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.

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YOU MIGHT USE A CV TO APPLY FOR:

<table>
<thead>
<tr>
<th>Function</th>
<th>Length</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic CV</strong></td>
<td>Apply for: ✓ Academic position ✓ Funding ✓ Grad school</td>
<td>Flexible; include all that is relevant. ✓ Academic and research achievements ✓ Scholarly potential ✓ Subject knowledge ✓ Awards/honours ✓ Accomplishments ✓ Service commitment</td>
</tr>
<tr>
<td><strong>Hybrid CV</strong></td>
<td>Apply for: ✓ Medical residency ✓ Industry research ✓ Academic position</td>
<td>Flexible; include all that is relevant. Shorter than an academic CV. ✓ Academic and research achievements ✓ Knowledge and skills demonstrated with bullet points ✓ Job related experience ✓ Accomplishments ✓ Volunteer efforts</td>
</tr>
<tr>
<td><strong>Resumé</strong></td>
<td>Apply for: ✓ A job</td>
<td>Typically 2 pages; include only what is relevant. ✓ Knowledge and skills demonstrated with bullet points ✓ Job-related experience ✓ Accomplishments ✓ Volunteer efforts</td>
</tr>
</tbody>
</table>

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:
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:

- Fits the team: Based on personal attributes and overall impression
- Will do the job: Based on enthusiasm, eagerness and initiative
- Can do the job: Based on relevant experience, skills set and capabilities

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

**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

<table>
<thead>
<tr>
<th>CONTACT INFORMATION</th>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the header at the top of page 1, include:</td>
<td>This comes next, after contact info at the top of the page:</td>
</tr>
<tr>
<td>✓ Name</td>
<td>✓ Institution</td>
</tr>
<tr>
<td>✓ E-mail</td>
<td>✓ Location</td>
</tr>
<tr>
<td>✓ Mailing address</td>
<td>✓ Dates</td>
</tr>
<tr>
<td>✓ Phone number</td>
<td>✓ Degrees earned or expected</td>
</tr>
</tbody>
</table>

Use the “different first page” function to include your last name and page numbers only on following pages. Write this in reverse chronological order.

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 |
| Awards | Certifications | Grants | Hobbies & Interests | Presentations |
|——— |——— |——— |——— |——— |
| 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. |

| Professional Memberships | Projects | Publications | Research | Work Experience |
|——— |——— |——— |——— |——— |
| 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. |

| Academic Associations | Clinical Electives | Committees | Community Service | Conferences Attended |
|——— |——— |——— |——— |——— |
| | | | | |

| Shadowing Experiences | Inventions/ Patents | Leadership | Technical Skills | Volunteer Experience |
|——— |——— |——— |——— |——— |
| | | | | |

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.

<table>
<thead>
<tr>
<th>REVERSE CHRONOLOGICAL</th>
<th>AS LONG AS NECESSARY</th>
<th>LOGICAL LAYOUT</th>
<th>LEFT JUSTIFY</th>
<th>READABLE FONT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put most recent education and experience first and work backwards. Put your dates along the right.</td>
<td>CVs have no page limit: include everything that is relevant and necessary.</td>
<td>Use the CV format and order that best highlights your strengths and suitability.</td>
<td>Left justify your CV and use spaces or dashes for emphasis. Don’t decrease margins to shorten CV.</td>
<td>Use 11-12 point size &amp; a font like: Times New Roman Calibri Georgia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMPHASIZE IMPORTANT INFO</th>
<th>BE CONSISTENT</th>
<th>YOUR NAME</th>
<th>BRAND WITH LETTERHEAD</th>
<th>NOT TOO “BUSY”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headings should stand out. Try CAPITAL LETTERS, larger font, and bold.</td>
<td>Be consistent with verb tenses, spacing, dates, capitalization, and bolding.</td>
<td>Your name and page number should be on each page.</td>
<td>Create an attractive personal letterhead and also use it on other documents in your application, if appropriate.</td>
<td>Minimize the use of tabs and highlighting techniques, such as bolding.</td>
</tr>
</tbody>
</table>

Looking at an example can make this all make more sense: check out Appendix A for sample CVs.

