

Turning your CV into a **tailored,**  
**skills-focused** Resume

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**Agenda**

- Icebreaker
- The purpose of a CV
- Resume vs. CV
- Thinking about “skills” and “experiences”
- Steps to creating an effective resume
- Elements of a resume
- Resume resources
- Optional homework

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**Icebreaker**

- If you had to pick **just one** of your many skills that you wanted to highlight in your non-faculty job application materials, what would it be?
  - Why did you choose it?
  - How would you show that you have it?
  - How would you provide evidence that it is effective?

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### Your academic CV

- A complete list of your academic achievements and experiences
  - Like your thesis, a potentially very long document
- What research you've done, where, with whom, and with what results (e.g., publications/patents)
  - It is what you know AND who you know
- Focused on research and teaching – the things you'll be doing as a faculty member
  - Also, grant-writing, working with students, managing research budgets, honors and awards

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### Reality check 1

- Academic search committees can take a long time to decide on the most suitable candidate (i.e., months)
  - Search committee members will read a 3-page cover letter, 15-page CV, 3-page research statement, & 3-page teaching philosophy, as there is time to do so
- Outside of academia, things work on a slightly different timescale
  - No one will take the time to read a 15-page CV
  - Few will be brave enough to go anywhere near your 300-page thesis
  - **You** have to be able to summarize who you are, what you can do, and why you are a good fit for a job

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### Resume v. CV

#### RESUME

- Skill-focused resumes are used in business, non-profit, government, and other types of job searches
- A resume is generally 1-3 pages; 1-2 is preferred
- There is no 1-size-fits-all resume; it should be targeted to a particular job in a particular field

#### CV

- A CV is used in academia and in research-oriented job searches
- A CV is of variable length
- A CV is a record of academic achievements and credentials

Both are used to get you an interview

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<u>RESUME (skills)</u>	<u>CV (experience)</u>
<ul style="list-style-type: none"> <li>• <b>Contact information*</b></li> <li>• Objective</li> <li>• Summary or profile</li> <li>• <b>Education*</b></li> <li>• Relevant coursework</li> <li>• Technical skills</li> <li>• Specialized skills</li> <li>• <b>Relevant experience*</b></li> <li>• Leadership activities</li> <li>• Service/volunteering</li> <li>• Honors and awards</li> <li>• Languages</li> <li>• Other experience</li> </ul> <p><b>*all that is really needed</b></p>	<ul style="list-style-type: none"> <li>• Contact information</li> <li>• Education</li> <li>• Dissertation/thesis topic</li> <li>• Postdoc training/fellowships</li> <li>• Awards</li> <li>• Research experience</li> <li>• Publications</li> <li>• Teaching experience</li> <li>• Abstracts and presentations</li> <li>• Symposia/lectures</li> <li>• Professional affiliations</li> <li>• Research grants</li> <li>• Certifications/licensure</li> <li>• Committee appointments</li> </ul>

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### Reality check 2

- Employers may only spend 30 seconds reviewing resumes
  - If your skills aren't obvious, you may not make the cut
  - Obvious skills = ones that are relevant to the job
- Some resumes are scanned by computer for keywords
  - If your resume doesn't include the keywords that companies are looking for, you may not make the cut
- Creating an effective resume can be significantly harder than creating a CV
  - You may only have 1 academic CV; you will have multiple resumes

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### Creating a Resume




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**Different perspective on experiences**

- Taught “Animal Behaviour (B1320)” as primary instructor
  - Responsibilities included describing the evolutionary changes to behaviour brought about by the interaction between genotype, phenotype, and environmental influences by focusing on the importance that a gene-based assessment of adaptive traits has on reproductive success and overall fitness.

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**Tasks & skills – teaching course**

Tasks

- Prepared syllabus
- Ordered books
- Planned/organized lessons
- Provided course resources
- Prepared lectures/discussions
- Developed multimedia resources
- Answered questions, set exams, graded papers
- Evaluated student progress (as a class and individually)
- Met with students privately to discuss their progress

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**Tasks & skills – teaching course**

Tasks

- Prepared syllabus
- Ordered books
- Planned/organized lessons
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- Prepared lectures/discussions
- Developed multimedia resources
- Answered questions, set exams, graded papers
- Evaluated student progress (as a class and individually)
- Met with students privately to discuss their progress

