



# Are your Documents “Key Word” Ready?

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At this point in time, most people are aware that when a résumé is submitted electronically, human eyes will not be the first to read the document. Most Human Resource (HR) departments within institutions, firms and companies as well as recruiters use computerized scanning applications to read, process and track résumés by searching for key words.

Key words are specific to each job. To be clear, these are not power verbs such as “directed”, “steered” and “implemented”. Key words are nouns that clearly communicate a job function, responsibility or accomplishment.

For those of you still submitting hard copy documents, scanners are used employing a process called optical character recognition (OCR) technology to read résumé text. The text is then transferred to an applicant tracking system (ATS). It can be a challenge to ensure your documents are “clean” so that the text can be read accurately. This means not graphics and abnormal fonts, bullets and underlining.

For online applications or when a résumé is uploaded to a website, the documents go directly through ATS. They are ranked in terms of identifying the right applicant with the right qualifications using key words as the initial screening tool. The most likely successful candidates are then reviewed by hiring personnel.

Avoid the temptation to lump these phrases into one section on the résumé by simply listing them. Many people do this in a tiny, faint font at the bottom of the last page. This is called “key word stuffing” and is frowned upon because it is seen as cheating. Ideally, you should have a properly formatted and focused key word section near the beginning of your résumé. To validate your usage of these terms, incorporate key word phrases in context within the achievements listed in each job. It’s not just about listing key words; it’s about reinforcing how you relate them.

Each industry has its own key words. Here is a snapshot of teaching, school and ESL instruction key words.

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|---|--|
| <input type="checkbox"/> Assessment & Reporting     | <input type="checkbox"/> Group Facilitation & Mentoring        |
| <input type="checkbox"/> Brain-based Learning       | <input type="checkbox"/> Holistic Learning                     |
| <input type="checkbox"/> Career Counseling &        | <input type="checkbox"/> Individual Tutoring                   |
| <input type="checkbox"/> Development                | <input type="checkbox"/> Instructional Media                   |
| <input type="checkbox"/> Child & Adult Literacy     | <input type="checkbox"/> Instructional Programming             |
| <input type="checkbox"/> Classroom & Student        | <input type="checkbox"/> Intensive Language Programs           |
| <input type="checkbox"/> Management                 | <input type="checkbox"/> Junior-Intermediate Division Teaching |
| <input type="checkbox"/> Co-Curricular Enhancement  | <input type="checkbox"/> Language Instruction for Newcomers    |
| <input type="checkbox"/> Collaborative Facilitation | <input type="checkbox"/> Leadership Training                   |
| <input type="checkbox"/> Course Design & Planning   | <input type="checkbox"/> Lifelong Learning                     |
| <input type="checkbox"/> Curriculum Development     | <input type="checkbox"/> Multi-Cultural Awareness              |
| <input type="checkbox"/> Early Childhood Education  | <input type="checkbox"/> Multi-Cultural Sensitivity            |
| <input type="checkbox"/> Education Administration   | <input type="checkbox"/> Peer Mentoring                        |
| <input type="checkbox"/> Educational Technology     | <input type="checkbox"/> Positive Classroom Management         |
| <input type="checkbox"/> Multiple Intelligences     | <input type="checkbox"/> Positive Parent Relations             |
| <input type="checkbox"/> Enrolment & Retention      | <input type="checkbox"/> Primary Division Teaching             |
| <input type="checkbox"/> Strategies                 | <input type="checkbox"/> Program Development                   |
| <input type="checkbox"/> ESL / ESOL Programs &      | <input type="checkbox"/> Public Speaking                       |
| <input type="checkbox"/> Curriculum                 | <input type="checkbox"/> Remediation & Modification            |
| <input type="checkbox"/> Evaluation & Assessment    | <input type="checkbox"/> Rubric Development                    |
| Measurements  | <input type="checkbox"/> Scholastic Standards                  |
| <input type="checkbox"/> Field Trip Management      | <input type="checkbox"/> Seminar Management                    |
| <input type="checkbox"/> Grant Management           | <input type="checkbox"/> Senior Division Teaching              |

- Learning Materials & Manipulatives
- Student-Centric Methodologies
- Student Services
- Student / Faculty Relations
- Student-Focused Instruction
- Teaching & Learning Strategies
- Technology Integration
- Textbook Review
- Training & Development
- Tribes - Building Community
- Visual & Tactile Learning

Planning and researching the optimal key words in sync with your target job and your skill-set will pay off.

**Good luck!**

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