What not to include:

<table>
<thead>
<tr>
<th>NO OBJECTIVE HEADING</th>
<th>NO PERSONAL PRONOUNS</th>
<th>NO ACRONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid CV: Use a “Profile” instead. See Appendix D to learn more. Academic CV: Consider writing a statement to highlight your area of research or teaching philosophy.</td>
<td>Never use “I, you, their, me, he, she, my” etc.</td>
<td>Write out titles in full instead of using acronyms: your audience might not be familiar with the shorthand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NO PERSONAL INFORMATION, PHYSICAL CHARACTERISTICS, OR PERSONAL PHOTOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certain subjects are illegal for an employer to use when making a hiring decision, such as:</td>
</tr>
<tr>
<td>• Religion</td>
</tr>
<tr>
<td>• Race, nationality, or ethnicity</td>
</tr>
<tr>
<td>• Age</td>
</tr>
<tr>
<td>• Political Affiliation</td>
</tr>
<tr>
<td>• Health</td>
</tr>
<tr>
<td>• Marital status</td>
</tr>
<tr>
<td>• Photograph of yourself</td>
</tr>
<tr>
<td>• Gender (including pregnancy)</td>
</tr>
<tr>
<td>• Sexual orientation</td>
</tr>
<tr>
<td>• Family status</td>
</tr>
<tr>
<td>• Disability</td>
</tr>
<tr>
<td>• Social insurance number</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>ACTION VERB</th>
<th>NOUN</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported and counseled</td>
<td>clients</td>
<td>ages 7-14, supported and counseled clients by email, phone and in-person during times of extreme personal crises</td>
</tr>
<tr>
<td>Graded</td>
<td>assignments</td>
<td>of 100, graded assignments of 100 undergraduate Chemistry students, providing written feedback and ideas for improvement during bi-weekly office hours</td>
</tr>
<tr>
<td>Taught</td>
<td>complex</td>
<td>laboratory techniques, taught complex laboratory techniques to university students requiring additional help improving overall success in coursework</td>
</tr>
<tr>
<td>Designed</td>
<td>novel</td>
<td>physics research program, designed novel physics research program alongside a team of highly respected physicists, identifying crystalline solar cell alternative</td>
</tr>
</tbody>
</table>

**BONUS:**

**QUALIFY OR QUANTIFY**

Use Adjectives and Numbers to jazz up your statements

**IMPACT**

**ANSWER 2**


What was achieved?

**Need some action verb inspiration?**

Try the *Appendix E: Action Verbs for Resumés 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**

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

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

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

**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 F. 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
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
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
National Autonomous University of Mexico, Mexico City, Mexico
Concentration: Solid Mechanics
Dissertation: “Determination and Analysis of Defining and Communicating Tolerances”

PROFESSIONAL EXPERIENCE

Researcher
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
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
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

ADDITIONAL RELEVANT EXPERIENCE

Lab Instructor and Project Supervisor
The University of Manitoba, Department of Mechanical Engineering
Supervised the final projects of five 4th 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
Mechanics of Materials, Process Engineering, Automatic Control course and lab, Mechanical Engineering Labs
Conducted lab experiments to model appropriate techniques for class of 30 undergraduate students
Communicated with interdisciplinary staff to gather required information for project and synthesize

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,
International Symposium on Collaborative Research in Applied Science (ISOCRRIAS)
April 2012

Executive Committee Member,
6th Annual Conference of Mechanical Engineering
National Autonomous University of Mexico
May 2009
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


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

SELECT PUBLICATIONS

Journal Papers

Book Chapter

Conferences

Technical Reports

*Full C.V. available upon request

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

88 Green Bay, Winnipeg, MB
Phone: 204-899-2555
Cell: 204-859-8987
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


PUBLICATIONS


GRANTS AND FELLOWSHIPS

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

AWARDS AND HONOURS

- Treldar 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

Moore 2
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

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


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

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

PRESENTATIONS


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
WORK EXPERIENCE

Recreation Leader  
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  
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  
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  
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

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
- 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
- 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
- Demonstrate respect and care. Is open and supportive of the thoughts, opinions, and contributions of others.
- Actively contribute to team projects/tasks; fulfills required roles, participates in discussion to improve effectiveness.
- Accept and share responsibility. Learn from constructive criticism and give positive and constructive feedback.