Skills

- Organizational ability
- Planning & scheduling
- Public speaking skill
- Ability to translate complex concepts to new learners in new and interesting ways
- Interpersonal skills (small and large group skills)
- Diplomacy; supervision and relationship management
- Ability to manage groups and lead discussions
- Ability to think on one’s feet

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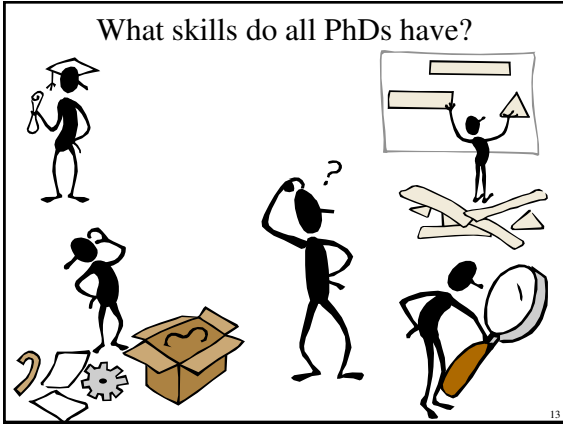
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- What skills do all PhDs have?
- Interpretation and analysis
  - Abstract reasoning and problem solving
  - Research
  - Synthesis of ideas/concepts
  - Communication (verbal/written)
  - Self management, initiative and motivation
  - A questioning mindset
  - Ability to express complex information simply
    - Especially for those with teaching/mentoring experience
  - And many more...
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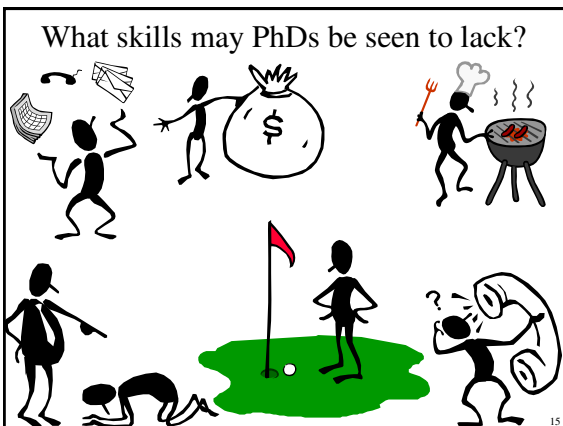
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### What skills may PhDs be seen to lack?

- Multi-tasking
- Understanding the “real” world
- Dealing with money
- Communicating effectively with non-academics
- Responding to hierarchical leadership structures
- Showing leadership skills
- Teamwork
  
- Thinking hard about your work/academic **and non-work** experiences will often reveal that you have these skills
  - Self assessment of your skills is vital

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### Transferable skills

- Within most types of employment situations, these are key skills that most employers will be looking for:
  - Leadership skills
  - Team-working skills
  - Ability to work independently and take the initiative
  - Problem-solving skills
  - Ability to learn quickly
  - Effective communication skills

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### Making a ‘master resume’

- Think of all of the specific & transferable skills you’ve gained through:
  - Work/employment
  - Internships/fellowships
  - Academic experiences.
  - e.g., teaching gives you time management, leadership, and communications skills
- Carefully consider your extra-curricular activities.
- Write down everything that goes into the various elements of a resume.
  - You will pick and choose the most relevant bits for your tailored resume when you apply for a job

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### Creating an effective resume

- Find a job to apply to
- Research the organization and the general requirements of that position
  - Look at similar positions at related organizations
  - Look on the company’s website
  - Read news articles about the company and trends in the industry
  - Become familiar with the “language” they use
- Read, re-read, and re-read the job posting again
  - Highlight the key skills the employer is looking for

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### Resume = skills in action

- Your resume will need to:
  - Be concise and error-free
  - Articulate the match between you and the position
  - Sell your relevant skills, by illustrating them in action
- Use this formula when talking about experiences:
  - Situation (*conference*)
  - Skill (*effective team management*)
  - Outcome (*highest attendance*)
  - “*Coordinated activities of executive and program committees to attract 15 prestigious speakers, resulting in highest attendance (300 people) at conference*”
  - Formula can also be: **Problem, Action, Result**

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### Components of a resume

- Contact information (name on each page)
  - Objective
  - Summary of skills
  - Education
  - Experience
  - Professional memberships/leadership
  - Community activities/leadership
  - Skills
  - Selected publications/presentations
  - Additional information
- Order is specific to the job you are applying for, and each resume may look slightly different

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### Contact information

- Name
  - No info on age, race, marital status [or visa status]
- Physical mailing address
- Telephone number
  - One where you can be reached reliably
- E-mail address
  - Choose one, and make it the most professional one
- Website
  - Only if your website does a good job at clearly selling your skills, abilities, and achievements – don't dilute your message...

