

An effective curriculum vitæ

Jean-luc Doumont

CURRICULUM VITÆ

Nom : Du Chantort
Prénom : Noémie
Adresse : Rue Verte, 3
1300 Wavre
Téléphone : 09407 / 44.47.19
Nationalité : belge
Etat civil : célibataire
Date de naissance : 29 janvier 1991

ETUDES ET DIPLOMES

Athlète Robert Carron, rue Ernest Allard 49, B-1000 Bruxelles (de 2003 à 2009)
Orientation : Humanités latin-mathématiques
Université Libre de Bruxelles, **Institut des Sciences Appliquées** (de 2009 à 2014)
Spécialisation : Physique
Première bachelier : 13/18/2000 (distinction)
Deuxième bachelier : 13/16/2000 (distinction)
Troisième bachelier : 13/18/2000 (distinction)
Première master : 16/21/2000 (grande distinction)
Deuxième master : 16/21/2000 (grande distinction)

Travail de fin d'études intitulé "Calculs de profils de doses par simulations Monte-Carlo en radiothérapie"
Promoteur : Monsieur le professeur J. Leteurtre

CONNAISSANCE DES LANGUES

Français : couramment
Anglais : +++
Néerlandais : 8/10 (cours de vacances)

CONNAISSANCES INFORMATIQUES

Microsoft Word, Microsoft PowerPoint, Adobe Photoshop, Matlab, PHP, Microsoft Excel, Microsoft Outlook, Linux, Java, TeX

EXPERIENCE PROFESSIONNELLE

Août '09 : jobiste au **Canofone**, rayon **Liquors**
Août '12 : jobiste au **Canofone**, rayon **Aliments et boissons**

-/-

Rue Verte 3, 1300 Wavre
09407 444 719
noemie@gmail.com
née le 29 janvier 1991

Noémie DU CHANTORT
Ingenieur physicien trilingue

Etudes Université Libre de Bruxelles

2012-2014 : Ingénieur civil physicien, orientation sciences nucléaires
Grande distinction. Travail de fin d'études chez le prof. J. Leteurtre
Calculs de profils de doses par simulations Monte-Carlo en radiothérapie.
Succès au programme Examen à Aalto University (Helsinki).

2009-2012 : Bacheliers en sciences de l'ingénieur, orientation ingénieur civil
Majoré en chimie et physique appliquées, mention en informatique

Expérience

Février 2014 : Organisation Européenne pour la Recherche Nucléaire (Genève)
J'ai eu l'occasion de participer à une semaine de cours, exercices et visites.

Août 2011 : Centre d'Etude de l'Energie Nucléaire (Mol)
Au travers d'un stage de six semaines, j'ai eu l'occasion de travailler dans trois services et de visiter le site des grands équipements.

2012-2014 : Université Libre de Bruxelles
Dans le cadre du programme **Profils de l'UCL**, chaque année, je prepare des étudiants à l'examen d'entrée en Polytechnique.

2010-présent : Croix-Rouge de Belgique
Je suis secouriste et ambulancière bénévole. J'ai six diplômes en premiers secours et de visite de sites de la Croix-Rouge (Amérique).

Langues

Français	langue maternelle	Près de l'illiance française en 2014.
Anglais	très bonne connaissance	Trois séjours aux Etats-Unis (trois ans).
Néerlandais	bonne connaissance	Stage "summercamp" (en français) à 19 langues.

Autres

Informatique : Je programme couramment en Java, Python et C#. Je maîtrise le système opératoire Linux et les environnements Matlab et R#.

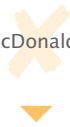
Loisirs : Malgré le temps consacré à mes études, je m'efforce de maintenir des activités sportives (natation et marche). Mes hobbies incluent le cinéma, la lecture (en français et en anglais) et le baby-sitting.

Longue expérience en mouvement de jeunesse.



En charge d'une équipe de cinq animateurs, je gère une troupe de 40 scouts (12-17 ans) depuis bientôt quatre ans.

Summer jobs at McDonald's and Pizza Hut.



To finance my studies, I worked every summer for six to eight weeks (McDonald's, Pizza Hut).

First contact with a potential employer, the curriculum vitæ must be most effective. Regarding content, it must be clear, accurate, and concise, thus including all relevant information and nothing but relevant information. Regarding page layout, it must allow fast access to any desired item and stand out for being impeccable, not for being meaninglessly original.

A curriculum vitæ is all about establishing the competences of the candidate—his or her knowledge, skills, and attitude. For example, is he or she willing and able to work in a team, to lead a project, to converse in a second or third language? Many competences can be acquired or demonstrated outside of the school or workplace, such as through hobbies or travel.

