounting functions.

Ask participants to negotiate which of the two types, functional or chronological, would be preferred and why.

Make sure the following points are covered:

- |                            |   |                         |  |
|----------------------------|---|-------------------------|--|
| Answers for<br>Facilitator | { | Functional<br>résumé    | 1) When there are gaps in employment   |
|                            |   |                         | 2) Lack of increasing responsibility in job experience at different positions  |
|                            |   |                         | 3) To emphasize specific functions that are important for the position applied |
|                            | } | Chronological<br>résumé | 1) No gaps in employment   |
|                            |   |                         | 2) Increased chronological job responsibility                                  |

- (10 minutes)** 3. Elicit from participants action verbs (or power words) used to describe an applicant's skills on a résumé. Give some examples: *coordinate, initiate*.

Ask participants to work with a partner to find such verbs (power words) in the résumés on Handouts 3 and 4, and then compare with other groups. Review as a whole class.

<b>Answers:</b>	<b>Résumé on Handout 3</b>	<b>Résumé on Handout 4</b>
	<i>specialized      designed</i>	<i>negotiated      prepared</i>
	<i>involved      implemented</i>	<i>administered      presented</i>
	<i>reported      recognized</i>	<i>coordinated      monitored</i>
	<i>prepared      minimized</i>	<i>established</i>
	<i>developed      reported</i>	<i>improved</i>
	<i>was in charge      cut</i>	<i>received</i>

- (20 minutes)** 4. Erase or cover the power words on the board. Instruct participants to work in pairs on Handout 2 and fill in the missing letters for the power words.
- Elicit answers from class and discuss meanings of some words. For example, *streamlined, minimized*.

- (20 minutes)** 5. Distribute Handout 5 and ask participants to work individually on it. Have participants compare answers with a partner. Encourage participants to see the impact power verbs have.
- (15 minutes)** 6. Group the participants into groups of three and ask them to read the résumés on Handout 3 and Handout 4 again. Have them circle the words/expressions unknown to them and negotiate their meaning. Discuss with the class.  
*(Optional)*
- (20 minutes)** 7. Distribute Handout 6 and ask participants to do a short True/False exercise about tips on résumé writing. Review orally – volunteers read the statements and answers to class. Emphasize “should/shouldn’t” and “could” to class. Participants give their reasons (Note: these tips could be elicited from class prior to the exercise).  
*(Optional)*
- (25 minutes)** 8. Distribute Handout 7 and ask participants to remain in the same groups. Instruct them to collaborate while filling in the grid “Résumé Analysis” by answering the questions and using Handouts 3 and 4. Assist with analysis as necessary.

**Task**

- (45 minutes)** Re-group participants into new groups of two or three and ask them to read a profile of Ann Bonet on Handout 8 and answer the questions.  
Have participants create a résumé for Ann Bonet based on her profile, on Handout 8.

**Facilitator’s answers for Part a, Handout 8:**

- |   |  |
|---|--|
| 1. Chronological  | 3. 1) Heading  |
| 2. Chronological format would show the increase in Ann’s job responsibilities | 2) Summary<br>2A) Objectives ( <i>but optional</i> )<br>3) Experience<br>4) Education<br>5) References |

***Post-Task***

**(15 minutes)** 1. Review some of the résumés written for Ann Bonet using the Résumé Analysis Grid.

**(Out-of-Class)** Ask participants to prepare a draft of their own résumé. Résumés could be peer corrected and some résumés could be discussed with the class. Résumés should be analyzed according to questions in Résumé Analysis Grid.

## Handout 1

### Parts of a Résumé

1. Match the following headings with the information that should be listed under such headings on a résumé (a – f).
2. Arrange the headings into the most common sequence.

1.		2.
_____	Education	_____
_____	Objective (optional)	_____
_____	Other	_____
_____	Heading	_____
_____	Experience	_____
_____	Summary (optional)	_____

- a) Two or three sentences that sum up key elements of your background, skills, and attributes.
- b) Your educational background: colleges or universities attended, degrees obtained, etc.
- c) A statement that briefly spells out the type of position or opportunity you are looking for.
- d) Can also be described as professional background or prior work; a summary of jobs / positions you've held in the past up to now and the related responsibilities and duties.
- e) Your name, address, and telephone number.
- f) Different information depending on your background and a position you seek. It could include special skills, memberships, language knowledge, computer skills, affiliations, etc.

