CV → Resume Conversion Guide

Office of Career Strategy

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Opening Activity

- If you had to pick just one of your many skills 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 useful and effective?

Definitions

What is a CV?

- Latin *Curriculum Vitae* ("the course of one's life") – a detailed description of all the academic activities and accomplishments you have accumulated throughout life (since college)

What is a Resume?

- French *résumé* ("summary") – A strategic, targeted, and concise overview of the most relevant skills and experiences that relate to the particular career or position to which you are applying

CV vs Resume Comparison

CVs

- Long!
- Product-oriented – what you have done
- What's Included:
  - Name & Contact Information
  - Research Interests
  - Education
  - Technical/Specialized Skills
  - Grants, Honors, & Awards
  - Publications & Presentations
  - Classes Taught/TF'd
  - Postdoc Training/Fellowships
  - Research Experience
  - Non-Academic Employment
  - Service to the University
  - Scholarly/Professional Memberships
  - References

Resumes

- 1–3 pages
- Process-oriented – what you can do
- What's Included:
  - Name & Contact Information
  - Summary
  - Education, Awards, Relevant Coursework
  - Related Work Experience
  - Leadership/Volunteer Experience
  - Technical/Specialized Skills
  - Languages, Computer Skills, Interests

How to Convert a CV into a Resume

- First, list all of your experiences that have contributed to your skills (dissertation research, lab work, teaching, leadership activities, volunteer experience, internships) and create a bulleted list of your transferable skills

- Second, write each entry in a results-oriented, measurable style, emphasizing personal accomplishments and transferable skills

- Third, find specific examples of jobs you're interested in; determine the 4–5 skills they are looking for in a candidate

- Fourth, select the experiences that best align with the skills for the jobs you selected and rethink your headings (get ready to remove a lot of hard-earned achievements including honors, awards, grants, papers, presentations)

Transferable Skills

Skills that can apply to many different tasks and settings. Top attributes employers seek on candidate's resumes (NACE, 2016):

- Leadership (80.1)
- Ability to work as a team (78.9)
- Communication Skills (written) (70.2)
- Problem-Solving Skills (70.2)
- Communication Skills (verbal) (68.9)
- Strong Work Ethic (68.9)
- Initiative (65.8)
- Analytical/Quantitative Skills (62.7)
- Flexibility/Adaptability (60.9)

- Technical Skills (59.6)
- Interpersonal Skills (relates well to others) (58.4)
- Computer Skills (55.3)
- Detail-Oriented (52.8)
- Organizational Ability (48.4)
- Friendly/Outgoing Personality (35.4)
- Strategic Planning Skills (26.7)
- Creativity (23.6)
- Tactfulness (20.5)
- Entrepreneurial Skills/Risk-Taker (18.6)

Number in paranthesis are the percentage of respondents who said these were attributes they seek on a candidate's resume

Skills Demanded By Employers (NACE, 2016)

- Ability to verbally communicate with persons inside and outside the organization (4.63)
- Ability to work in a team structure (4.62)
- Ability to make decisions and solve problems (4.49)
- Ability to plan, organize, and prioritize work (4.41)
- Ability to obtain and process information (4.34)
- Ability to analyze quantitative data (4.21)
- Technical knowledge related to the job (3.99)
- Proficiency with computer software programs (3.86)
- Ability to create and/or edit written reports (3.60)
- Ability to sell or influence others (3.55)

*5-point scale, where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important – each number in parenthesis is a weighted average

What skills do PhDs have?

- Interpretation and analysis
- Abstract reasoning and problem solving
- Research
- Synthesis of ideas, data, or existing literature
- Communication (verbal and written)
- Self-management, initiative, and motivation
- Ability to express complex information clearly, especially if you have teaching and mentoring experience

Different perspective on experiences

Taught "Animal Behavior (B1320)" as primary instructor
- Responsibilities included describing the evolutionary changes to behavior brought about by the interaction between genotype, phenotype, and environmental influences, with a focus on the importance of gene-based assessments of adaptive traits for understanding reproductive success and overall fitness.

