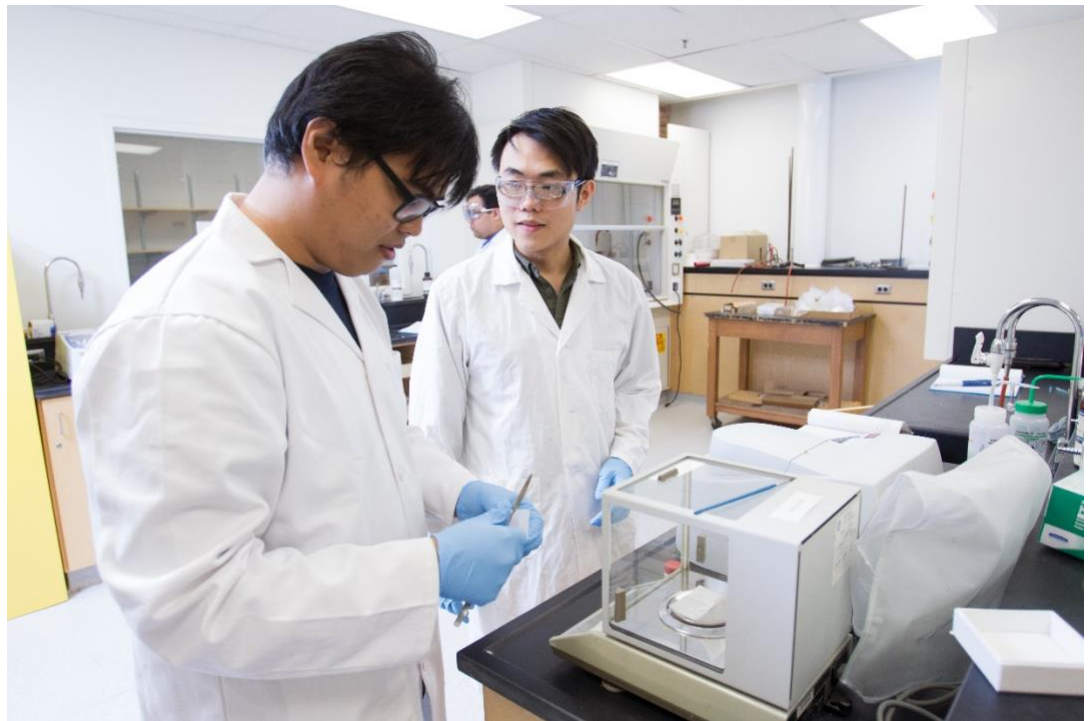


# CAREER SERVICES

## CURRICULUM VITAE (CV)



University  
of Manitoba

Career Services

## YOUR CURRICULUM VITAE (CV)

Curriculum Vitae, translated from Latin means, “the course of one’s life.” Academics, scientists and medical professionals use their CVs to present a complete but succinct summary and highlight of their qualifications. It is a living document that you will add to and revise over the lifetime of your career. Use it to clearly identify your qualifications and emphasize your strengths by presenting your education, skills, and achievements related to your academic, work, and volunteer experience.

### The CV’s Purpose

You might be asked to submit a CV as part of the application process for a variety of opportunities.

## YOU MIGHT USE A CV TO APPLY FOR:

- |                                                                                                                                                                            |                                                                                                                                                |                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Postgraduate studies</li> <li>• Academic positions</li> <li>• Post-doctoral positions</li> <li>• Professional programs</li> </ul> | <ul style="list-style-type: none"> <li>• Graduate school</li> <li>• Scholarships</li> <li>• Honour societies</li> <li>• Fellowships</li> </ul> | <ul style="list-style-type: none"> <li>• Medical residencies</li> <li>• Research experiences</li> <li>• Research grants</li> <li>• Other opportunities</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Some funding applications will request a **Canadian Common CV**, which is a distinct document that is appropriate only for funding opportunities which specifically specify this format. Other opportunities are better suited to a more tailored CV.

## STEP 1: DECIDE, CV OR RESUMÉ

Depending on your field and the specifics of the opportunity you are applying for, the style of CV expected will differ. You will need to decide if the appropriate document is an academic curriculum vitae, hybrid curriculum vitae, or a resumé. The terms CV and Resumé are sometimes used interchangeably, particularly internationally, so be sure to research the conventions in the country or industry to which you are applying. In some cases, an opportunity might specifically ask for a CV, but upon further consideration of your own credentials and your knowledge of the position, you may find that a resumé is really the document the employers is requesting. Here is an overview of the distinctions between these three types of documents. Consider which would be appropriate for your application:

	Function	Length	Focus
Academic CV	Apply for: <ul style="list-style-type: none"> <li>✓ Academic position</li> <li>✓ Funding</li> <li>✓ Grad school</li> </ul>	Flexible; include all that is relevant.	<ul style="list-style-type: none"> <li>✓ Academic and research achievements</li> <li>✓ Scholarly potential</li> <li>✓ Subject knowledge</li> <li>✓ Awards/honours</li> <li>✓ Accomplishments</li> <li>✓ Service commitment</li> </ul>
Hybrid CV	Apply for: <ul style="list-style-type: none"> <li>✓ Medical residency</li> <li>✓ Industry research</li> <li>✓ Academic position</li> </ul>	Flexible; include all that is relevant. Shorter than an academic CV.	<ul style="list-style-type: none"> <li>✓ Academic and research achievements</li> <li>✓ Knowledge and skills demonstrated with bullet points</li> <li>✓ Job related experience</li> <li>✓ Accomplishments</li> <li>✓ Volunteer efforts</li> </ul>
Resumé	Apply for: <ul style="list-style-type: none"> <li>✓ A job</li> </ul>	Typically 2 pages; include only what is relevant.	<ul style="list-style-type: none"> <li>✓ Knowledge and skills demonstrated with bullet points</li> <li>✓ Job-related experience</li> <li>✓ Accomplishments</li> <li>✓ Volunteer efforts</li> </ul>

Choose the format of your CV based on your knowledge of what the norm is in your field. To find out, inquire with individuals you know in similar positions or check out the websites of professors in your field. Many academics will post a copy of their CV online, which you can use as inspiration for your own document. Check out our sample Academic CV, Hybrid CV, and Medicine CV in [Appendix A](#).