To establish competences, the curriculum vitæ must not only select the right type of content but also express this content in a way that reveals the knowledge, skills, and attitude used. For example, it should use verbs, probably in the first person, and be specific enough for readers to appreciate achievements.

The page layout is not about decorating the curriculum vitæ but about revealing its structure, to allow readers to locate effortlessly the information they are looking for. To this end, typography and notations must be consistent and intuitive, thus presenting similar items of information in a similar way.

The most effective layout is that which, for the same clarity, requires the least amount of ink. Just as a sound is highlighted by the silence surrounding it, a text item stands out optimally when surrounded by space. Structure stems from the relative position of items more than from the look of individual items.

As a general rule, the curriculum vitæ of the last-year student or recent graduate is best limited to one page and organized along four classic categories, each presenting its information in order of decreasing importance (often antichronologically).

Education	Final degree, grade if favorable, thesis if applicable. Previous degree(s) only if they add sufficient value.
Experience	Any experience that helps illustrate competences, whether directly job-related or more simply human.
Languages	Actual language skills (no modesty or exaggeration). A hint of how each was acquired or put into practice.
Others	Any complementary information on the candidate highlighting relevant knowledge, skills, or attitude.

The curriculum vitæ of a more experienced professional can be structured more flexibly but follows the same overall idea: establish competences, develop more what is more relevant, present first what CV readers are likely to want to know first.

In all cases, an effective curriculum vitæ stands on its own, even if it benefits from a cover letter establishing the match with a given position. Beyond its addressee, the CV may well circulate around other departments without its cover letter.

The next pages display three curricula vitæ, with comments: one for Noémie, who just graduated (original and revised in French, international in English, cover letter in French); one for Matt, who is finishing his PhD (original and revised); and one for Gini, an experienced professional (revised only).

Should I include a photograph of myself?

Visual communication is powerful—hence, risky. A photograph certainly helps a potential employer recognize you if you are invited for a job interview, but it shows only one side of you (smiling, serious, etc.) and conveys an attitude, which may please... or displease. To play it safe, include a photograph only when told to do so as part of the application or whenever physical appearance seems important for the position you seek (which is seldom the case).

What should I do about a “gap” in the chronology?

If there is a period of your life you are less proud of, such as a year you flunked, resist the temptation to conceal it: you are unlikely to fool CV readers. Instead, be open about it: explain what happened (family circumstances, parallel projects, or other) or turn it into something positive (lessons learned). Since it is less important than your achievements, keep it short; you can elaborate in job interviews.

How do I know to whom I must address the letter?

For a spontaneous application, or if no information is given in the job ad, simply call the organization on the phone, ask to speak with Human Resources, explain that you plan to send them an application, and simply ask to whom you can address it. (Should they insist that you send it to Human Resources generically, you should comply. You can then open your letter with something like “Dear Sir/Madam.”)

Contents

The form approach is ineffective: it uses many unnecessary words (readers do recognize an address or phone number when they see one) and it needlessly dilutes the content on more than one page.

The education section includes unnecessary details. In particular, the secondary school is unlikely to influence a recruiter—unless it reveals something additional about the candidate, for example the mastery of another language. Similarly, grades of the first years are little relevant: just mention the grade of the last known year.

The language section is cryptic (what do +++ and 9/10 mean?) and vague. Readers cannot infer the candidate's skills in practice: what is Noémie really able to do?

The computer science section is disorganized and little selective. Programming skills might make the difference among candidates, but an exposure to user-friendly office software is not impressive.

The experience section lists first the less important student jobs, relegating the more relevant ones to page 2 (less likely to be read).

CURRICULUM VITÆ

Nom : Du Chantort
Prénom : Noémie
Adresse : Rue Verte, 3
1300 Wavre
Téléphone : (0)497 / 44.47.19
Nationalité : belge
Etat civil : célibataire
Date de naissance : 29 janvier 1991

ETUDES ET DIPLÔMES

Athénée Robert Catteau, rue Ernest Allard 49, B-1000 Bruxelles (de 2003 à 2009)

Orientation : Humanités latin-mathématiques

Université Libre de Bruxelles, Faculté des Sciences Appliquées (de 2009 à 2014)

Spécialisation : Physique
Première bachelier : 1518/2000 (distinction)
Deuxième bachelier : 1389/2000 (distinction)
Troisième bachelier : 1586/2000 (distinction)
Première master : 1625/2000 (grande distinction)
Deuxième master : 1699/2000 (grande distinction)