Tasks & Skills – Teaching a Course

Tasks

- Prepared syllabus
- Ordered books
- Provided course resources
- Prepared lectures and discussions
- Developed multimedia resources
- Delivered lectures
- Evaluated student progress; met with students privately to discuss their progress
- Answered questions, created exams, graded papers

Transferable Skills
(and action verbs!)

- Organize and provide structure
- Plan and coordinate
- Present information to large groups
- Translate complex concepts to new learners in interesting ways
- Manage groups and lead discussions
- Communicate clearly to individual students and large groups
- Manage relationships and act as a mediator

Sample Description – Teaching a Course

When writing your entry, decide which skills you want to highlight and then consider <u>the actions you took and the results</u>

Yale Department of Animal Behavior, *Lecturer,* New Haven, CT (Fall 2011)
- Created and delivered lectures on animal behavior and evolution twice a week to 50 underclassmen; provided foundational knowledge and taught scientific methods
- Translated topics to students using a variety of multimedia sources, including a course-specific website, videos, and audio samples
- Developed exams and paper topics; provided feedback on students' communication skills and assignments (both quantitative and qualitative)
- Awarded student-nominated teaching prize for creative interdisciplinary teaching

Example Conversions - Research

- Contributed to and led multiple research programs on the 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.
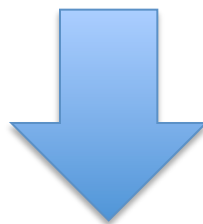
- Collaborated with two postdocs and three graduate students to ensure successful and timely project completion
- Managed and mentored two undergraduate researchers
- Designed, revised, and improved lab protocol throughout research
- Published research articles on formal synthesis of ET-743 in two peer-reviewed scholarly journals
- Presented research at a symposium lecture with over 300 attendees

Example Conversions – Dissertation

Yale Department of Political Science, *Dissertation Research*

New Haven, CT (2012 – Present)

Dissertation: *International Policy and its Effects on Political Economy*

- Located and assembled data on international policies and associated financial and political-economic variables
- Standardized data from multiple sources; organized data in a Microsoft Access database
- Designed a survey using Qualtrics; administered it to 9,000 government officials with over 1,000 respondents
- Analyzed data using multivariate statistical techniques
- Presented findings at the International Society for Political Economy

What about a Summary?

- Proven leader in initiating and executing functional protein expression laboratory research. Strong track record of getting projects completed on time, on budget, and meeting deliverables and milestones. Effectively help fellow scientists put their ideas and findings into persuasive and engaging presentations for conferences and industry presentations.

- Expert education consultant with 10+ years of research and practice-based experience in community development and university administration. Strong public speaking, teaching, and facilitating skills for diverse student, professional, and general audiences.

- Collaborative developmental psychologist and social scientist with expertise in early child development, parenting, and families with young children. Strong leader with ability to effectively engage multidisciplinary teams. Accomplished speaker and writer. Top-rated instructor.

Education

Using reverse chronological order, you can include:
- Degrees, with expected date of completion if applicable
- Dissertation or thesis title (or the topic, if the title is too specialist)
- Relevant coursework, concentrations, or exam fields – but only if they provide information that is not covered elsewhere
- Honors and awards – placed *under* the appropriate degree
- Relevant extracurricular activities – but only if they illustrate your skills (can also be in another section instead)

Harvard Graduate School of Education, Cambridge, Massachusetts

Doctor of Education in Culture, Communities, and Education, May 2013
- *Dissertation Title:* "Social Justice in the Halls of Privilege: An Ethnographic Study of a New England Country Day School"
- *Qualifying Paper Title:* "Pushing the Boundaries: What Six Youth Organizers at Boston's Hyde Square Task Force Have to Teach us About Civic Engagement"

Headings – Make Them Do Work For You!