*Adapted from: Wiley, T.S., and M.S. Wrigley. Communicating in the Real World: Developing Communication Skills for Business and the Professions. New Jersey: Prentice Hall Inc., 1987.*

## Handout 2

### Spelling Activity

Fill in the missing letters for these power words used in résumés:

ach ___ ved	pre ___ red
___ ego ___ iated	___ esented
ad ___ nistered	mo ___ i ___ ored
re ___ ei ___ ed	anal ___ ed
c ___ r ___ inated	cr ___ ted
___ tablis ___ ed	de ___ ided
___ mpr ___ ved	pla ___ ed
___ ntro ___ uced	___ heduled
es ___ mated	su ___ rvised
contro ___ ed	a ___ dited
___ creased	sp ___ ial ___ zed
expan ___ ed	in ___ lved
prod ___ ed	rep ___ ted
str ___ mlined	de ___ eloped
bu ___ eted	___ signed
elimin ___ t ___ d	r ___ c ___ nized
head ___	mi ___ m ___ zed
dele ___ a ___ ed	c ___
com ___ nicate	

Adapted from: Fournier, C.A. *Open for Business: Communication Activities for Students of English*. Boston: Heinle and Heinle Publishing, 1990.

FACILITATOR'S ANSWER SHEET FOR HANDOUTS 1 AND 2

<u>  b  </u>	Education	<u>  5  </u>
<u>  c  </u>	Objective (optional)	<u>  2  </u>
<u>  f  </u>	Other	<u>  6  </u>
<u>  e  </u>	Heading	<u>  1  </u>
<u>  d  </u>	Experience	<u>  4  </u>
<u>  a  </u>	Summary (optional)	<u>  3  </u>

Handout 2:

ach <u>i</u> <u>e</u> ved	pre <u>p</u> <u>a</u> red
<u>n</u> ego <u>e</u> iated	<u>p</u> <u>r</u> esented
ad <u>m</u> <u>i</u> nistered	mo <u>n</u> i <u>t</u> ored
re <u>c</u> ei <u>v</u> ed	anal <u>y</u> <u>s</u> ed
c <u>o</u> <u>o</u> r <u>d</u> inated	cr <u>e</u> <u>a</u> ted
<u>e</u> <u>s</u> tablis <u>h</u> ed	de <u>c</u> ided
<u>i</u> mpr <u>o</u> ved	pla <u>n</u> <u>n</u> ed
<u>i</u> ntro <u>d</u> uced	<u>s</u> <u>c</u> heduled
es <u>t</u> <u>i</u> mated	su <u>p</u> <u>e</u> rvised
contro <u>l</u> <u>l</u> ed	a <u>u</u> dited
<u>i</u> <u>n</u> creased	sp <u>e</u> <u>c</u> ial <u>i</u> zed
expan <u>d</u> ed	in <u>v</u> <u>o</u> lved
prod <u>u</u> <u>c</u> ed	rep <u>o</u> <u>r</u> ted
str <u>e</u> <u>a</u> mlined	de <u>v</u> eloped
bu <u>d</u> <u>g</u> eted	<u>d</u> <u>e</u> signed
elimin <u>a</u> t <u>e</u> d	r <u>e</u> c <u>o</u> <u>g</u> nized
head <u>e</u> <u>d</u>	mi <u>n</u> <u>i</u> m <u>i</u> zed
dele <u>g</u> a <u>t</u> ed	c <u>u</u> t
com <u>m</u> <u>u</u> nicate	

Formatted: French (Canada)

## Handout 3

KUMAR SOMASUNDRAM  
25 Sanromano Way, Apt 1002  
North York, Ontario, Z5T 1X5  
(416) 665-XXXX

