CVs 101 Workbook

2023 Virtual Workshop

Careers 101 Series

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Workshop Objectives:

The purpose of this workshop is to gain understanding of the purpose of a CV, how to tailor your CV to specific jobs, and how to make it stand out amongst other applicants.

Agenda

- Introduction and presentation (15 min)
- Breakout Session Round 1 (20 min)
- Breakout Session Round 2 (20 min)
- Discussion (50 min)
- Course Evaluations (5 min)

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Introduction

A CV (curriculum vitae) is a summary of all of your qualifications and experiences. It is appropriate for every career level, including undergraduate, MS and PhD degrees. It is often longer and more detailed than a resume, since CVs include all experiences, whereas a resume is tailored to relevant experiences.

What's in a CV?

Name and contact information (address, phone, email)

- Usually as a header at the top of the page
- Be sure to use an appropriate and permanent email address (a university email address may not be appropriate if you will be graduating soon)

Education

- Chronological order
- For graduate degrees include the name of your PI and title of thesis
- For undergraduate degrees include honors (such as Magna Cum Laude), if applicable

Experience (Research/Teaching/Extension/Mentoring)

- Can be separated into separate sections, as interpreted by job advertisement
- Add brief description of topic or responsibilities
- Include PI or supervisor where appropriate

Publications

- Use same citation format throughout
- Can be split into peer-reviewed versus non-peer reviewed articles; split out manuscripts in preparation
- Chronological order
- Good to bold or underline your name so it's easy for hiring teams to find you
- Not all students will have a publication record

Presentations and Abstracts

- Use same citation format throughout
- Can be split into oral, poster, invited, and submitted presentations
- Chronological order
- Good to bold or underline your name so it's easy for hiring teams to find you

Funding and Grant Awards

- Can be written as a citation as well, bold your name so it's easy for hiring teams to find you
- Can include award amount
- Include grants applied for but not funded (show that you tried)

Honors and Awards

- Include the awarding institution
- Briefly describe the award and/or project that was awarded

Leadership Experience

- Include mentoring experiences, leadership in groups or teams, organizational roles
- Describe your role and how you led or organized

Society Membership

- Include professional and community associations, as they pertain to this position
- Service/Outreach
- This can include Extension, grower or stakeholder interactions, volunteer projects, and other relevant educational service

Professional Training/Certifications

- Include workshops, trainings, and certificates, especially those that include skills are not mentioned elsewhere

More infomration at:

- https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html

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CV Tips

- Keep running list of achievements to put into CV (even quick notes); it's easy to forget, so stay organized (This is also helpful for summarizing yearly accomplishments or applying for awards and promotions).
- Create a base CV for each type of position (academic, industry/non-profit, government) from which to work
- Adapt your CV to each specific job to which you are applying
- If there are specific rules (length, content, etc.) be sure to follow them
- Look at job advertisement/requirements and be sure to reflect those in your CV
- Hiring managers can identify a cookie-cutter CV and application package
- Make sure your email address is permanent and appropriate
- Your CV should be clear and concise
- Make sure all publications and presentations are in same citation format
- Have someone always check for spelling and formatting you may miss
- Avoid funky formatting styles

Tailoring your CV to a Specific Position

Who evaluates your CV?

The first person to evaluate your CV is important because if your application goes through HR first, they may rely on matching keywords from the job advertisement with your application. HR managers are not scientists, and they cannot interpret your CV. Therefore, it's important to use the same language in your CV as found in the job advertisement.

- **Academia**
  - Faculty jobs are hired by a committee composed of professors, staff, and sometimes students;
  - Technical and postdoc jobs are usually hired directly by the PI
- **Smaller companies**
  - Often a scientist is the hiring manager and will evaluate your CV initially with it potentially going to a committee of scientists
- **Larger companies**
  - Often HR (human resources) will do the first screening of applications before it moves on to the hiring manager who is a scientist
- **Government**
  - Postdocs: similar process to academia
  - Non postdocs: application materials are uploaded to USAjobs.gov and evaluated first by the website, then HR, and lastly by a hiring manager that is a scientist

Reading the job advertisement

- Position title: reveals experience needed, be sure to demonstrate this right away in CV
- Field of study: stress your knowledge in this area
  - Skills are an important component; specific commodity or pathosystem experience is often not as important as skill set
- Position split:
  - Carefully consider your comfort level with split of the position (if you really want to teach a 50/50 research/extension position may not be for you)
  - Rearrange CV to emphasize how you qualify for each of the roles
  - Be sure to address relevant experiences for each
- Other requirements/preferred qualifications:
  - Be sure to demonstrate that you fulfill these (may include leadership experience, grant writing experience, communication skills, or use of certain technologies)
- You won't be proficient in all areas; think outside the box and try to fit experiences with each requirement
  - If you don't have classroom teaching experience, list TA experience and mentoring of undergraduates in your lab
  - If you don't have extension experience, list the arbor day events you led at the local elementary school
- If you don't understand something in the job advertisement, find out!
- It can be helpful to underline keywords in job advertisement to make sure you clearly address all those requirements in your CV

CV for an Academic Position

Applications for academic positions vary greatly.