Travail de fin d'études intitulé "Calculs de profils de doses par simulations Monte-Carlo en radiothérapie"

Promoteur : Monsieur le professeur J. Letuteur

CONNAISSANCE DES LANGUES

Français : couramment
Anglais : +++
Néerlandais : 8/10 (cours de vacances)

CONNAISSANCES INFORMATIQUES

Microsoft Word, Microsoft PowerPoint, Adobe Photoshop, Matlab, PHP, Microsoft Excel, Microsoft Outlook, Linux, Java, TeX

EXPÉRIENCE PROFESSIONNELLE

Août '09 : jobiste au Carrefour, rayon Traiteur
Août '12 : jobiste au Carrefour, rayon fruits et légumes

.../...

Layout

Most of the page's prime space (top third) is wasted on details that readers are not interested in at first (phone number, etc.). Any contact data can indeed be compact, as on a business card.

The section headings are heavy yet difficult to read (all capitals, bold, italics, set in a tight frame, centered, with insufficient space above and to a point below them).

Underlining may draw attention, but it makes words less readable. Besides, it is used inconsistently here: its role is therefore unclear.

Dates are noted and positioned inconsistently on the page (year in two or in four digits, dates set in the left margin or on the right).

The space is used suboptimally in many respects. Among others, labels (left) and matching content (right) are located too far apart.

On a positive note, the text is set in one font at few different sizes (one for texts, one for headings), thus contributing to a reasonably uniform look. A second text size might actually help differentiate between two levels of importance.

The top part is like the candidate's business card. Left (most visible): both who she is and what she is. Right (easy to find yet out of the way): how to get in touch with her. Date of birth or age are expected in some countries, including Belgium, but not in all.

Education is a logical first section for a candidate who just graduated (or is about to). It is probably more detailed than for an experienced professional, because it is directly relevant for a young graduate (and there is typically less to say about experience).

Experience includes any former or current activity that demonstrates the candidate's knowledge, skills, or even attitude. Like the curriculum vitae as a whole, it is ideally organized from most to least relevant, which usually but not necessarily means from most to least recent (or antichronological). When it lists many items, it can usefully be organized in themes. Here, it first presents the more technical activities before moving to more social sets of competences.

Languages are listed from best to least mastered by default, but could be listed in another sequence if some are more relevant for a potential employer. The claimed level is complemented by an indication of how the language was acquired or by some sort of objective evaluation (prize, standard test, etc.).

Others usefully group at the bottom of the page anything else worth mentioning about the candidate: additional competences (such as computer skills); prizes, awards, or recognitions not listed elsewhere; and perhaps more personal items such as hobbies when these help reveal the profile of the candidate. The CV of a young graduate is best kept to one page.

Noémie DU CHANTORT

Ingénieur physicien trilingue

Rue Verte 3, 1300 Wavre
0497 444 719
noemie@gmail.com
née le 29 janvier 1991

Etudes

Université Libre de Bruxelles

2012-2014

Ingénieur civil physicien, orientation sciences nucléaires
Grande distinction. Travail de fin d'études (chez le prof. J. Letuteur):
Calculs de profils de doses par simulations Monte-Carlo en radiothérapie.
Six mois en programme Erasmus à Aalto University (Helsinki).

2009-2012

Bacheliers en sciences de l'ingénieur, orientation ingénieur civil
Majeure en chimie et physique appliquées, mineure en informatique

Experience

Février 2014

Organisation Européenne pour la Recherche Nucléaire (Genève)
J'ai eu l'occasion de participer à une semaine de cours, exercices et visites.

Août 2011

Centre d'Etude de l'Energie Nucléaire (Mol)
Au travers d'un stage de six semaines, j'ai eu l'occasion de travailler dans trois services et de visiter la majorité des grands équipements.

2012-2014

Université Libre de Bruxelles
Dans le cadre du programme *PréExPo* de l'ULB, chaque samedi, je prépare des étudiants à l'examen d'entrée en Polytechnique.

2010-présent

Croix-Rouge de Belgique
Je suis secouriste et ambulancière bénévole. (J'ai six diplômes en premiers secours, dont trois de la Croix-Rouge Américaine.)

Langues

Français	langue maternelle	Prix de l'Alliance française en 2004.
Anglais	très bonne connaissance	Trois séjours aux Etat-Unis (cinq mois).
Néerlandais	bonne connaissance	Stage "immersion" (10 jours) à F9 Languages.