Summary	C.A. with ten years of financial management reporting experience, including six years of cost accounting and three years of public accounting. Specialized in food service industry, gaining extensive supervisory experience. Involved with project development and network accounting systems. Proficiency in Paradox, dBase, Lotus 1-2-3 –5.1, Excel, and many accounting software packages.
Experience	<p>Fiscal Director <span style="float: right;">June 1994-Aug. 200X</span></p> <p>DAYTON Corporation, New Delhi, India.</p> <p>Reported to CFO (Controller of Financial Operations). Prepared operational budget of \$48 million. Developed variance analyses and cost standards for company's seven geographical regions. Was in charge of maintaining cost accounting for division.</p> <p>Job Accomplishments:</p> <ul style="list-style-type: none"> <li>➤ Designed and implemented weekly managerial accounting seminars to improve fiscal responsibility of all division managers by reviewing and teaching techniques to minimize expenses and maximize revenue.</li> <li>➤ Reorganized reporting and accounting structure within division, providing improved analysis and control.</li> <li>➤ Minimized costs by 17 per cent.</li> </ul> <p>Manager of Cost and Budget <span style="float: right;">Nov. 1991-May 1994</span></p> <p>DELHI WIDGET, Delhi, India.</p> <ul style="list-style-type: none"> <li>➤ Reported to director of financial planning. Analyzed and recommended cost reduction and revenue enhancement measures. Prepared operating Budget.</li> </ul> <p>Job Accomplishments:</p> <ul style="list-style-type: none"> <li>➤ Cut costs by 15 per cent in the first year.</li> <li>➤ Was in charge of organizing and teaching educational series of courses for non-accountants to improve fiscal responsibility of managers.</li> </ul> <p>Staff Accountant <span style="float: right;">Sept. 1989 – Sept. 1991</span></p> <p>PRECISE ACCOUNTING, Delhi, India</p> <p>Performed audit tasks. Participated in a management accounting assignment by providing technical accounting assistance.</p>
Education:	B. S. Business, University of Delhi, 1984-1988
Other Information:	Chartered Accountant in Delhi, 1988-1991
References:	Available upon request

## Handout 4

*SIVA RAMANATHAN  
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Toronto, Ontario, M6Z 1X5  
(416) 667-XXXX*

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### Summary

- ◆ Well organized, very responsible, and self-motivated
- ◆ Team player
- ◆ Strong leadership qualities
- ◆ Excellent oral communication and written skills
- ◆ Bilingual and familiar with many cultures

### Administration and Leadership Experience

- ◆ Negotiated contract terms and conditions and the essential elements
- ◆ Administered and coordinated different types of commercial and government contracts including Department of Defense
- ◆ Established effective communication channels that improved external / internal information flow, co-chair of company's communication committee
- ◆ Received excellent rating from customers for meeting cost estimates and schedule deadlines

### Financial Skills

- ◆ Prepared and presented monthly detailed Accounts Receivable reports of major accounts to senior management
- ◆ Prepared and coordinated contract budget, in terms of funds and work hours, with program and program manager
- ◆ Monitored weekly contract spending to maintain expenditure within allocated funds, particularly in fixed-price contracts

### International Skills

- ◆ Working experience in India, Sri Lanka, and Pakistan
- ◆ Knowledge of different cultures such as Asian and European
- ◆ Fluent in Hindi, Tamil, and French

### Work History

Contract Director	Tilson International, Colombo, Sri Lanka	1996 to 200X
Contract Manager	International Colombo, Colombo, Sri Lanka	1991 to 1996
Operations Administrator	New Delhi Airport, New Delhi, India	1987 to 1991

### Education

University of Sri Lanka, C.A. – Business Finance, Colombo, Sri Lanka	1983 to 1987
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### Other Information

Chartered Accountant, Management, Colombo, Sri Lanka	1988 to 1992
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## Handout 5

### Power Verbs

Read the following statements from the résumés, underline the key verb and then rewrite the sentence using a more powerful verb.

1. Began more effective communication channels.  
Power: \_\_\_\_\_
2. Discussed different contract conditions, such as specifications, pricing, and delivery schedule.  
Power: \_\_\_\_\_
3. Checked contract spending on a weekly basis.  
Power: \_\_\_\_\_
4. Was in charge of preparation of contract budgets.  
Power: \_\_\_\_\_
5. Described the financial statements to the director of operations at the end of each fiscal period.  
Power: \_\_\_\_\_
6. Gave some of the budget responsibilities to other Intermediate Analysts.  
Power: \_\_\_\_\_
7. Wrote and showed monthly Accounts Receivables reports to senior management. (two verbs)  
Power: \_\_\_\_\_
8. Reduced costs of production by 15 per cent.  
Power: \_\_\_\_\_
9. Changed the organization of reporting and accounting structures within division.  
Power: \_\_\_\_\_
10. Predicted the cost of production for a two-year period.  
Power: \_\_\_\_\_
11. Looked carefully at and gave some recommendations about cost reduction and revenue enhancement measures. (two verbs)  
Power: \_\_\_\_\_