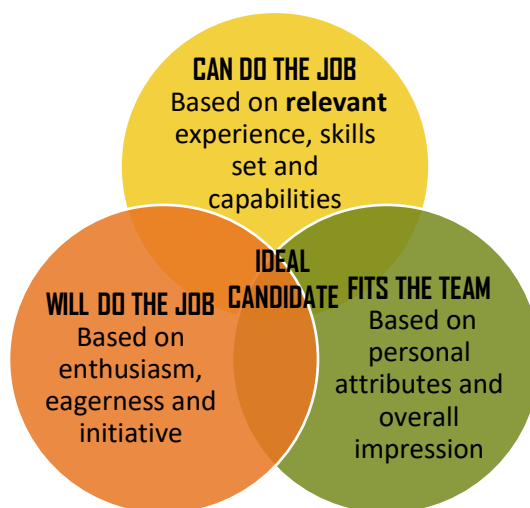
Does it sound like you actually need to write a resumé for the position you are applying to? Check out the [Resumé Workbook](#) to learn how.

## STEP 2: TARGET YOUR CV

Prior to writing your CV, do your research. How do your knowledge, skills, and attributes align with the opportunity before you? Your CV must be completed with a specific goal in mind so you are able to clearly identify how you are a match for that specific educational program or employment position.

### What do educational programs and employers want?

They want a person who:



The reader needs to evaluate your CV for:

1. Your education, professional training, credentials, and certifications
2. Your relevant professional experience including research
3. Your ability to set and achieve goals and produce positive and if possible, measurable outcomes
4. Your depth of knowledge and competency within your field

Need help identifying your skills?

Try the [Appendix B: Skills Matching Worksheet](#) or [Come Talk to Us](#).

## How to Target Your CV

Determine what the hiring manager or selection committee is looking for in their ideal candidate and ensure your document clearly demonstrates that you are an excellent fit. If you are applying for a job with a hybrid CV, start by analyzing the job posting to determine the specific skills and experiences required for the position. Your hybrid CV should clearly state each of these requirements and not include irrelevant information. Use this same process when looking at the criteria for admissions to a graduate program or guidelines for a funding opportunity, using this information as a checklist as you create your CV. See [Appendix C: Deconstructing a Job Posting](#) for details.

Academic CVs tend to be much longer, making them less targeted and more general by nature. One way to make an academic CV more targeted is to strategically order your sections to put the emphasis on those that are most relevant or favourable. For example, if the position is teaching focused, you could put your teaching experience first.

## STEP 3: WRITING YOUR CV

Writing your CV is an investment in your future. Allow sufficient time to do your due diligence and edit several drafts, ensuring you have presented the right information in the best way. Every piece of information that is in your CV should be there for a reason, drawing a picture of you as an accomplished professional who is the best candidate for the program or position. If a piece of information does not add to this narrative (or detracts from it), exclude it from your CV. If you're unsure about what to include, **talk to a Career Consultant** or someone who is knowledgeable in your field.

### Necessary Elements

CONTACT INFORMATION	EDUCATION
<p>In the header at the top of page 1, include:</p> <ul style="list-style-type: none"> <li>✓ Name</li> <li>✓ E-mail</li> <li>✓ Mailing address</li> <li>✓ Phone number</li> </ul> <p>Use the "different first page" function to include your last name and page numbers only on following pages.</p>	<p>This comes next, after contact info at the top of the page:</p> <ul style="list-style-type: none"> <li>✓ Institution</li> <li>✓ Location</li> <li>✓ Dates</li> <li>✓ Degrees earned or expected</li> <li>✓ Thesis or dissertation title if applicable</li> </ul> <p>Write this in reverse chronological order.</p>

### Possible sections to include in your Hybrid or Academic CV

Be strategic when selecting the sections to include on your CV: you want your section headings to showcase your most relevant and impressive experiences. Order your sections based on importance. Remember, different disciplines might have different conventions, so try to find examples of CVs within your field.

POSSIBLE CV SECTION HEADINGS				
<b>Awards</b>	<b>Certifications</b>	<b>Grants</b>	<b>Hobbies &amp; Interests</b>	<b>Presentations</b>
Include academic awards, fellowships, scholarships, medals, and prizes.	List certification or license status, i.e.: Mental Health First Aid (certified March, 2015).	Include monetary amounts.	For hybrid CVs: this optional section is at the end of the CV with no detail. It may be related to the position or show you in a positive light.	Include conference presentations (oral or poster) and invited lectures. List the title, authors, & audience.
<b>Professional Memberships</b>	<b>Projects</b>	<b>Publications</b>	<b>Research</b>	<b>Work Experience</b>
List membership or leadership positions. This section may include student organizations.	If you are an undergraduate with little research experience, highlight research heavy school projects.	Include everything: works submitted, in progress (cite as such), and reports. Use standard citation style for your field.	Include current research, research assistantships, your thesis, and post-doctoral fellowships.	Hybrid CV only: list in reverse-chronological order; include demonstration statements and dates.
<b>Academic Associations</b>	<b>Clinical Electives</b>	<b>Committees</b>	<b>Community Service</b>	<b>Conferences Attended</b>
<b>Shadowing Experiences</b>	<b>Inventions/ Patents</b>	<b>Leadership</b>	<b>Technical Skills</b>	<b>Volunteer Experience</b>

Check out our examples in [Appendix A](#) to see how these sections can be used in a CV.

## What if I Have Nothing to put on My CV?

If you are newer to academia or an undergraduate student with no research experience, your academic CV might end up being quite sparse. If this is the case for you, a hybrid CV is probably a better option. A hybrid CV will allow you to give more details about the value of seemingly unrelated experiences through targeted demonstration statements that focus on your transferable skills. You might also include a section detailing school projects you have worked on, focusing on the aspects of the projects that relate to the position or program, such as research skills, laboratory skills, or literature reviews.