Autres

Informatique	Je programme couramment en Java, Python et PHP. Je maîtrise le système opératoire Linux et les environnements Matlab et T _E X.	
Loisirs	Malgré le temps consacré à mes études, je m'efforce de maintenir des activités sportives (natation et marche). Mes hobbies incluent le cinéma, la lecture (en français et en anglais) et le baby-sitting.	

The curriculum vitæ for an international audience need not differ much from one meant for Belgium. Differences include the format used for the address (add country), phone number (add country code), and locations (*Helsinki* may suffice within Europe but adding *Finland* is safer for the rest of the world).

For readers abroad, distinguishing between first (or given) name and last (or family) name can be a challenge. Placing first name first normally helps, but may not be enough, especially with multiword first or last names, such as here. One solution is to set the last name more prominently, for example in all capitals (or, more elegantly, in small capitals).

Personal details such as date of birth, nationality, and marital status are traditionally listed in some, but not all, countries (and traditions evolve, too). Unless requested explicitly, they are probably best omitted from an international CV. Personal details indeed more frequently hurt than help. In contrast, it is unlikely that an otherwise relevant application be discarded because of a missing personal detail.

Every piece of information on the curriculum vitæ should be understandable for the target audience, so even names of organizations are best translated (*Belgian Red Cross*, not *Croix-Rouge de Belgique*). Including both original name and translation may sometimes be useful, but it makes the CV heavier.

Language skills are an asset for an international job and should thus be stated without undue modesty, yet without exaggeration: they are indeed so easily tested during a job interview. If they turn out to have been overstated, the candidate will lose credibility.

Noémie DU CHANTORT

Engineer in physics, trilingual

Rue Verte 3
1300 Wavre, Belgium

+32 497 444 719
noemie@gmail.com

Education

Free University of Brussels

2012–2014

Engineer in physics, specialized in nuclear sciences
Magna cum laude. Undergraduate thesis (with prof. J. Letuteur):
Dose profile calculations with Monte-Carlo simulations in radiotherapy.
Six months in Erasmus exchange program at Aalto University (Helsinki, Finland).

2009–2012

Bachelor of science in engineering
Major in applied chemistry and physics, minor in computer science.

Experience

Feb 2014

European organisation for Nuclear Research (Geneva, Switzerland)
I had the opportunity to take part in a week of courses, exercises, and visits.

Aug 2011

Belgian Nuclear Research Centre (Mol, Belgium)
During a six-week internship, I had the chance to work
in three research groups and to visit most large equipments.

2012–2014

Free University of Brussels
Every Saturday, I prepare high-school students
for the entrance examination in engineering.

2010–now

Belgian Red Cross
I am a volunteer first aider and emergency medical technician. (I have
six first-aid certificates, of which three from the American Red Cross.)

Languages

French	native language	Prize of the <i>Alliance française</i> in 2004.
English	very good mastery	Three stays in the USA (five months).
Dutch	good mastery	10 days of "immersion" at F9 Languages.

Others

Computers I routinely write programs in Java, Python and PHP. I also master the Linux operating system and the Matlab and TeX environments.

Hobbies Despite the time devoted to my studies, I strive to maintain physical activities (swimming and walking). My hobbies include watching movies, reading (in English and in French) and baby-sitting.

The candidate is identified clearly and accurately on the letter, with contact details, exactly as she is on the curriculum vitæ (here, international version).

The addressee is a specific person, not a job title (*A monsieur le chef du personnel*) or a whole office (*Au département des ressources humaines*), unless it is requested explicitly by the potential employer.

The first paragraph states the object of the letter (here, a spontaneous contact). For an application prompted by an ad, it would refer explicitly to this ad: its reference number (if any), where and when the ad was seen, the exact job mentioned in it, etc.

The second and third paragraphs strive to establish the match between the candidate and the position by referring to the curriculum vitæ. (This task is easier when the requirements are listed in an ad.) Here, the second paragraph focuses on technical competences and the third, on nontechnical ones.

The last paragraph suggests an interview (it could ask for it more explicitly, too) and ends positively.

The cover letter is usually best kept (reasonably) short. Still, whereas the curriculum vitæ is generic, the letter should be adapted for each application, as it establishes the link between this generic CV and a specific position within a specific organization.

Noémie DU CHANTORT

Rue Verte 3
1300 Wavre, Belgium

+32 497 444 719
noemie@gmail.com

Monsieur Patrick SABATIER
Département Recrutement
EDF – Gaz de France
Rue Monceau 16
75383 Paris Cedex 08, France

Bruxelles, le 28 juillet 2014

Monsieur,

Ayant terminé tout récemment mes études d'ingénieur civil physicien, je me permets de vous présenter ma candidature pour un emploi chez EDF. Je suis disponible immédiatement.