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### Objective (optional)

- Targeted statement clearly stating type of job you want
  - **Not** "To get a challenging position utilizing skills and experience with the opportunity for advancement"
- Good objectives are very specific:
  - "Desire position in management consulting company requiring outstanding verbal, analytical & team-work skills"
  - "Position as analytical chemist in semi-conductor development company, specializing in transmission electron microscopy"
  - "To work with design & development of new computer systems with special interest in microprocessor application"
  - "Position in public opinion polling or consumer product market research using skills in survey design & statistical analysis"

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### Summary of skills (optional)

- A summary of relevant skills, experience, knowledge and accomplishments.
  - Often more relevant than an objective
- Be specific! Tailor this section to the job you're applying to, & help employer focus on your strengths
  - "Experienced scientist with expertise in microarray technology. Exceptional leadership abilities and outstanding oral and written communication skills. Able to work effectively as part of multidisciplinary teams"
  - "Two years of experience serving as liaison between community groups & government agencies. Familiarity with budget preparation and administration. Skill at public speaking and negotiating working relationships between public and private sector organizations."

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### Summary of skills – bullets

- Summary of Skills:
  - Fluent in Spanish and Mandarin
  - Adapt easily to new environments and culture having lived overseas more than 9 years: Shanghai (8 years); Madrid, Spain (1 year); Mexico City, Mexico (2 summers)
  - Excellent interpersonal, public speaking, writing, analytical, and research skills developed through doctoral studies, research and prior work experience
  - Strong time management and organizational skills developed from balancing demanding coursework and jobs

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### Summary of skills – bullets

- Summary of Skills:
  - Cross-disciplinary training in chemistry and biology leading to 6 first authored oral and poster presentations of research at national conferences attended by at least 10,000 delegates.
  - Enjoyment of leadership experiences gained from Penn Biotech Group consulting exercises and mentoring and teaching undergraduates.
  - Effective interpersonal and communication skills practiced during small group client meetings and in formal public-speaking venues.

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### What are your conclusions?

- Come up with 3-4 separate conclusions about you
- Here are some starting statements if you are stuck:
  - 1) Over X years of experience working on...
  - 2) Team-based approach to projects developed through...
  - 3) Effective communicator with...
  - 4) Utilize strategic thinking to...

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### Education

- In this section you should/can include:
  - Degrees (including expected date of completion)
  - Relevant coursework
  - Honors & awards (placed under the appropriate degree)
- Use reverse chronological order; most recent first.
- Can also include relevant extra-curricular activities (that illustrate your skills) here or in another section
- Your education section should be concise
  - Teaching, research, committee or student organization memberships can go in ‘Experience’ section – as work experience, rather than schooling or training.

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### EDUCATION

UNIVERSITY OF PENNSYLVANIA  
Ph.D. Joint degree in History and Higher Education, anticipated June 2010.  
Dissertation: "The Meaning of Truth and the Purpose of Higher Education: Religion, Curricula and Pedagogies, 1850-1930."  
Committee: Michael Katz, co-chair (history); Marybeth Gasman, co-chair (higher education); Bruce Kuklick  
Specialization: 19<sup>th</sup> and 20<sup>th</sup> century U.S. intellectual and cultural history; secondary specialization in the history of U.S. higher education.  
Exam fields: U.S. Intellectual and Cultural History post-1850 (Sarah Igo)  
History of U.S. Education, 1600-present (Michael Katz and Marybeth Gasman)  
U.S. History Survey, 1600-present (Bruce Kuklick)  
GPA: 3.93 (24 courses)

HAVERFORD COLLEGE  
B.A. in History, May 1999  
Senior Thesis: "Making the Best Possible Haverford Man": The Role of the Customs Program and the Honor Code in a Haverford Education."