## Formatting and Set-up Tips

The format and visual style you choose for your CV can either detract or add to the document, so take the time to create a template that will allow your individual personality to shine through while still being professional and organized.

REVERSE CHRONOLOGICAL	AS LONG AS NECESSARY	LOGICAL LAYOUT	LEFT JUSTIFY	READABLE FONT
Put most recent education and experience first and work backwards. Put your dates along the right.	CVs have no page limit: include everything that is relevant and necessary.	Use the CV format and order that best highlights your strengths and suitability.	Left justify your CV and use spaces or dashes for emphasis. Don't decrease margins to shorten CV.	Use 11-12 point size & a font like:  Times New Roman Calibri Georgia
EMPHASIZE IMPORTANT INFO	BE CONSISTENT	YOUR NAME	BRAND WITH LETTERHEAD	NOT TOO "BUSY"
Headings should stand out. Try CAPITAL LETTERS, larger font, and bold.	Be consistent with verb tenses, spacing, dates, capitalization, and bolding.	Your name and page number should be on each page.	Create an attractive personal letterhead and also use it on other documents in your application, if appropriate.	Minimize the use of tabs and highlighting techniques, such as bolding.

Looking at an example can make this all make more sense: check out [Appendix A](#) for sample CVs.

## What not to include:

NO OBJECTIVE HEADING	NO PERSONAL PRONOUNS	NO ACRONYMS
Hybrid CV: Use a "Profile" instead. See <a href="#">Appendix D</a> to learn more.  Academic CV: Consider writing a statement to highlight your area of research or teaching philosophy.	Never use "I, you, their, me, he, she, my" etc.	Write out titles in full instead of using acronyms: your audience might not be familiar with the shorthand.
NO PERSONAL INFORMATION, PHYSICAL CHARACTERISTICS, OR PERSONAL PHOTOS		
Certain subjects are illegal for an employer to use when making a hiring decision, such as:		
<ul style="list-style-type: none"> <li>Religion</li> <li>Race, nationality, or ethnicity</li> <li>Age</li> <li>Political Affiliation</li> </ul>	<ul style="list-style-type: none"> <li>Health</li> <li>Marital status</li> <li>Photograph of yourself</li> <li>Gender (including pregnancy)</li> </ul>	<ul style="list-style-type: none"> <li>Sexual orientation</li> <li>Family status</li> <li>Disability</li> <li>Social insurance number</li> </ul>

## Demonstration Statements for Hybrid CVs

Demonstration statements are used in a hybrid CV to show an employer how you have demonstrated a specific skill. A hybrid CV will have demonstration statements beneath each work experience (e.g., Employment and Volunteer). Produce quality statements over quantity.

The most compelling hybrid CV's are those that show HOW you have demonstrated a specific skill, not simply telling the employer that you possess a specific skill. One of the best ways to clearly outline a skill in a demonstration statement is to be strategic in the choice of action verbs. The action verb should clearly indicate the skill that you are trying to demonstrate. For example, beginning with the word "collaborated" indicates that you are demonstrating your teamwork skills.

ACTION VERB	NOUN		IMPACT ANSWER 2 Who? What? Where? When? Why? How? What was achieved?
Supported and counseled	clients	ages 7-14	by email, phone and in-person during times of extreme personal crises
Graded	assignments	of 100	undergraduate Chemistry students, providing written feedback and ideas for improvement during bi-weekly office hours
Taught	complex	laboratory techniques	to university students requiring additional help improving overall success in coursework
Designed	novel	physics research program	alongside a team of highly respected physicists, identifying crystalline solar cell alternative

Need some action verb inspiration?  
Try the [Appendix E: Action Verbs for Resumé s and CVs.](#)

## Demonstrating the Right Skill in the Right Way

A common mistake when creating a hybrid CV is to focus on irrelevant skills, simply listing the duties performed in a particular position without taking the time to tailor each statement to your application goal. The following two tables

provide examples of the difference between a targeted demonstration statement and an untargeted duty statement for a medical student applying to a residency program and a PhD graduate applying to a post-doctoral position in industry.

#### CV Goal: Pediatrics Residency Program

Position on CV	Not Targeted: Duty Statements	Competency for Specialty	Targeted Demonstration Statements
Program Coordinator, Ellice Neighbourhood Association	Developed cookbook	Teamwork / Multicultural experience	Collaborated with inner-city youth to develop a cookbook which showcased diverse cultures in a meaningful way
Shift Supervisor, Starbucks Coffee	Provided excellent customer service	Leadership	Led teammates, ensuring all staff are aware of responsibilities and clearly communicating feedback to improve store operations
Volunteer, Health Science Centre	Deliver meal trays to hospital patients	Communication / Experience with children and their families	Communicate compassionately with pediatric patients and parents, supporting families in times of extreme stress

#### CV Goal: Postdoctoral Fellow in Wheat Research, Manitoba Grain Commission

Position on CV	Not Targeted: Duty Statements	Skills Mentioned in Posting	Targeted Demonstration Statements
Research Assistant, Department of Food Science	PCR, gel electrophoresis, DNA extraction, dynamic oscillatory rheology	Conduct research on maize, corn, and wheat	Researched the effect of a variety of chemotypes of Fg on wheat genes, demonstrating the impact of a specific chemotype in fusarium head blight disease of wheat
Head Labourer, Smith Family Farm	Taught other staff how to hand harvest vegetables on a farm	Supervise a team / Experience with crop irrigation	Managed field operations, supervising team members in the maintenance of center pivot irrigation for over 700 acres of farmland
Teaching Assistant, University of Manitoba	Prepared equipment for laboratory sections	Knowledge of health and safety requirements	Adhered to Health and Safety guidelines, ensuring all equipment and materials met WHMIS standards

## TIP:

Use keywords throughout your CV that mirror that of the profession. For example, medical students could consider infusing language around the CanMEDS roles into their CVs. Engineers should include language consistent with the posting and industry. Future academic professionals should use vocabulary suitable for the department to which they are applying.