*Adapted from: Fournier, C.A. Open for Business: Communication Activities for Students of English. Boston: Heinle and Heinle Publishing, 1990.*

Facilitator's Answer Sheet for Handout 5

Key Word	Power Word
1. <i>began</i>	<i>established</i>
2. <i>discussed</i>	<i>negotiated</i>
3. <i>checked</i>	<i>monitored</i>
4. <i>was in charge</i>	<i>supervised</i>
5. <i>described</i>	<i>reported</i>
6. <i>gave some of the</i>	<i>delegated</i>
7. <i>showed</i>	<i>prepared, presented</i>
8. <i>reduced</i>	<i>minimized</i>
9. <i>changed the organization</i>	<i>reorganized</i>
10. <i>predicted</i>	<i>budgeted</i>
11. <i>looked carefully at</i> <i>gave some recommendations</i>	<i>analyzed</i> <i>recommended</i>

## Handout 6

Circle “T” for true or “F” for false in the following tips on résumé writing:

- |       |    |   |
|-------|----|---|
| T / F | 1. | You should list your job experience in chronological order when your first job was the most important.  |
| T / F | 2. | You should use a functional résumé when there are gaps in your résumé.  |
| T / F | 3. | You could describe some of your failures at prior positions.  |
| T / F | 4. | You must make your résumé as detailed as possible including information on your extracurricular activities such as sports, community organizations, etc.                          |
| T / F | 5. | You shouldn't have a résumé longer than two pages.  |
| T / F | 6. | It is advisable to emphasize your education first if you have completed your accounting designation and worked in an accounting field for a long time in your country.            |
| T / F | 7. | Most employers like to see experience emphasized first, especially if you have not worked in Canada but you were employed in accounting for many years back in your home country. |
| T / F | 8. | A common procedure is to include names of personal references on your résumé.   |

## Facilitator's Answer Sheet for Handout 6

- T /  F 1. *You should list your job experience in chronological order when your first job was the most important.*
- T / F 2. *You should use a functional résumé when there are gaps in your résumé.*
- T /  F 3. *You could describe some of your failures at prior positions.*
- T /  F 4. *You must make your résumé as detailed as possible including information on your extracurricular activities such as sports, community organizations, etc.*
- T / F 5. *You shouldn't have a résumé longer than two pages.*
- T /  F 6. *It is advisable to emphasize your education first if you have completed your accounting designation and worked in an accounting field for a long time in your country.*
- T / F 7. *Most employers like to see experience emphasized first, especially if you have not worked in Canada but you were employed in accounting for many years back in your home country.*
- T /  F 8. *A common procedure is to include names of personal references on your résumé.*

## Handout 7

### Résumé Analysis

Questions	Résumé #1	Résumé #2
<b>Visual Effect:</b> 1. What makes it appealing? 2. What makes it clear, easy to read?		
<b>Summary:</b> 1. What are the most important power words used?		
<b>Education:</b> 1. Is its location on the résumé effective? 2. What details are related to the summary? 3. Is it presented in chronological combination or functional format?		
<b>Experience:</b> 1. What personal attributes are used? 2. What is the format? 3. How does it give evidence of accounting abilities? 4. How does it account for accomplishments?		
<b>Organization:</b> 1. What words add impact?		
<b>Overall Impression:</b> 1. Which of the résumés is better? Why?		

Adapted from: Fournier, C.A. *Open for Business: Communication Activities for Students of English*. Boston: Heinle and Heinle Publishing, 1990.