Comme mon curriculum vitæ ci-joint vous l'apprend, je me suis spécialisée en physique appliquée, spécifiquement en physique nucléaire et des particules. Ainsi, en dernière année, la moitié des cours que j'ai suivis étaient consacrés à l'ingénierie nucléaire. (Comme point de référence, mon diplôme d'ingénieur de l'Université Libre de Bruxelles est équivalent à celui de l'Ecole Centrale.)

Dynamique et volontaire, j'ai complété mes études par diverses activités à responsabilités, orientées vers le service aux autres. Ouverte aux langues et aux cultures étrangères, j'ai notamment eu l'occasion de perfectionner mon anglais lors de plusieurs séjours aux Etats-Unis.

En attendant le plaisir de vous rencontrer prochainement lors d'une entrevue, je vous prie d'agréer, Monsieur, l'expression de mes salutations distinguées.

N. DuChantort

Noémie Du Chantort

Contents

The title “CURRICULUM VITAE” is unnecessary: this is visibly a CV.

The career objective is very vague (basically, “use the skills I have”), hence little useful. It is best left for the (job-specific) cover letter.

The *Education* section is nicely short but can be compacter still; “Education” could even be left out. In contrast, the dissertation title may be worth including, under either education or experience.

The experience is here organized in competences—an approach that makes sense for someone who did more than just research. It focuses first on the institution, then on the job done (the reverse is justifiable, too), hence it could usefully group the two mentions of RPI. For well-known universities, the location is perhaps unneeded.

Lists of one item make little sense; they are best rephrased as short sentences, using the action verbs already there. An explicit subject (*I*) would also lift the ambiguity in English between an infinitive, an imperative, and a first-person indicative mood—or even a noun, as with the verbs *Design* or *Guide*.

CURRICULUM VITAE

4071 Photonics Drive
Laserville, FL 32816
(555) 532-1064
mweed@creol.ucf.edu

MATTHEW DAVIDSON WEED

CAREER OBJECTIVE

To leverage my hard skills as a scientist and soft skills as an active member of the optics community to enable emerging technology industries through innovative research, governmental relations, technology transfer, and workforce development.

EDUCATION

University of Central Florida, Orlando FL
Optics, PhD GPA 3.72 **Expected: Dec 2012**
Optics, MS GPA 3.78 Dec 2009

Rensselaer Polytechnic Institute, Troy NY
Physics, BS GPA 3.89 May 2007

TECHNICAL COMPETENCY

University of Central Florida: CREOL, the College of Optics & Photonics – Orlando, FL
Graduate Research Assistant to Winston V. Schoenfeld, PhD 2007 - Present

- Design and simulate integrated photonic devices via numerical modeling and analytical studies
- Fabricate micro- and nano-scale structures in optical semiconductor systems under clean room settings
- Image devices, and processing steps using optical, electron, and atomic force microscopy
- Optically characterize micro-scale devices and thin films using freespace and fiber based equipment

Rensselaer Polytechnic Institute: Department of Physics – Troy, NY
Undergraduate Research Assistant to Peter Persans, PhD Aug 2006 - May 2007

- Characterized thin film CIGS photovoltaic cells by photo-reflectance modulation spectroscopy

Kollmorgen Electro-Optical: Submarine Optronics – Northampton, MA
Systems Engineer Co-Op Jun 2006 - Aug 2006

- Developed quantitative naval periscope image resolution metrics across functional groups

Rensselaer Polytechnic Institute: Lally School of Management & Technology – Troy, NY
Student of Management 2003 - 2007

- Completed 32 credit hours of coursework in management, economics, finance, and marketing

PUBLIC POLICY COMPETENCY

The Optical Society (OSA)
Public Policy Committee 2012 - 2014

- Guide the political advocacy effort of the international optics community on behalf of the Optical Society's 17,000+ members
- Generate policy statements for immigration, natural resource management, and journal open access

Layout

The contact data, placed top right, are easy to find yet out of the way.

Despite being set in small caps bold, headings do not stand out. Instead, set them in a plain font but perhaps slightly larger, and surround them with more space.

Space is essential in page layout, but the white space in the section on *Education* serves no purpose. On the contrary, listed degrees and dates are needlessly far apart.

In general, the dates on the right are a little lost in the paragraphs. They would be more visible (and easier to scan) in the left margin.

Indicating the month in the date does not add much (and is done inconsistently). A period such as *Jun 2006 – Aug 2006* can in fact be shortened to *Summer 2006* (more intuitive for a summer job).