## STEP 4: THE APPLICATION PROCESS

### Have Someone Proof

Your CV should have perfect spelling, flawless grammar, and be easy to read and understand. If you have a relationship with an academic or industry professional in the field, ask if they will take a look at your CV and give you feedback. You might also ask a friend to read over your documents to check for spelling, grammar, and readability.

Career Services also provides one-on-one CV support for students who are creating CVs to apply for employment opportunities. **Call us** to make an appointment.

### Submitting Your Application Documents

Be sure to clearly follow the submission instructions for your application. Graduate programs will often have very specific directions for document titles and types to be submitted.

If you are applying for an industry position by email, clearly indicate in the subject heading the purpose of your email (e.g. RE: Environmental Geologist, Competition # 34567 Anna Choo). In the body text of the email, provide a short message to the employer, indicating what documents are attached and to which position(s) you are applying. If you need an example, find one in **Appendix E**. File names of attachments should include your full name and refer to the position you are applying for so it is easy for the employer to find.

Some companies may ask you to paste your application into an online form. This is a sign that the employer is using an applicant tracking system: see **Appendix G** for tips to stand out if a computer is screening your application.

#### TIP:

Send a single PDF. This will ensure your formatting is consistent and all pieces of the application stay together.

Searching for and applying for full-time jobs is a full-time job!  
**Come see us** if you need tips.



## APPENDIX A: CV SAMPLES, HYBRID CV FOR INDUSTRY

**MARIA FERNANDES**

192-101 Smith Street  
 Winnipeg, MB R2X 4F8  
 Phone: (204) 657-8121  
 Email: maria.fernandes@myumanitoba.ca

**EDUCATION****Ph.D., Mechanical Engineering** July 2016

University of Manitoba, Winnipeg, Manitoba  
*Dissertation: "A Battery-less Mechanical Device for On-Demand and Controlled Drug Delivery"*  
 Sub-specialization: Engineering Management

**M.Sc., Mechanical Engineering** December 2010

National Autonomous University of Mexico, Mexico City, Mexico  
 Concentration: Control and Manufacturing  
*Dissertation: "Fault Detection and Diagnosis in an Attitude Determination System"*

**B. Sc., Mechanical Engineering** August 2006

National Autonomous University of Mexico Mexico City, Mexico  
 Concentration: Solid Mechanics  
*Dissertation: "Determination and Analysis of Defining and Communicating Tolerances"*

**PROFESSIONAL EXPERIENCE****Researcher** September 2011 – Present  
Smith Lab, University of Manitoba, Winnipeg, MB

- Investigated the effect of ultrasound on uptake and retention of polar and non-polar molecular agents in cancer and proliferative blood vessel cells as well as drug sensitive and multidrug resistant Expressing Cell lines

**Research Engineer** September 2010 – September 2012  
GTX Engineering Limited, Winnipeg, MB

- Developed a wireless single chip MEMS pressure and temperature sensors for use in pressure monitoring
- Derived the optimal design parameters, resistor dimensions, doping sheet resistance, and sensor layout while taking the fabrication processes into consideration

**Design Engineer and Software Developer** June 2006 – June 2008  
Tecnologia en Compresion SA, Mexico City, Mexico

- Designed and implemented mechanical gauges as part of an interdisciplinary team for large scale commercial projects
- Communicated effectively to resolve setbacks quickly and efficiently and promote team cohesion

Fernandes

maria.fernandes@myumanitoba.ca

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**Auto Design Engineer Intern** June 2004 – November 2005

Volkswagen AG Puebla, Mexico

- Designed a fixture for vehicle assembly and prepared required engineering drawings with accuracy and according to specifications
- Communicated with interdisciplinary staff to gather required information for project and synthesize

**ADDITIONAL RELEVANT EXPERIENCE****Lab Instructor and Project Supervisor** September 2010 – Present  
The University of Manitoba, Department of Mechanical Engineering

- Supervised the final projects of five 4<sup>th</sup> year students and interns in the MEMS lab and provided constructive guidance for improvement
- Collaborated effectively with colleagues, designing evaluation rubric for all combined classes

**Teaching Assistant** September 2009 – Present

Mechanics of Materials, Process Engineering, Automatic Control course and lab,  
 Mechanical Engineering Labs

The University of Manitoba, Department of Mechanical Engineering

- Conducted lab experiments to model appropriate techniques for class of 30 undergraduate students
- Mentored students to provide individual instruction and explanation during office hours on a weekly basis for multiple courses

**EXTRA-CURRICULAR AND SERVICE ACTIVITIES****Student Representative,** April 2012 – January 2015  
Department of Mechanical Engineering Graduate Student Representative  
University of Manitoba**House/Finance Committee Member,** December 2011 – January 2015  
Graduate Students Society (GSS), University of Manitoba**Mentor,** September 2011 – May 2015  
Tri-Mentoring Program, University of Manitoba**Executive Committee Member,** April 2012  
International Symposium on Collaborative Research in Applied Science  
(ISOCRIAS)**Executive Committee Member,** May 2009  
6<sup>th</sup> Annual Conference of Mechanical Engineering  
National Autonomous University of Mexico

*Adapted from a CV courtesy of the UBC Centre for Student Involvement and Careers*

## Hybrid CV for industry (Cont.)

Fernandes

maria.fernandes@myumanitoba.ca

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**PROFESSIONAL AFFILIATIONS****Member**

Microsystems and Nanotechnology Group (MiNA)	May 2011 – Present
Association of Professional Engineers & Geoscientists	May 2010 – Present
Division for Advancement of Women in Engineering	May 2010 - Present
Institute of Electrical and Electronics Engineers (IEEE)	January 2010 – Present
Women in Engineering (IEEE)	January 2010 – Present
American Society of Mechanical Engineers (ASME)	January 2010 – Present

**TECHNICAL SKILLS**

- Microfabrication and Cleanroom Experience (Wetbench Work, Polymer Processing, PECVD)
- Measurement and Characterization Techniques
- Radioactive Counting, Spectrophotometry, HPLC, Thermo Mechanical Analyzer (TMA), Wyko Surface Profiler, Laser Ablation (Quicklaze), Laser Doppler Vibrometer
- Cell Culturing (PC3 and HUVEC Cells) and Viability Assays
- Use of Tracer Molecules eg. Radiolabeled Drugs and Dyes
- Softwares (COMSOL Multiphysics, Matlab, ImageJ, Ansys)