**PhD, History & Higher Education, University of Penn.** 2010  
**BA, History, Haverford College** 1999

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### Advanced degrees

- Employers outside academia do not necessarily understand everything involved in research/academia.
  - You must identify your skills and then present them in terms that employers understand and value.
- Highlight skills acquired through a PhD that indicate maturity, adaptability, and ability to learn quickly
  - e.g., "Developed fluent Mandarin Chinese and proficient French and Spanish to conduct original research"
- Remember the key transferable skills:
  - Leading, Teamwork, Problem-solving, Communicating

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### Technical skills

- Analysis of complex data. Numerical modeling. Code development on parallel supercomputers. Extraction of signals from noise. Image processing. Technical and proposal writing. Undergraduate instruction.

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### Technical skills

- Analysis of complex data. Numerical modeling. Code development on parallel supercomputers. Extraction of signals from noise. Image processing. Technical and proposal writing. Undergraduate instruction.

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### Technical skills

- Analysis of complex data. Numerical modeling. Code development on parallel supercomputers. Extraction of signals from noise. Image processing. Technical and proposal writing. Undergraduate instruction.



- Analyzed very large quantity of data drawn from many sources with significant variability.
- Developed analysis techniques and numerical models to illustrate project findings.

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### Technical skills

- Analysis of complex data. Numerical modeling. **Code development on parallel supercomputers. Extraction of signals from noise.** Image processing. Technical and proposal writing. Undergraduate instruction.

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### Technical skills

- Analysis of complex data. Numerical modeling. **Code development on parallel supercomputers. Extraction of signals from noise.** Image processing. Technical and proposal writing. Undergraduate instruction.



- Developed a computationally efficient technique for signal detection with parallel supercomputers

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### Technical skills

- Analysis of complex data. Numerical modeling. Code development on parallel supercomputers. Extraction of signals from noise. Image processing. **Technical and proposal writing.** Undergraduate instruction.

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### Technical skills

- Analysis of complex data. Numerical modeling. Code development on parallel supercomputers. Extraction of signals from noise. Image processing. **Technical and proposal writing.** Undergraduate instruction.



- Became youngest recipient of Alton Bergmann Research Publication Award for excellence in scientific publishing
- Published 4 papers that helped solve long-standing problem relating to binary stars

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### Technical skills

- Analysis of complex data. Numerical modeling. Code development on parallel supercomputers. Extraction of signals from noise. Image processing. Technical and proposal writing. **Undergraduate instruction.**

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### Technical skills

- Analysis of complex data. Numerical modeling. Code development on parallel supercomputers. Extraction of signals from noise. Image processing. Technical and proposal writing. **Undergraduate instruction.**



- Developed curriculum and identified resource materials for 3-month class in 2-week period, reducing standard preparation time by 50%
- Received highest ratings from student reviews ever received for a student class

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### Teaching – as an example

Instead of:

- Teaching Assistant, University of Pennsylvania
  - Taught ‘Introduction to Biology’. Tasks included leading discussion, guiding student lab work, and evaluating student work. Delivered lecture on elementary principles of microbiology.
  - Taught ‘Cell Biology and Biochemistry’. Tasks included preparing teaching materials, leading discussion, guiding student lab work, creating class web page and evaluating student work.

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### Teaching – as an example

Try:

- Teaching Assistant, University of Pennsylvania
  - Taught biology twice a week to class of 25 students
  - Developed and delivered presentations on a variety of complex topics for audiences ranging from 25-150 people
  - Designed website that contained links related to course material, including help on conducting literature reviews
  - Chaired group discussions that aired ideas and reached consensus on changes to introductory biology curriculum
  - Supervised 50 students working on lab-based research projects
  - Counseled 20 students on their academic progress

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### Research

- Contributed to and led multiple research programs on redesign and synthesis of antitumor anthraquinone pluraflavin A. Working toward completion of the total synthesis of ET-743 as well as additional analogs for biological evaluations and structure-activity relationships.

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### Research

- Contributed to and led multiple research programs on redesign and synthesis of antitumor anthraquinone pluraflavin A. Working toward completion of the total synthesis of ET-743 as well as additional analogs for biological evaluations and structure-activity relationships.



- Collaborate with several postdoctoral researchers & graduate students to ensure successful & timely project completion
- Manage and mentor 2 undergraduate researchers
- Design lab protocol & revise approaches during research
- Published research on formal synthesis of ET-743 in 2 peer-reviewed scholarly journal articles
- Presented research at symposium with over 300 attendees

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### Research

- Perform genetic analysis of mutations causing hormone-independent signaling of human luteinizing hormone receptor. Analyzed role of proteasome, the central protease of cell cycle and growth control. Regulated muscarinic acetylcholine receptor desensitization by Phosphorylation.