Instead of generic headings like "Work Experience" or "Related Experience," use specific headings that grab the reader:

- Professional Experience in Education and Consulting

- Policy, Advocacy, and Research Experience

- Experience in Teaching and Program Management

- Research Experience in Genomics and Data Analysis

- Experience in Software Development and Coding

- Research and Writing Experience in South-Asian Literature

Publications and Presentations

Instead of listing all publications and presentations, consider the following:

- Published four articles on human rights in peer-reviewed journals; presented research to international experts at six conferences

- Contributed to research on new approaches for treating neurological diseases; published results in three peer-reviewed journals (*The Lancet, NEJM,* and *AJM*)

- "Selected Publications and Presentations" – perhaps "(3/10)"

Skills Section

Areas of Expertise

- Developmental Psychology
- Families with Young Children
- Early Care and Education
- Original Research and Literature Reviews
- Team Management and Supervision
- Teaching, Educating, Training
- Quantitative and Qualitative Analysis
- Survey, Observational, Interview, and Direct Assessment Research Methods
- Program Evaluation

Laboratory Skills

- Analyze mass spectral data
- Assay of antibodies and antigens
- Atomic spectroscopy
- Bacterial culture identification
- Bioreactors
- Capillary Electrophoresis
- Differential centrifugation
- Light microscopy
- Medium preparation
- Protein purification
- Screening and fermentation

Languages & Skills

Languages and Skills

- *Languages:* French and Spanish (Professional Proficiency), Russian (Intermediate), Serbian (Basic), English (Native)
- *Computer Skills:* Stata, R, CSPro, ArcGIS, Scientific Workplace, LaTeX, Advanced Excel

Languages and Additional Interests

- *Research Languages:* Proficient in German, Latin, and Ancient Greek. Beginning Arabic
- *Travel:* Extensive travel in Lebanon, Syria, Turkey, and Iran
- *Competitive Outdoor Sports:* Ultramarathoning, free climbing, and through-hiking of the Appalachian Trail

Example CV to Resume Conversion

CV

Jane Doe

Full Name Jane Smith Doe

Nationality American, European Union (Hungarian)

Address Yale University Department of Chemistry **Email** jane.doe@yale.edu
260 Whitney Ave, JWG 225 **Web page** http://hep.yale.edu/jane-doe
New Haven, CT 06511

Education

2011 Ph. D. (Chemistry)
UC Santa Barbara, Santa Barbara, CA
Thesis title: *Chemical Composition of Zeolites*
Advisor: Prof. John Doe

2003-2006 B. S. (Chemistry), *summa cum laude*
UC Santa Barbara, College of Creative Studies, Santa Barbara, CA

2002-2003 Smith College/Amherst College, North Hampton/Amherst, MA

Awards and grants

2008-2010 California Space Grant Consortium Fellowship
2006-2007 White Mountain Research Station Grant
2006 UC Santa Barbara, Department of Chemistry: Research Honors
2001 Fermi Lab Undergraduate Student Research Program
2002-2005 Smith College *Full* International Student Scholarship
2002 Material Research Lab (UCSB) Undergraduate Student Research Program
2002 Service to the College Award-Vice President of the Associated Students
2002 President's Honor Roll-Academic Achievement Award

Research interests

- time-domain astrochemistry
- extraterrestrial chemistry
- chemistry of meteorites

Research Positions

2012-present Postdoctoral Associate
Yale University Department of Chemistry, New Haven, CT
- take part in the planning, managing, follow-up and operations of the Yale Astro-Chemical Survey; PI for 'Blue Elements' as part of the *Public ESO Spectroscopic Survey of Transient Objects* (PESSTO)

Resume

JANE DOE

jane.doe@gmail.com 1234 Yale Ave, PMB 123
(123) 456-7890 Home Town, CT 06123

EDUCATION

Yale University New Haven, CT
Postdoctoral Associate in Chemistry – Research and Experimentation 2012-2015
Yale School of Management 2014
Relevant coursework covered *Financial Institutions/Markets, Probability Modeling, Competitive Strategy, Behavioral Economics*