**PATENTS**

P. Motamed, **M.R. Fernandes**, and L.T. Wong, filed in September 2010, “Remotely Controlled Drug Delivery Systems” *US Provisional Paten No. 54168761*

**SELECT PRESENTATIONS**

Symposium on MEMS/NEMS and Robotics, Ritsumeikan University, Kyoto, Japan February 2014

Mechatronics and Manufacturing Seminar Series, UBS, on Controlled Drug Delivery November 2014

Mechatronics and Manufacturing Seminar Series, UBC, on Controlled Drug Delivery January 2013

UBC MEMS Group Presentation on Recent Advancements in Drug Delivery Using MEMS Technology October 2012

Fernandes

maria.fernandes@myumanitoba.ca

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**SELECT PUBLICATIONS****Journal Papers**

1. **M.R. Fernandes**, L.T. Wong, T.J. Smith, P. Motamedi, 2011, “On-Demand Controlled Release of an Anti-mitotic Drug from a Battery-less Mechanical Drug Delivery Device”, *Lab on a Chip*, DOI: 10.1178/c11c98134d. (*Highlighted article, in the Royal Society of Chemistry News: <http://www.rsc.org/chemistryworld/News/2009/May/21083102.asp>*)
2. **M.R. Fernandes**, L.T. Wong, H.M. Burt, P. Motamedi, 2011, “A Magnetically Controlled Mechanical Drug Delivery Device: Design, Fabrication, and Testing”, *Lab on a Chip*, DOI: 10.2129/c11c2228f.
3. L.T. Wong, **M.R. Fernandes**, S.L. Wilson, D. Finnegan, P. Motamedi, T.J. Smith, 2009, “Increased Accumulation of a Mitotic Inhibitor and an Anthracycline Antibiotic in Cancer Cells Following Ultrasound Exposure”, *Ultrasonics*, DOI:09.1123/j.ultras.2009.11.077.

**Book Chapter**

4. **M.R. Fernandes**, T. Henriksen and F. Dias, 2006, “Introduction to Monitoring”, in the book *MECHATRONIC SYSTEMS - Devices, Design, Operation, and Monitoring*, 1st ed., F. Dias, Ed., Wilson & Nicols/CRC Press, Boca Raton, FL, Ch. 19.

**Conferences**

5. **M.R. Fernandes**, J. McKinlay, S. Suzuki, T.J. Smith, P. Motamedi, 2009, “Delivery of an Anti-cancer Drug from a Magnetically Controlled Mechanical Delivery Device Shows Cytotoxicity”, *The 14th International Conference on Solid-State Sensors, Actuators and Microsystems*, Helsinki, Finland, June 11-16.
6. S.L. Wilson, S. Suzuki, **M.R. Fernandes**, P. Motamedi, T.J. Smith, 2010, “Increased Accumulation of Paclitaxel in Cell Lines Following Ultrasound Irradiation”, *Pharmaceutical Sciences World Congress (PSWC)*, Pittsburgh, Pennsylvania, USA, Oct 11 to 15.

**Technical Reports**

7. **M.R. Fernandes**, K. Reid and P. Motamedi, 2004, “A Mechanical Delivery Device Pressure and Temperature Sensor Design and Analysis for Use in Pressure Monitoring”, *Final technical report to GTM Global Inc.*
8. **M.R. Fernandes** and E. Norman Zappinsky, 2001, “Analysis of Tolerances for Design of Mechanical Gauges”, *Final technical report to Tecnologia en Compresion SA*

\*Full C.V. available upon request

*Adapted from a CV courtesy of the UBC Centre for Student Involvement and Careers*

## Standard CV

**ALEX MOORE**

**88 Green Bay, Winnipeg, MB**  
**Phone: 204-899-2555**  
 Cell: 204-859-8987  
[email@email.com](mailto:email@email.com)  
 LinkedIn URL

**EDUCATION**

- Ph.D., Psychology** 2015  
 University of Manitoba, Winnipeg, MB  
 Concentrations: Psychology, Community Psychology  
 Dissertation: A Study of Learning Disabled Children in a Low Income Community
- M.A., Psychology** 2012  
 University of Manitoba, Winnipeg, MB  
 Concentrations: Psychology, Special Education  
 Thesis: Communication Skills of Learning Disabled Children
- B.A., Psychology** 2009  
 University of Manitoba, Winnipeg, MB

**EXPERIENCE**

- Instructor** 2011 – 2016  
 University of Manitoba, Winnipeg, MB  
 Course: Psychology in the Classroom
- Teaching Assistant** 2010 – 2013  
 University of Manitoba, Winnipeg, MB  
Courses: Special Education, Learning Disabilities, Introduction to Psychology

**RESEARCH EXPERIENCE**

- Summer Research Assistant** 2012  
 Department of Psychology, University of Manitoba  
 Supervisor: Dr. Angela Ye  
 Project Title: Inclusion Classroom and FASD  
 Project Description:

**PRESENTATIONS**

Moore, Alex (2012). "The Behavior of Learning Disabled Adolescents in the Classroom." Paper presented at the Psychology Conference at the University of Manitoba.

**PUBLICATIONS**

Moore, Alex (2012). "The Behavior of Learning Disabled Adolescents in the Classroom." *Journal of Educational Psychology*, volume 81, 120-125.