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### Research

- Perform genetic analysis of mutations causing hormone-independent signaling of human luteinizing hormone receptor. Analyzed role of proteasome, the central protease of cell cycle and growth control. Regulated muscarinic acetylcholine receptor desensitization by Phosphorylation.



- Conducted 3 major research projects from design to completion in 4½ years; planned and implemented each phase of research, including experiment design, data collection and analysis, and written reporting of findings
- Authored or co-authored 5 published articles in refereed scientific journal, Journal of Biological Chemistry
- Completed & successfully defended 250-page dissertation one month ahead of schedule

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### Professional experience

- Think in terms of experience (e.g., skills in action), not employment or work history.
  - You may have different experience sections (e.g., ‘technical’, ‘leadership’, ‘problem-solving’, ‘writing’)
- Avoid passive voice - phrases like “Responsibilities included” or “Duties were” – why?
  - “Duties included operation, maintenance, student training and certification of users for X-ray Fluorescence spectrometer”
- Translate specialized skills and interests into everyday language as needed
- Include internships/unpaid positions if they’re relevant

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### Additional/optional resume sections

- Professional memberships/leadership
- Community activities/leadership
- Skills – can include
  - Technical/computer skills/languages (e.g., C, C++)
  - Languages
- Selected publications/presentations
  - Or include elsewhere as “presented plenary papers in two annual meetings to audiences of ~200 experts”
- Additional Information
  - Hobbies?

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### Honors & Awards

- Roche Excellence in Chemistry Award 2007
- National Science Foundation Pre-Doctoral Fellowship 2006
- Faculty Fellow, Chemistry 2004-2006
- Delta Sigma Chi Balfour Fellow 2004-2006
- Rhodes Scholarship, Pennsylvania State Finalist 2003-2004
- Delta Sigma Chi International Balfour Finalist
- AICF Senior WU Chemist Award
- Presidential Senior Scholar 2002-2003
- Nancy K. Detering Waechter Scholarship
- Delta Sigma Chi Foundation General Scholarship

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### Honors & Awards

- Science-related job
  - Selected Honors/Awards:**
    - National Science Foundation (NSF) Pre-Doctoral Fellowship; chosen out of pool of 500 applicants
- More general job
  - Selected Honors/Awards:**
    - Rhodes Scholarship finalist;
    - Presidential Senior Scholarship awarded to students in the top 2% of class
- Context is important...
  - ...As are the skills you used to get the award

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### Publications – CV style

- 2005 Evaluating excavator bias: A case study from the site of Pech de l’Azé IV. Journal of Field Archaeology 30(3):317-328 (2nd author with Dibble, Harold L. and Shannon P. McPherron).
- 2003 Subsistence strategies and burial rituals: Social practices in the Late Deccan Chalcolithic. Asian Perspectives 42(2): 247-266.
- 2002 Arbitrariness: a definite account. In G. Garding and M. Tsujimura eds., The Proceedings of WCCFL 23. Somerville, MA: Cascadilla Press, pp. 541-554.
- 2001 Centering in Russian. In E. Kaiser ed., Penn Working Papers in Linguistics (Volume 7.2: Current Work in Linguistics). Philadelphia, PA, pp.96-108.

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### Publications – resume style

- Published 4 articles in refereed journals. Presented research to experts on human rights from around the world at 6 conferences
- Contributed to investigation of novel approaches to treat neurological diseases through 3 publications in scientific, peer-reviewed journals
- Effectively communicated research results across subject fields with publication in interdisciplinary conference proceedings suitable for broad audience
- You can also list a few “selected publications” if they are particularly relevant

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### References and resumes

- Generally, there is not enough room on a resume to include contact information for references
  - Some people state “References available upon request”
  - Employers expect you to have references, and so no mention of them is needed
- **Reminder!** Don’t wait until you are actually applying for a job before thinking about your references
  - Keep your references up-to-date on your job search
  - “Just letting you know that I am now actively seeking work in the \_\_\_\_\_ industry as a \_\_\_\_\_, and so as we discussed I will probably be approaching you for a letter of reference in the near future. Thanks for agreeing to write a letter for me”.