Although it is visually meaningful to be able to fit each item of a list onto a single line, the lines are a little long to allow fast reading. A wide left margin would shorten them and accommodate the dates. For text set on two lines, insert line breaks at meaningful places.

Again, the top part is the candidate's business card: who he is (Matthew Weed), what he is (a researcher with an interesting experience), how to contact him. It helps make the curriculum vitae easy to find back.

The *Education* section is compact, to leave plenty of space for experience. It assumes the universities are known of the reader (or easily found on the web). An electronic version of the CV could include links.

The *Research* section is organized by institution—in three readily apparent groups. The details start each time with the function and use the first person. They are itemized only when detailed enough: here, for the most recent, most relevant experience (UCF). They avoid complicated phrases or industry jargon.

The page layout relies strongly on strict alignments and on simple proportions. For example, it skips two lines above and one line below each heading. It avoids bold and keeps italics to a strict minimum, for a clean look. Structure comes from white space.

The date ranges are written in a compact, intuitive manner. Set in the margin, they are out of the way yet easy to find or even to scan from top to bottom.

The *Public policy* section fits on the first page, thus making for a logical page break (between sections). Well-chosen line breaks help keep the lines short and, especially, keep together what goes together.

For a CV on two or more pages, repeating the name and inserting page number and total page count in the footer helps guard against misplaced pages.

Matthew WEED

PhD in optics, with experience in public policy and leadership

4071 Photonics Dr
Laserville, FL 32816

+1 (555) 532 1064
mweed@creol.ucf.edu

Dec 2012 (expected)	PhD in optics	GPA 3.72	University of Central Florida
Dec 2009	MS in optics	GPA 3.78	University of Central Florida
May 2007	BS in physics	GPA 3.89	Rensselaer Polytechnic Institute

Research

University of Central Florida

2007–present

As graduate research assistant to Dr Winston V. Schoenfeld (CREOL), I currently

- design and simulate integrated photonic devices analytically and numerically,
- fabricate micro- and nanoscale semiconductor structures in clean rooms,
- image devices using optical, electron, and atomic-force microscopy,
- optically characterize microscale devices and thin films.

Rensselaer Polytechnic Institute

2006–2007

As undergraduate research assistant to Dr Peter Persans (Physics), I characterized thin-film CIGS photovoltaic cells by photoreflectance modulation spectroscopy.

2003–2007

In the Lally School of Management & Technology, I completed 32 credit hours of coursework in management, economics, finance, and marketing.

Kollmorgen Electro-Optical (Northampton, MA)

Summer 2006

As systems engineer co-op, I developed quantitative, image-resolution benchmarks across business units for naval periscopes.

Public policy

The Optical Society (OSA)

2012–2014

As a member of the *Public Policy* committee, I guide the advocacy effort of the international optics community, and I generate policy statements for immigration, natural resource management, and journal open access.

2012

On the *Harnessing Light II* committee, I advise a joint OSA, SPIE, APS, and IEEE team on the dissemination of the National Academy of Science's report, *Optics and Photonics: Essential Technologies for Our Nation*.

2010–2012

Under *Federal Science Funding Advocacy*, I establish and maintain relationships with House and Senate offices from Florida and Oregon to relay the importance of consistent federal funding of research and commercialization.

Harnessing Light II Advisory Committee 2012

- Advise a joint OSA, SPIE, APS and IEEE Communications Team on the dissemination of the National Academy of Science's report, *Optics and Photonics: Essential Technologies for Our Nation*

Federal Science Funding Advocacy 2010 - 2012

- Annually visit DC establish and maintain relationships with House and Senate offices from Florida and Oregon to relay the importance of consistent federal funding support of research and commercialization
- Facilitated site visits from Florida Congresswomen Kosmas and Adams (District 24) to UCF

LEADERSHIP & COMMUNICATION COMPETENCY

The University of Central Florida: Office of Technology Transfer – Orlando, FL

Technical Writer Jun 2009 - Aug 2009

- Translated US Patent documentation of 46 UCF owned technologies into single-page summary sheets for license marketing purposes (examples available upon request)
- Performed portfolio analyses of 9 pieces of related intellectual property and developed a "Fields of Use" report targeting viable markets for technology valuation during licensing negotiations

NSF – Research Experience for Undergraduates: The College of Optics & Photonics

Program Organizer 2012

- Selected 6 undergraduate students from around the US and placed them in research opportunities at CREOL for a 10 week summer program which includes industrial visits to local high-tech organizations
- Conducted weekly meetings to review progress, discuss research projects and fill in knowledge gaps