**GRANTS AND FELLOWSHIPS**

- RDB Grant (University of Manitoba Research Grant) 2015
- Workshop Grant (for ASPA meeting in Toronto) 2013

**AWARDS AND HONOURS**

- Trelidar Scholar 2015
- Teaching Fellow of the Year 2013
- Academic Excellent Award 2011

**SKILLS AND QUALIFICATIONS**

- Microsoft Office, Internet
- Programming ability in C++ and PHP
- Extensive knowledge of SPSSX and SAS statistical programs
- Fluent in German, French and Spanish

**PROFESSIONAL MEMBERSHIPS**

Canadian Psychological Association  
 Manitoba Psychological Society  
 Canadian Counselling and Psychological Association

**COMMUNITY INVOLVEMENT**

- Family Ambassador** 2014 – present  
 Canadian Mental Health Association, Winnipeg, MB

## Medicine CV Template

**AUGUSTINA NZEOGWU**

1 Any Street  
 Anytown, Anywhere Z1Z 2Z3  
 123.456.7890 • augustina.nzeogwu@email.com

**EDUCATION**

**Doctor of Medicine Candidate**, University of Manitoba 2015 – Present  
 Winnipeg, MB

**Bachelor of Science – Medicine**, University of Manitoba 2015 – Present  
 (Longitudinal research-based degree earned concomitantly with the Doctor of Medicine)

**Bachelor of Science**, Chemistry, University of Manitoba 2010 – 2015  
 Winnipeg, MB

**CLINICAL ELECTIVES**

**Psychiatry – Child and Adolescent Psychiatry (4 weeks)** Nov. 2015  
 University of Manitoba, Health Sciences Centre, Winnipeg, MB

**Family Medicine (2 weeks)** Oct. 2015  
 Dalhousie University, Halifax General Hospital, Halifax, NS

**Pediatrics (2 weeks)** Sept. – Oct. 2015  
 University of Manitoba, Children's Hospital, Winnipeg, MB

**SUMMER EARLY EXPOSURES**

Office of Rural and Northern Health Home for the Summer Program June 2016  
 Dauphin, MB

Canadian Diabetes Association Camp Briardale June 2015  
 Whiteshell Provincial Park, MB

**RESEARCH EXPERIENCE**

**Research Assistant** Sept. 2018 - Present  
 Department of Obstetrics, Gynecology and Reproductive Sciences, University of Manitoba

Nzeogwu 2 of 4

Supervisor: Dr. Michelle Fixey  
 Project Title: Long-acting Reversible Contraceptives (LARCs) for Teens  
 Project Description: (optional)

- Investigated and compared continuation rates and side-effects of LARCs in thirty females ages 13-17 in a randomized controlled trial
- Developed knowledge translation for teens and their guardians on the benefits and risks of LARCs for distribution in clinics

**Summer Research Assistant** May – Aug. 2009

Department of Biology, University of Manitoba  
 Supervisor: Reyansh Agarwal  
 Project Title: Muscle Regeneration in the Human Rotator-Cuff  
 Project Description (optional)

- Studied the impact of stem cell treatment on rotator-cuff injury (RCI), using biopsy of muscle taken during RCI reparative surgery
- Utilized Western blots to examine the responsiveness of cells to treatment

**PUBLICATIONS**

Chard R, **Nzeogwu, A.** Cell Modulation Identifiers. J Biol Chem. 2014;100(12):30-39.

Authors. Name of the Article Published. Submitted to Lancet for publication.

Authors. Name of the article to be published. Lancet [In press].

**PRESENTATIONS**

**Nzeogwu, A.**, Anderson BE, Chan D, Brar H. Benoit P. Sign-Over and Patient Care: Can We Do Better? Scholarship in Medicine Course, University of Manitoba, Winnipeg, MB, June 2015. Poster Presentation.

Sanders K, **Nzeogwu, A.** McKay B. Empathetic Listening. Canadian Conference on Medical Education. April 2014; Ottawa, ON, Canada.

**AWARDS AND HONOURS**

Manitoba Medical Service Foundation Award 2017  
 Bachelor of Science Dissertation Honour 2015

## Medicine CV Template (Cont.)

Nzeogwu 3 of 4

**WORK EXPERIENCE**

**Recreation Leader** Sept 2015– Aug 2017  
City of Winnipeg, Parks and Recreation Department, Winnipeg, MB

- Cooperated with a team of Recreation Leaders to build culturally appropriate programming for teenage participants
- Managed conflict between participants, deescalating confrontations in an empathetic way
- Collaborated with inner-city youth to develop a cookbook which showcased diverse cultures in a meaningful way
- Ensured all safety regulations and procedures were followed at all times

**CPR/First Aid Trainer** May 2010 – Aug 2015  
Canadian Red Cross Society, Winnipeg, MB

- Taught first aid and lifesaving techniques to the public, promoting a safer and healthier community
- Organized and delivered programs to groups throughout Manitoba, building relationships with rural communities and learning unique rural needs
- Supervised first aid tent volunteers at festivals and events, managing minor ailments on site and providing first response while waiting for emergency services in serious cases

**EXTRACURRICULAR AND COMMUNITY SERVICE ACTIVITIES**

**Therapy Dog Volunteer** Aug 2015 – Present  
St. John's Ambulance, Winnipeg, MB

- Arrange and implement regular pet therapy for children with learning disabilities, physical disabilities, or who have experienced trauma
- Foster ongoing relationships with children, providing comfort and nonjudgmental support

**Patient Care Volunteer** Oct 2008 – Aug 2015  
Victoria General Hospital, Winnipeg, MB

- Communicated compassionately with patients who were experiencing anxiety about their time in the hospital, maintaining confidentiality at all times
- Supported patients with mobility issues to safely and comfortably traverse the hospital
- Provided a friendly first point of contact to patients and visitors, referring individuals to appropriate hospital departments or staff members

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**PROFESSIONAL MEMBERSHIPS**

American Medical Association  
Canadian Society for Mass Spectrometry  
International Society for the Study of Xenobiotics

**CERTIFICATIONS**

Canadian Red Cross CPR/ First Aid Expiration: April 2018

**LANGUAGES**

Fluent in English and French

**HOBBIES AND OUTSIDE INTERESTS**

- Coach skating to children ages 8 - 10
- Hiking and winter camping

## APPENDIX B: SKILLS MATCHING WORKSHEET

### WRITTEN COMMUNICATION

### I USE THIS SKILL WHEN...

Condense information/produce concise summary notes accurately with correct grammar, punctuation and spelling.

Write letters and reports that are logically structured and contain all relevant information.

Adapt writing style in consideration of different audiences.

### ORAL COMMUNICATION

### I USE THIS SKILL WHEN...

Ask and answer questions, clarify, and summarize what others are communicating.