University of California Santa Barbara *(#6 chemistry program in US)* Santa Barbara, CA
Ph.D., Chemistry – Designed, built and commissioned a chemical observatory 2011
Relevant coursework: *Multivariable Calculus, Logic, Differential Equations & Fourier Series, Linear Algebra & Differential Equations, Methods of Theoretical Chemistry, Quantum Mechanics*
B.S., Chemistry, *Summa Cum Laude* – Academic Honor Award (top 5-10%) 2006

ANALYTICS AND LEADERSHIP EXPERIENCE

Yale University, Department of Chemistry New Haven, CT
Associate Research Scientist/Postdoctoral Associate 2012-2015
- Lead an international team of 10 scientists studying chemical composition of stellar explosions through reduction and analysis of large datasets
- Principal Investigator/Leading Author on 4 winning research proposals (100% success rate)

Raytheon Company, Raytheon Vision Systems Santa Barbara, CA
Senior Systems Engineer II 2007-2012
- Led a team of 13 engineers developing the First Generation Raytheon Night Vision detectors: $30M in total program earnings realized and a reachable market size of $2B
- Tracked product requirements/deliverables and program milestones

University of California Santa Barbara, Chemistry Department Santa Barbara, CA
Graduate Student Researcher 2005-2011
- Led a cross-institutional team of 9 people, including 2 senior engineers from Raytheon and FLIR, and 7 undergraduates) for the inception, technical development and launch of a system of telescopes to study the chemical composition of stellar explosions
- Reduced and analyzed astronomical spectra, manipulated large volumes of data

BUSINESS EXPERIENCE

Yale University New Haven, CT
Manager, Yale Graduate Student Consulting Club (YGCC) 2014
- Design/write educational tools for case interview preparation

Medical Devices, Inc. New Haven, CT
Pro Bono Consultant 2014
- Evaluated the technical and financial viability in the launch of a new product
- Developed launch strategy, fund-raising presentation and pitched the new product to life science VCs

Columbia University Case Competition for Tesla Motors New York, NY
Finalist Team 2014
- Proposed a business plan for the implementation of Hyperloop in the eastern seaboard

OTHER

- **Computer/Coding:** through workshops – Python, Matlab, Fortran
- **Memberships:** MENSA, YGCC, Yale Entrepreneurs & Investors, MIT Enterprise Forum
- **Interests:** ski, tennis, wine making, portrait photography

Common Resume Mistakes

- Using a non-professional email address (splashypants@gmail.com) instead of your Yale address – Yale is impressive!

- Using the words "Phone" or "Email address" (unnecessary) or including more than one phone number or email (confusing)

- Including marital status, age, or a picture (for jobs in the US)

- Using bland or generic verbs to convey your skills

- Using the present tense for work done in the past (using *lead* instead of *led*); using the present continuous tense instead of the present perfect tense for current work (using *leading* instead of *lead*)

Common Resume Mistakes

- Using the first person ("I manage three undergraduates")

- Using jargon or technical terms that only someone in your field would understand (ask a friend or a relative for a reality check!)

- Following a rigid template instead of customizing to highlight your strengths

- Using unfriendly formatting (fun fonts, small fonts, large blocks of text)

- Submitting your resume as a Word file – ALWAYS USE PDF

- Forgetting to proofread, proofread, proofread – not just spell-check!

Summary and Lessons Learned

- Accept that resumes are a different genre, with a different purpose and style than CVs

- The goal is to show the employer what you can do for them – matching your skills with their needs

- Treat your experience and research results as *evidence* of your transferable skills

- Following guidelines for action verbs, headings, and concision will make your skills easily legible to busy readers

THE BOTTOM LINE:

A CV is a well-organized catalog of your past work; a resume explains what you actually did to achieve these results and what you are capable of doing in the future

QUESTIONS?

Office of Career Strategy Resources:

http://ocs.yale.edu/content/converting-your-cv-resume

http://ocs.yale.edu/content/resumes

careerstrategy@yale.edu