Professional Society Leadership (OSA, SPIE): The College of Optics & Photonics

UCF Student Chapter President, Treasurer, Outreach Coordinator 2007 - 2011

- Wrote and won \$2,125 in grants to fund educational outreach and professional development activities
- Developed and led *CREOL Educators' Day* to better prepare local K-8 teachers in the presentation of optics and physics in their curriculum. Attendees represented 10 Orange County schools
- Wrote and won \$8,500 in grants to fund the construction of educational demonstrations by members
- Built partnerships and organized 34 educational outreach events reaching over 2100 students, teachers and parents, in more than 15 schools around Florida

Phalanx Society: Rensselaer Polytechnic Institute

Inductee/ President 2006 - 2007

- Recognition of leadership roles in Residence Life, community service, athletics, and campus events

SCIENTIFIC CONTRIBUTIONS

Journal Publications

[1] H.P. Seigneur, M.D. Weed, M.N. Leuenberger, and W.V. Schoenfeld, "Controlled On-Chip Single-Photon Transfer Using Photonic Crystal Coupled-Cavity Waveguides," (Invited Paper) *Advances in OptoElectronics* (2011)

Conference Proceedings & Presentations

[2] M.D. Weed, C. Williams, P.J. Delfyett, W.V. Schoenfeld, "Feedback in coupled-resonance optical waveguides," *CLEO 2012, Proc. OSA* (2012)

Leadership

University of Central Florida

Summer 2009

For the Office of Technology Transfer, I translated US Patent documentation of 46 UCF technologies into single-page summaries for license marketing. For 9 pieces of related intellectual property, I developed a "Fields of Use" report targeting viable markets for technology valuation during licensing negotiations.

NSF – Research Experience for Undergraduates

2012

As program organizer, I selected 6 undergraduate students from around the US and placed them in research positions at CREOL for a 10-week summer program. I conducted weekly meetings to review progress and discuss research projects.

Professional Society Leadership (OSA, SPIE)

2007-2011

As Student Chapter treasurer, then president, and finally outreach coordinator, I

- secured \$2125 in grants to fund educational outreach and professional development,
- developed and led *CREOL Educators' Day* for K-8 teachers from 10 Florida schools,
- secured \$8500 in grants to fund the construction of educational demonstrations,
- organized 34 educational outreach events, reaching over 2100 students, teachers, and parents, in more than 15 schools around Florida.

Scientific contributions

[invited paper]

H.P. Seigneur, M.D. Weed, M.N. Leuenberger, and W.V. Schoenfeld, "Controlled on-chip single-photon transfer using photonic crystal coupled-cavity waveguides," *Advances in OptoElectronics* (2011)

M.D. Weed, C. Williams, P.J. Delfyett, W.V. Schoenfeld, "Feedback in coupled-resonance optical waveguides", *CLEO 2012, Proc. OSA* (2012)

M.D. Weed, H.P. Seigneur, and W.V. Schoenfeld, "Cladding index engineering of the photonic properties of single-mode photonic crystal devices," *Optics & Photonics 2010, Proc. SPIE, 776403* (2010)

M.D. Weed, H.P. Seigneur, and W.V. Schoenfeld, "Optimization of complete band gaps for photonic crystal slabs through use of symmetry breaking hole shapes," *Photonics West 2009, Proc. SPIE, 72230Q* (2009)

[invited talk]

H.P. Seigneur, M.D. Weed, G. Gonzales, M.N. Leuenberger, and W.V. Schoenfeld, "The physics and challenges of realizing quantum teleportation using quantum dots within a quantum network," *NanoFlorida* (2009)

[invited talk]

H.P. Seigneur, M.D. Weed, M.N. Leuenberger, and W.V. Schoenfeld, "Self-assembled quantum dots within photonic crystal nanocavities for the realization of quantum networks," *Particles* (2008)

This curriculum vitae, established in 2006, presents a candidate with 18 years of business experience. Nonetheless, it is designed to fit on a single page, among others thanks to a strict matrix page layout and to hybrid headings (first, jobs and companies; then, categories such as *languages* or *other skills*).

The CV logically focuses on achievements (half of the page), with education and languages presented in a compact way and with the *Other skills* section devoted fully to additional education and experience, at the exclusion of personal items such as hobbies, which would have little value added here. (Moreover, adding hobbies means removing something else.)

Apart from the shift in focus, the CV is designed on the same principles as the previous examples: it places the more relevant experience at the top and emphasizes competencies and achievements with active verbs in the first person (past tense for previous positions, present tense for current one).