Provide clear explanations and directions while instructing, educating and providing feedback.

Communicate with others using a variety of communication strategies to negotiate, mediate, resolve difficult issues and sell ideas.

### TEAMWORK

### I USE THIS SKILL WHEN...

Demonstrate respect and care. Is open and supportive of the thoughts, opinions, and contributions of others.

Actively contribute to team projects/tasks; fulfils required roles, participates in discussion to improve effectiveness.

Accept and share responsibility. Learn from constructive criticism and give positive and constructive feedback.

### LEADERSHIP

### I USE THIS SKILL WHEN...

Accept responsibility for decisions and display a positive attitude and perseverance.

Models a strong desire to succeed by demonstrating adaptability to achieve goals.

Take initiative in leading, supporting and motivating others in developing individual skills or tasks to achieve goals.

### PLANNING AND ORGANIZING

### I USE THIS SKILL WHEN...

Effectively apply organizing and planning skills to manage work.

Work effectively to complete deadlines when under pressure.

Proactively plans and manages work; monitors results through to successfully complete plans.

### PROBLEM SOLVING SKILLS

### I USE THIS SKILL WHEN...

Make decisions in accordance to accepted practices and guidelines.

Use problem-solving strategies to identify and resolve problems, issues and determine solutions.

Recognize inconsistencies in reasoning. Makes decisions in situations that fall outside established guidelines or where the choice among options is less obvious.

**ANALYSIS AND RESEARCH****I USE THIS SKILL WHEN...**

Gather relevant secondary data and organize information in a logical manner.	
Collect primary data and/or assist in carrying out surveys, focus groups, and lab analysis.	
Analyze samples/surveys for quantitative/qualitative research.	

**NUMERACY: able to carry out arithmetic operations/understand****I USE THIS SKILL WHEN...**

Perform calculations for adding, subtracting, multiplying and dividing, and converting between fractions and decimals.	
Perform complex calculations and operations that require using advanced multi-step mathematical strategies.	
Analyze or compare numerical data to identify trends or compare statistics.	

**DIGITAL TECHNOLOGY SKILLS****I USE THIS SKILL WHEN...**

Performs basic computer tasks, such as creating documents, saving files, and sending email.	
Design web pages and a wide range of software skills.	
Demonstrate in depth knowledge of computer software and information technology systems.	

**PRESENTATION SKILLS****I USE THIS SKILL WHEN...**

Present basic information to one or more people using appropriate resources, vocabulary, and non-verbal language.	
Prepare and present advanced information with clarity with the ability to respond to questions in a timely manner.	
Facilitate interactive presentations of advanced information customized to the interests and needs of the audience.	

**PERSONAL MANAGEMENT****I USE THIS SKILL WHEN...**

Demonstrate professionalism in recognizing expectations in work culture to maximize success in the workplace.	
Embrace new opportunities, learn continuously, and identify importance in every job/task.	
Anticipate the unexpected and respond quickly to sudden changes in circumstances.	

**OTHER****I USE THIS SKILL WHEN...**


## APPENDIX C: DECONSTRUCTING A JOB POSTING

<b>1<sup>st</sup> PRINT</b>	Print off the job posting for the position you are interested in.
<b>No posting?</b>	<p>If the job posting is very minimal, research the skills required for similar jobs:</p> <ul style="list-style-type: none"> <li>• Look at related job postings</li> <li>• <b>Speak with contacts in the field</b></li> <li>• Research professionals on LinkedIn</li> <li>• Use the <b>National Occupational Classification (NOC)</b> to obtain a generic duties listing</li> </ul>
<b>2<sup>nd</sup> HIGHLIGHT</b>	Highlight the <b>required qualifications</b> as well as the <b>skills and abilities</b> (sometimes called <b>competencies</b> ). Colour code to stay organized. For example, yellow may indicate skills.
<b>What's important?</b>	Employers often list the most important qualifications or skills and abilities higher on the job posting.
<b>3<sup>rd</sup> YOU</b>	Document where and how you have gained the skills asked for in the job posting, writing them out for your reference.
<b>Focus your resumé.</b>	You have now identified the skills the employer cares about and how you meet that need. As you write and update your resumé, focus on the knowledge, skills, and attributes that are of interest to the employer.

## Employers Are Seeking Specific Skills

TECHNICAL SKILLS			TRANSFERABLE SKILLS		
<i>Required to perform a particular task</i>			<i>Easily transferred from one situation to another</i>		
Examples include:			Examples include:		
DRIVER'S LICENCE	CODING	LABORATORY SKILLS	COMMUNICATION SKILLS	ORGANIZATIONAL SKILLS	TEAMWORK

**Transferable skills are equally, or in some employment situations, more important than technical skills.** Employers can often train their new employees to develop their technical skills but usually find it hard to train or modify someone's transferable skills.



## DECONSTRUCTING A JOB POSTING: HOW DO I MAKE A TAILORED RESUMÉ OR CV?

QUALIFICATIONS

HOW DO YOU MEET THE CRITERIA?

SKILLS, ABILITIES OR DUTIES

HOW DO YOU MEET THE CRITERIA?

Fill out the table and use it as a checklist for what needs to be on your resumé and emphasized. Since these are the things the employer cares about, take a look at the rest of your resumé and try to remove or take the focus away from things which are not of interest to the employer

## APPENDIX D

### Optional: Writing your Profile or Highlight of Qualifications

Your profile is a short blurb or bullet points located at the top of your CV or resumé. If you choose to use this section, it should be tailored to the position or program, clearly communicating what you can do for the company or school while driving the content for the rest of your CV. It is typically three statements of up to five lines that sum up your relevant experiences and special skills.

Your profile should cover:



Brand yourself by using your title, then touch on the most relevant technical and transferable skills you have to offer the employer. Be sure to make a statement that underscores the impact you have made in your previous experiences. Some profiles are accompanied by bulleted skills of interest. See the final resumé example at the end of this workbook to see appropriate profile placement on your document.