Facilitator's Answer Sheet for Handout 7

Résumé Analysis

Questions	Résumé #1 (Handout 3)	Résumé #2 (Handout 4)
<b>Visual Effect:</b> 1. What makes it appealing? 2. What makes it clear, easy to read?	1. <i>good layout simple font</i> 2. <i>well-grouped info grouping under headings</i>	1. <i>good layout/simple font</i> 2. <i>headings each responsibility / duty hyphenated</i>
<b>Summary:</b> 1. What are the most important power words used?	<ul style="list-style-type: none"> <li>▪ <i>specialized</i></li> <li>▪ <i>involved</i></li> <li>▪ <i>proficiency</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>strong leadership qualities</i></li> <li>▪ <i>excellent oral communication and written skills</i></li> <li>▪ <i>very responsible</i></li> </ul>
<b>Education:</b> 1. Is its location on the résumé effective? 2. What details are related to the summary? 3. Is it presented in chronological combination or functional format?	1. <i>yes, it is</i> 2. <i>Chartered Accountant / public accountant</i> 3. <i>chronological</i>	1. <i>yes, it is.</i> 2. <i>Business Finance Degree / Excellent skills C.A. / leadership qualities</i> 3. <i>combination</i>
<b>Experience:</b> 1. What personal attributes are used? 2. What is the format? 3. How does it give evidence of accounting abilities? 4. How does it account for accomplishments?	1. <i>proficiency (proficient) involved</i> 2. <i>chronological</i> 3. <i>by using power words in describing duties and responsibilities</i> 4. <i>by listing them for each position</i>	1. <i>all of summary attributes.</i> 2. <i>functional</i> 3. <i>by describing duties and responsibilities</i> 4. <i>within duties described</i>
<b>Organization:</b> 1. What words add impact?	<i>Job accomplishments power words:</i> <ul style="list-style-type: none"> <li>▪ <i>specialized, proficiency, reorganized, minimized, implemented, cut</i></li> </ul>	<i>Summary attributes and: established, coordinated, received excellent rating.</i>
<b>Overall Impression:</b> 1. Which of the résumés is better? Why?	<i>this one because it is easier to read and relate specific duties to positions, good headings but fonts/should be smaller</i>	<i>it is good if you want to emphasize job skills, requirements and your qualifications but difficult to scan for</i> <ul style="list-style-type: none"> <li>▪ <i>job responsibility increase</i></li> <li>▪ <i>no separate job accomplishment section</i></li> </ul>

## Handout 8

### Profile

Ann Bonet completed her degree in Industrial Relations in Germany (1972) and became designated as a Chartered Accountant by completing courses at London School of Business (1976).

After obtaining her designation, she worked as an intermediate financial accountant at TLB Manufacturing (1977-1985) where she gained experience in coordinating annual budgets, forecasts, productivity analysis, and financial report writing. At Innovations Inc. (1985-1991) she was a manager of a 30-staff department, and developed and coordinated a variety of marketing plans. In her current position as project director at Future Progress Corporation, she is in charge of financial projects, allocates resources, and exercises control over the operational budget.

**Career Objective:** Director of finance or marketing for international corporation.

- A) 1) What résumé format is the best? \_\_\_\_\_
- 2) Why? \_\_\_\_\_
- 3) What headings would you choose?
- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- B) Create a résumé for Ann Bonet accounting for your answers above. Assume that all three corporations that she worked at are located in London, England.

Adapted from: Fournier, C.A. *Open for Business: Communication Activities for Students of English*. Boston: Heinle and Heinle Publishing, 1990.

## Terminology List

- ◆ a project coordinator
- ◆ team-oriented
- ◆ flex-time
- ◆ a commodities broker
- ◆ objective
- ◆ summary
- ◆ credentials
- ◆ a professional background
- ◆ affiliations
- ◆ effective communication channels
- ◆ specification
- ◆ a fiscal period
- ◆ variance analyses
- ◆ revenue enhancement measures
- ◆ a functional résumé
- ◆ a chronological résumé
- ◆ a combination résumé
- ◆ extracurricular activities
- ◆ personal references
- ◆ accomplishments
- ◆ a profile
- ◆ proficiency
- ◆ personal attributes
- ◆ an information flow
- ◆ cost estimates
- ◆ schedule deadlines

### ACHIEVEMENT VERBS

- ◆ to achieve
- ◆ to negotiate
- ◆ to administer
- ◆ to communicate
- ◆ to coordinate
- ◆ to establish
- ◆ to be in charge of
- ◆ to reorganize
- ◆ to estimate
- ◆ to recommend
- ◆ to increase
- ◆ to expand
- ◆ to produce
- ◆ to streamline
- ◆ to budget
- ◆ to eliminate
- ◆ to head
- ◆ to delegate
- ◆ to prepare
- ◆ to present
- ◆ to monitor
- ◆ to analyze
- ◆ to create
- ◆ to decide
- ◆ to plan

- ◆ to schedule
- ◆ to supervise
- ◆ to audit
- ◆ to specialize
- ◆ to involve
- ◆ to report
- ◆ to develop
- ◆ to recognize
- ◆ to minimize
- ◆ to cut
- ◆ to receive
- ◆ to calculate
- ◆ to improve
- ◆ to introduce
- ◆ to control