Besides being a central component of a job search, a curriculum vitae kept up-to-date can prove useful for a variety of other purposes: unexpected career opportunities (inside or outside the organization), nominations for awards, credentials of expertise required on some projects, background information for anyone who needs to introduce you at an event, and so on. Keeping your curriculum vitae up to date will also help you keep a view on your own career, including your current strengths and weaknesses, and may thus suggest career moves: get training, get extra responsibilities—or perhaps change job?

Gini CONTABILE

IEC Tax Advisor
Maître en gestion fiscale — Solvay
Master of Business Administration
Licenciée en sciences économiques

(ULB 1992, grande distinction)
(KUL 1988, grote onderscheiding)
(ULB 1986, grande distinction)

Rue du Bois Joli 3
B-1330 Rixensart
+32 10 44 47 19 (home)
+32 2 565 27 86 (office)
gini@pandora.be

Born on 28 Dec 1964, Belgian, married

Executive Director

Private Equity

Fortis Bank, 2002–present

As Chief Financial Officer for the business line Private Equity, I

- am in charge of all internal and external financial reporting of the business line;
- coordinate the work of the local controllers of the Private Equity subsidiaries;
- take part in the daily management of the business line, as a member of the Management Team.

Responsible Tax Management

Fortis Bank, 1999–2002

As responsible of the division in charge of the tax management of the bank, I

- managed the taxable basis of the bank and of its Belgian subsidiaries;
- managed the tax returns and tax inspections for the bank and its subsidiaries;
- participated in the restructuring of the group (integration).

Responsible Management Accounting International

Generale Bank, 1996–1999

As head of the division in charge of the tax planning of the bank, I

- coordinated and supervised tax planning structures managed by my assistants in Belgium and abroad (the Netherlands, Switzerland, Luxembourg, ...);
- participated actively in the tax inspection of the bank.

Tax advisor

Generale Bank, 1992–1996

Within the division in charge of the tax management of the bank, I

- set up and managed international tax planning structures;
- managed subsidiaries of the bank (treasury, administration, accounting, ...);
- performed the financial and fiscal simulations for various operations.

Assets and Liabilities Management Officer

Generale Bank, 1989–1992

Within the team managing the bank's risks of interest and currency rates, I

- prepared the files submitted to the ALM committee;
- set up and managed an analytical accounting system;
- contributed to working parties on the bank strategy.

Consultant

Andersen Consulting, 1988–1989

As a consultant, I participated in the reorganization of Belgian ministries (Social Affairs, Economic Affairs).

Languages

French
Dutch
English
Spanish

Native language.

Excellent fluency (daily contacts with Dutch colleagues).

Excellent fluency (regular collaboration with the British and US subsidiaries).

Good practical knowledge.

Other skills

Additional education

International Management Program (four weeks) organized by

Generale Bank and Insead (Fontainebleau) for the bank's executives.

Next Generation Leaders Program organized by Fortis for its "high potentials".

Additional experience

Two-month traineeship in Financial Markets at Generale Bank (1993).

Two-month traineeship in Management Accounting at Sobemap (1987).

Student teaching position in Political Economy at ULB (1985–1986).



An engineer from the Louvain School of Engineering and PhD in applied physics from Stanford University, Jean-luc Doumont now devotes his time and energy to training engineers, scientists, business people, and other rational minds in effective communication, pedagogy, statistical thinking, and related themes.

With his rational background, Jean-luc approaches communication in an original, engineering-like way that contrasts sharply with the tradition of the field, rooted in the humanities. He is thus well received by students and professionals in search of a method they can apply with the same rigor they have come to value in every other aspect of their occupations.

An articulate, entertaining, and thought-provoking speaker, Jean-luc successfully reaches a wide range of audiences around the world, in English, French, Dutch, and Spanish—as a trainer or invited speaker at an array of companies, top-ranked universities, research laboratories, and international conferences.

Staying clear of the dogmatic, subjective advice prevalent in the recruiting world, these few pages approach the curriculum vitæ from a no-nonsense communication point of view. The CV is a document; as for any other document, one must first identify one's purpose, then select, organize, and express content in an effort to reach this specific purpose. In other words—and as for any document again—a CV requires careful thought. No simplistic recipe of the type *always include this or never say that*. Instead, these pages present simple but solid ideas, illustrated by three CVs: one for a recent graduate, one for a researcher about to obtain his PhD degree, and one for a much more experienced professional.



Principiæ
Structuring thoughts

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Digital version 1.01 February 2014

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