### LEADERSHIP
- 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
- 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
- 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

<table>
<thead>
<tr>
<th>I USE THIS SKILL WHEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather relevant secondary data and organize information in a logical manner.</td>
</tr>
<tr>
<td>Collect primary data and/or assist in carrying out surveys, focus groups, and lab analysis.</td>
</tr>
<tr>
<td>Analyze samples/surveys for quantitative/qualitative research.</td>
</tr>
</tbody>
</table>

### NUMERACY: able to carry out arithmetic operations/understand

<table>
<thead>
<tr>
<th>I USE THIS SKILL WHEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform calculations for adding, subtracting, multiplying and dividing, and converting between fractions and decimals.</td>
</tr>
<tr>
<td>Perform complex calculations and operations that require using advanced multi-step mathematical strategies.</td>
</tr>
<tr>
<td>Analyze or compare numerical data to identify trends or compare statistics.</td>
</tr>
</tbody>
</table>

### DIGITAL TECHNOLOGY SKILLS

<table>
<thead>
<tr>
<th>I USE THIS SKILL WHEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs basic computer tasks, such as creating documents, saving files, and sending email.</td>
</tr>
<tr>
<td>Design web pages and a wide range of software skills.</td>
</tr>
<tr>
<td>Demonstrate in depth knowledge of computer software and information technology systems.</td>
</tr>
</tbody>
</table>

### PRESENTATION SKILLS

<table>
<thead>
<tr>
<th>I USE THIS SKILL WHEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present basic information to one or more people using appropriate resources, vocabulary, and non-verbal language.</td>
</tr>
<tr>
<td>Prepare and present advanced information with clarity with the ability to respond to questions in a timely manner.</td>
</tr>
<tr>
<td>Facilitate interactive presentations of advanced information customized to the interests and needs of the audience.</td>
</tr>
</tbody>
</table>

### PERSONAL MANAGEMENT

<table>
<thead>
<tr>
<th>I USE THIS SKILL WHEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate professionalism in recognizing expectations in work culture to maximize success in the workplace.</td>
</tr>
<tr>
<td>Embrace new opportunities, learn continuously, and identify importance in every job/task.</td>
</tr>
<tr>
<td>Anticipate the unexpected and respond quickly to sudden changes in circumstances.</td>
</tr>
</tbody>
</table>

### OTHER

<table>
<thead>
<tr>
<th>I USE THIS SKILL WHEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C: DECONSTRUCTING A JOB POSTING

<table>
<thead>
<tr>
<th>1st PRINT</th>
<th>Print off the job posting for the position you are interested in.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No posting?</td>
<td>If the job posting is very minimal, research the skills required for similar jobs:</td>
</tr>
<tr>
<td></td>
<td>• Look at related job postings</td>
</tr>
<tr>
<td></td>
<td>• <strong>Speak with contacts in the field</strong></td>
</tr>
<tr>
<td></td>
<td>• Research professionals on LinkedIn</td>
</tr>
<tr>
<td></td>
<td>• Use the <strong>National Occupational Classification (NOC)</strong> to obtain a generic duties listing</td>
</tr>
<tr>
<td>2nd HIGHLIGHT</td>
<td>Highlight the <strong>required qualifications</strong> as well as the <strong>skills and abilities</strong> (sometimes called competencies). Colour code to stay organized. For example, yellow may indicate skills.</td>
</tr>
<tr>
<td>What’s important?</td>
<td>Employers often list the most important qualifications or skills and abilities higher on the job posting.</td>
</tr>
<tr>
<td>3rd YOU</td>
<td>Document where and how you have gained the skills asked for in the job posting, writing them out for your reference.</td>
</tr>
<tr>
<td>Focus your resumé.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Employers Are Seeking Specific Skills