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### REMEMBER: One size does not fit all

- There is not one way or a right way to do a resume
  - Success can depend on who reads it
- Each resume should be tailored to the position you are applying to
- Decrease the work the hiring committee has to do to increase your chance of being interviewed
  - Highlight your key skills that are relevant to the position – cut out or reframe irrelevant details
- Order of resume can vary
  - Most relevant section comes first (after objective or summary), e.g., experience may come before education

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### Quality..., not quantity

- You can apply for every job that you see that you could do, or that might interest you...
  - But sending out lots of applications often decreases the quality of those applications
  - Proper applications take time, research, and lots of thinking
- Every job application should be unique!
  - Tailored to showcase your skills, and how they fit the needs of the organization you are applying to
  - Showing that you understand the needs of that company

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Things **NOT** to do in your resume

- Created fundamental research approaches in medical physics aligned with a biomedical applied feature that allowed for a continuous equilibrium factor resonance scan that was used to explain why molecular clocks don't provide an accurate representation to make it clear for antibodies designed for the specific needs of your electron components and gene reader technology. Applied back step dig approach to create a positive reversed focus application for use in applied settings to provide information resources for patient focused clinical studies involving fundamental principles of molecular chemistry to pivot back to expressions of yeast F23 factor in creation of down regulated gene flow triggered by fluorescent capabilities of subjects.

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Things **NOT** to do in your resume

- Created fundamental research approaches in medical physics aligned with a biomedical applied feature that allowed for a continuous equilibrium factor resonance scan that was used to explain why molecular clocks **don't** provide an accurate representation to **make** it clear for antibodies designed for the specific needs of **your** electron components and gene **reader** technology. Applied back step **dig** approach to create a positive reversed focus application **for** use in applied settings to provide **information** resources for patient focused clinical studies involving fundamental principles of molecular chemistry to pivot back to expressions of yeast F23 factor in creation of down regulated gene flow triggered by fluorescent capabilities of subjects.

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Things **NOT** to do in your resume

- Graduate Student, University of Penn. 2011  
– I completed research into ion channels and liquid states
- Research assistant, Swarthmore College 2006  
– I assisted with research into solid state dimensions
- Yearbook coordinator, Holland High School 2001  
– I took pictures of students and arranged in yearbook
- Baby-sitter, Chelsea neighbourhood 1995  
– I baby sat Little Jimmy Jones, and I did it very well
- Blackboard cleaner, Little tots daycare 1983  
– I was chosen as the most responsible toddler

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### Things NOT to do in your resume

- DON'T make your reader dig for information.
- DON'T tell everything you've ever done.
- DON'T include the words "I" "We" etc.
- DON'T make your resume too dense, busy or cute.
- DON'T use a font smaller than 10 point.
- *DON'T use fancy fonts that are hard to read.*
  - Let your skills be your selling point, not your fancy formatting

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### Summary

- Research and identify skills and qualifications sought by prospective employers.
- Generate list of your transferable skills and other relevant experience from your academic & non-academic pursuits.
- Choose headings and organize your information to present your most relevant experience first.
- When you describe your skills, achievements, and experiences, use action verbs, **AND BE 100% HONEST!**
- If you cannot explain something in terms of the job you want, consider cutting it.
- Make sure your formatting is clear, your content concise, and your usage consistent; convert to PDF before sending.
- Proofread, proofread, and **PROOFREAD!**

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### Resume resources

- Online Materials
  - [Sciencecareers.org](http://sciencecareers.org); [rileyguide.com](http://rileyguide.com); [Chronicle of Higher Education](http://chronicle.com)
  - <http://chronicle.com/article/From-CV-to-R-sum-/44712>
- Career Services Website
  - Resume and CV samples: [www.vpul.upenn.edu/careerservices/writtenmaterials](http://www.vpul.upenn.edu/careerservices/writtenmaterials)
  - WetFeet insider guides, "**Killer cover letters & resumes**". Find WetFeet by clicking on "online subscriptions" link here: [www.vpul.upenn.edu/careerservices/library/](http://www.vpul.upenn.edu/careerservices/library/)
- Career Services Library
  - Good old fashioned books as well!

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### Optional homework!

- Create or find a draft version of your 1-2 page resume
  - You should always try to make a 1-page version even if this is just an exercise in focusing on relevant points
- Complete the resume checklist (in handout)
  - Try to see your resume as if you were an employer at the organization you are interested in
- Complete the self-evaluation form (also in handout)
  - Thinking critically about your resume will help you to refine your draft
- Make an appointment at Career Services, 215 898 7530 if you need additional help

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