EXAMPLE	Highly motivated and self-directed individual with over 3 years of experience meeting customer needs. Proven track record of working effectively in a team in highly stressful and demanding environments. Exceptional communicator fluent in multiple languages with the ability to multi-task and prioritize effectively to complete tasks according to timeline.
EXAMPLE	<ul style="list-style-type: none"> <li>• Electrical Engineer with experience in the field of power and energy Systems and primary focus on renewable energy</li> <li>• Excellent interpersonal and communication skills coupled with solid technical skills gained both through on the job experience and academic projects</li> <li>• Strong critical thinker with the ability to use creativity to solve problems</li> <li>• Enjoys working as part of team to meet project goals and excels in a challenging work environment</li> </ul>

Need some inspiration?

Check out more profile and highlight examples in our [Resumé Learning Centre](#).

## APPENDIX E

## ACTION VERBS FOR RESUMÉS &amp; CVs

**ANALYTICAL SKILLS**

Analyzed	Classified	Expedited	Recommended	Studied
Answered	Collected	Extrapolated	Reconciled	Surveyed
Appraised	Compiled	Forecasted	Resolved	Synthesized
Assembled	Critiqued	Interpreted	Reviewed	Systematized
Assessed	Estimated	Investigated	Specified	Validated
Clarified	Evaluated	Processed	Structured	

**COMMUNICATION/PEOPLE SKILLS**

Addressed	Corresponded	Formulated	Negotiated	Resolved
Authored	Directed	Influenced	Persuaded	Spoke
Collaborated	Drafted	Interpreted	Promoted	Translated
Composed	Edited	Lectured	Publicized	Wrote
Contacted	Elicited	Mediated	Reconciled	
Convinced	Explained	Moderated	Recruited	

**CREATIVE SKILLS**

Acted	Designed	Founded	Invented	Revitalized
Adapted	Developed	Illustrated	Modified	Shaped
Composed	Devised	Initiated	Originated	Solved
Conceptualized	Directed	Instituted	Performed	
Created	Established	Integrated	Planned	
Customized	Fashioned	Introduced	Revised	

**DATA/FINANCIAL SKILLS**

Administered	Audited	Developed	Planned	Reduced
Allocated	Budgeted	Estimated	Projected	Researched
Analyzed	Balanced	Forecasted	Purchased	Tabulated
Appraised	Calculated	Managed	Quantified	Tracked
Applied	Computed	Marked	Reconciled	

**EDUCATION SKILLS**

Advised	Demonstrated	Evaluated	Guided	Supplemented
Adapted	Designed	Familiarized	Informed	Taught
Corrected	Developed	Facilitated	Instructed	Trained
Coached	Enabled	Fostered	Persuaded	Tutored
Communicated	Encouraged	Graded	Solved	

**HELPING SKILLS**

Advocated	Coached	Encouraged	Informed	Rehabilitated
Aided	Counseled	Expedited	Instructed	Represented
Assessed	Demonstrated	Facilitated	Intervened	Resolved
Assisted	Diagnosed	Familiarized	Motivated	Supported
Clarified	Educated	Guided	Referred	Taught

## ACTION VERBS FOR RESUMÉS

### MANAGEMENT/LEADERSHIP SKILLS

Administered	Coordinated	Increased	Motivated	Reorganized
Analyzed	Delegated	Improved	Organized	Reviewed
Approved	Directed	Initiated	Overhauled	Scheduled
Assigned	Enhanced	Inspected	Oversaw	Spearheaded
Attained	Engineered	Instituted	Pioneered	Supervised
Chaired	Established	Led	Planned	Troubleshoot
Consolidated	Evaluated	Managed	Prioritized	
Contracted	Executed	Modeled	Recommended	

### ORGANIZATIONAL SKILLS

Accomplished	Consolidated	Ensured	Launched	Revitalized
Achieved	Controlled	Expanded	Monitored	Secured
Administered	Coordinated	Facilitated	Orchestrated	Streamlined
Arranged	Cultivated	Formalized	Overhauled	Surpassed
Assigned	Delegated	Generated	Persuaded	Synchronized
Attained	Demonstrated	Guided	Prioritized	Targeted
Collaborated	Dispatched	Implemented	Redesigned	Transformed
Communicated	Encouraged	Integrated	Reshaped	Upgraded

### RESEARCH SKILLS

Analyzed	Critiqued	Extracted	Located	Summarized
Clarified	Diagnosed	Identified	Organized	Surveyed
Collected	Evaluated	Interpreted	Researched	Synthesized
Compared	Examined	Interviewed	Reviewed	Systematized
Conducted	Gathered	Investigated	Solved	Tested

## APPENDIX F: SUBMITTING AN APPLICATION BY EMAIL

Joe Smith

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**To:** jobs.mb.gc.ca  
**Subject:** Civil Engineer position #123456  
**Attachments:** Joe Smith Civil engineering position #123456.pdf

Dear Ms. Klein,

Please find attached my application for the Civil Engineer position #123456 as advertised on the Government of Manitoba's website. I have enclosed both my resume and cover letter.

The file is submitted in PDF format, if you have any difficulty opening it please allow me the opportunity to resubmit in a compatible format. I can be reached at (204) 555-5555.

Thank you for considering my application.

Sincerely,

Joe Smith

## APPENDIX G

### Applicant Tracking Systems (ATS)

ATS is an initial computerized screening tool that has become more affordable and is now being used even by small organizations. When submitting an online CV, especially one you copy and paste into boxes on a website, make sure you follow these guidelines:

PLAIN TEXT	REPEAT KEYWORDS	DO NOT COPY/PASTE	SAY "WORK EXPERIENCE"	WORK EXPERIENCE
Do not bullet, underline, shade, use boxes or italics. Only use characters on your keyboard.	The system will count repeated words from the job posting.	If you use exact sentences from the ad, the ATS will reject the resumé.	The ATS does not recognize other headings such as "Career Experience."	This section should say where you worked, your title and along the right side, the dates in this order.

Try these websites for more ATS information!  
[LinkedIn.com](https://www.linkedin.com) and [cio.com](https://www.cio.com) have great articles on ATS.

**References used while compiling this workbook:**

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