<table>
<thead>
<tr>
<th>TECHNICAL SKILLS</th>
<th>TRANSFERABLE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required to perform a particular task</strong></td>
<td><strong>Easily transferred from one situation to another</strong></td>
</tr>
</tbody>
</table>

Examples include:

<table>
<thead>
<tr>
<th>DRIVER’S LICENCE</th>
<th>CODING</th>
<th>LABORATORY SKILLS</th>
<th>COMMUNICATION SKILLS</th>
<th>ORGANIZATIONAL SKILLS</th>
<th>TEAMWORK</th>
</tr>
</thead>
</table>

**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?

<table>
<thead>
<tr>
<th>QUALIFICATIONS</th>
<th>HOW DO YOU MEET THE CRITERIA?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS, ABILITIES OR DUTIES</th>
<th>HOW DO YOU MEET THE CRITERIA?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

**BRANDING**
Use your title

**TECHNICAL SKILLS**

**TRANSFERABLE SKILLS**

**IMPACT**

**BULLETS (OPTIONAL)**

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**

- Electrical Engineer with experience in the field of power and energy Systems and primary focus on renewable energy
- Excellent interpersonal and communication skills coupled with solid technical skills gained both through on the job experience and academic projects
- Strong critical thinker with the ability to use creativity to solve problems
- Enjoys working as part of team to meet project goals and excels in a challenging work environment

Need some inspiration?
Check out more profile and highlight examples in our Resumé Learning Centre.
## APPENDIX E

### ACTION VERBS FOR RESUMÉS & CVs

#### ANALYTICAL SKILLS

<table>
<thead>
<tr>
<th>Analyzed</th>
<th>Classified</th>
<th>Expedited</th>
<th>Recommended</th>
<th>Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered</td>
<td>Collected</td>
<td>Extrapolated</td>
<td>Reconciled</td>
<td>Surveyed</td>
</tr>
<tr>
<td>Appraised</td>
<td>Compiled</td>
<td>Forecasted</td>
<td>Resolved</td>
<td>Synthesized</td>
</tr>
<tr>
<td>Assembled</td>
<td>Critiqued</td>
<td>Interpreted</td>
<td>Reviewed</td>
<td>Systematized</td>
</tr>
<tr>
<td>Assessed</td>
<td>Estimated</td>
<td>Investigated</td>
<td>Specified</td>
<td>Validated</td>
</tr>
<tr>
<td>Clarified</td>
<td>Evaluated</td>
<td>Processed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### COMMUNICATION/PEOPLE SKILLS

<table>
<thead>
<tr>
<th>Addressed</th>
<th>Corresponded</th>
<th>Formulated</th>
<th>Negotiated</th>
<th>Resolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authored</td>
<td>Direct rubbed</td>
<td>Influenced</td>
<td>Persuaded</td>
<td>Spoke</td>
</tr>
<tr>
<td>Collaborated</td>
<td>Drafted</td>
<td>Interpreted</td>
<td>Promoted</td>
<td>Translated</td>
</tr>
<tr>
<td>Composed</td>
<td>Edited</td>
<td>Lectured</td>
<td>Publicized</td>
<td>Wrote</td>
</tr>
<tr>
<td>Contacted</td>
<td>Elicited</td>
<td>Mediated</td>
<td>Reconciled</td>
<td></td>
</tr>
<tr>
<td>Convinced</td>
<td>Explained</td>
<td>Moderated</td>
<td>Recruit ed</td>
<td></td>
</tr>
</tbody>
</table>

#### CREATIVE SKILLS

<table>
<thead>
<tr>
<th>Acted</th>
<th>Designed</th>
<th>Founded</th>
<th>Invented</th>
<th>Revitalized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted</td>
<td>Developed</td>
<td>Illustrated</td>
<td>Modified</td>
<td>Shaped</td>
</tr>
<tr>
<td>Composed</td>
<td>Devised</td>
<td>Initiated</td>
<td>Originated</td>
<td>Solved</td>
</tr>
<tr>
<td>Conceptualized</td>
<td>Directed</td>
<td>Instituted</td>
<td>Performed</td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>Established</td>
<td>Integrated</td>
<td>Planned</td>
<td></td>
</tr>
<tr>
<td>Customized</td>
<td>Fashioned</td>
<td>Introduced</td>
<td>Revised</td>
<td></td>
</tr>
</tbody>
</table>

#### DATA/FINANCIAL SKILLS

<table>
<thead>
<tr>
<th>Administered</th>
<th>Audited</th>
<th>Developed</th>
<th>Planned</th>
<th>Reduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocated</td>
<td>Budgeted</td>
<td>Estimated</td>
<td>Projected</td>
<td>Researched</td>
</tr>
<tr>
<td>Analyzed</td>
<td>Balanced</td>
<td>Forecasted</td>
<td>Purchased</td>
<td>Tabulated</td>
</tr>
<tr>
<td>Appraised</td>
<td>Calculated</td>
<td>Managed</td>
<td>Quantified</td>
<td>Tracked</td>
</tr>
<tr>
<td>Applied</td>
<td>Computed</td>
<td>Marked</td>
<td>Reconciled</td>
<td></td>
</tr>
</tbody>
</table>

#### EDUCATION SKILLS

<table>
<thead>
<tr>
<th>Advised</th>
<th>Demonstrated</th>
<th>Evaluated</th>
<th>Guided</th>
<th>Supplemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted</td>
<td>Designed</td>
<td>Familiarized</td>
<td>Informed</td>
<td>Taught</td>
</tr>
<tr>
<td>Corrected</td>
<td>Developed</td>
<td>Facilitated</td>
<td>Instructed</td>
<td>Trained</td>
</tr>
<tr>
<td>Coached</td>
<td>Enabled</td>
<td>Fostered</td>
<td>Persuaded</td>
<td>Tutored</td>
</tr>
<tr>
<td>Communicated</td>
<td>Encouraged</td>
<td>Graded</td>
<td>Solved</td>
<td></td>
</tr>
</tbody>
</table>

#### HELPING SKILLS

<table>
<thead>
<tr>
<th>Advocated</th>
<th>Coached</th>
<th>Encouraged</th>
<th>Informed</th>
<th>Rehabilitated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided</td>
<td>Counsel ed</td>
<td>Expedited</td>
<td>Instructed</td>
<td>Represented</td>
</tr>
<tr>
<td>Assessed</td>
<td>Demonstrated</td>
<td>Facilitated</td>
<td>Intervened</td>
<td>Resolved</td>
</tr>
<tr>
<td>Assisted</td>
<td>Diagnosed</td>
<td>Familiarized</td>
<td>Motivated</td>
<td>Supported</td>
</tr>
<tr>
<td>Clarified</td>
<td>Educated</td>
<td>Guided</td>
<td>Referred</td>
<td>Taught</td>
</tr>
</tbody>
</table>
# ACTION VERBS FOR RESUMÉS

## MANAGEMENT/LEADERSHIP SKILLS
- Administered
- Analyzed
- Approved
- Assigned
- Attained
- Chaired
- Consolidated
- Contracted
- Coordinated
- Delegated
- Directed
- Engineered
- Established
- Evaluated
- Executed
- Increased
- Improved
- Initiated
- Inspected
- Instituted
- Led
- Managed
- Modeled
- Motivated
- Reorganized
- Organized
- Overhauled
- Oversaw
- Pioneered
- Supervised
- Scheduled
- Spearheaded
- Troubleshot

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

## RESEARCH SKILLS
- Analyzed
- Clarified
- Collected
- Compared
- Conducted
- Critiqued
- Diagnosed
- Evaluated
- Examined
- Gathered
- Extracted
- Identified
- Interpreted
- Interviewed
- Investigated
- Located
- Organized
- Researched
- Reviewed
- Solved
- Summarized
- Surveyed
- Synthesized
- Systematized
- Teste
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
**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:

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

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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https://www.aamc.org/cim/residency/application/applying/337854/writingcv.html