- Faculty applications
  - Evaluated by a scientific committee, often containing professors, staff, postdocs, and graduate students. The committee chair is usually a tenured professor.
  - Will include a job split describing what percent of time you will be spending on teaching, research, or extension. You need to demonstrate your experience with all portions of that split (whether research, teaching, or extension)
- Technical and postdoc applications are reviewed directly by the PI. Your CV should demonstrate your ability to perform the job and be tailored to the specific job advertisement:
- Address the research focus area: why you are qualified to work on that system/conduct those experiments (such as working with plants, conducting molecular work, executing fungicide assays, etc.)
- Demonstrate your ability to obtain funding, supervise others, present research to diverse audiences, etc.

CV for an Industry Position

- Applications for industry and non-profit positions depend upon the size of the company.
  - Smaller companies and start-ups direct applications to a hiring manager who is a scientist.
  - Larger companies route applications through HR first, where those screening applications are often not scientists.
    - If your application will be going through HR first, it's important to make sure your CV demonstrates that you meet all qualifications for someone who may not be proficient in the scientific jargon and would otherwise know what makes you qualified. Therefore, it's best to use the EXACT KEYWORDS from the job advertisement to get through the HR pre-screening.
- Demonstrate your ability to perform the job, tailored to the specific job advertisement
- Show how you fit within company culture (both technical and interpersonal skills)
- Address the research focus area: why you are qualified to work on that system/conduct those experiments (such as working with plants, conducting molecular work, executing fungicide assays, etc.)
- Demonstrate your bility to supervise and train other scientists, lead multi-disciplinary teams, collaborate with colleagues, present research to diverse audiences

CV for an Government Position

- Applications for government positions can go through different paths depending on the type of position.
  - Most positions are posted on USAJobs
    - Submitted through that online portal, as cut and paste into website, with upload of additional documents, such as official transcripts
    - An example of a USDAJobs questionnaire is included in Additional Resources at the end of this workbook.
    - Initial screenings by HR, who are usually not versed in scientific jargon.It is therefore critical that keywords from the job advertisement are used within the CV to demonstrate your qualifications.
  - Postdoc positions may either go through USAJobs or hiring may go right to the hiring manager or PI.
- Be sure to check job eligibility closely
  - Many government positions are specifically for US citizens.
  - Some positions are only available to current or previous federal employees
  - Look for positions open to “the public” for those that do not require previous federal employment.
- Government position job announcements will include a General Schedule (GS) level
  - This is the grade level (pay scale) of the position.
  - For additional information please visit https://www.opm.gov/policy-data-oversight/pay-leave/pay-systems/general-schedule/
- Government positions are evaluated by alignment of your CV to the Knowledge, Skills, and Abilities (KSAs) listed in the job announcement.
  - KSAs are the attributes required to perform a job and are generally detailed in your experience, education, and training.
  - Your alignment with the KSA is evaluated both by what is presented in your CV and your answers to the occupational questionnaire, which are questions that you must answer within the USAJobs online portal.
- Veterans, Peace Corps graduates, and current and previous federal employees in the competitive service receive hiring preference. If you fit one of those categories be sure to report it.
- Persons with disabilities might be able to be hired under a Schedule A hiring authority, which is an exception from the traditional hiring process. For additional information please visit https://www.eeoc.gov/publications/abcs-schedule-tips-applicants-disabilities-getting-federal-jobs
- Demonstrate your ability to perform the job, be tailored to the KSAs listed in the specific job advertisement, and you meet all criteria
- Address the research focus area: why you are qualified to work on that system/conduct those experiments (such as working with plants, conducting molecular work, executing fungicide assays, etc.)
- ●Demonstrate ability for project management, build collaborations, present research to diverse audiences, including non-scientific, ability to supervise and train others, present research to diverse audiences, be a leader
- Show you ability to apply scientific knowledge to address key issues if you are applying for a science policy job

Breakout Sessions: Create a CV

Instructions:

Working as a group, you will read through a job advertisement, pull out keywords, and use those keywords to create and organize a CV tailored to that position.

You will do this for two positions (academia, industry, and/or government) in total, based on the job preferences you expressed in the questionaire you submitted prior to the workshop.

Please find the CVs for all three positions below the worksheets.

Breakout Session #1 Worksheet

What are the key skills required for this position?

What sections or headings should you include in the CV? What content should go in them?

How might you address skills/expertiences in which you are not proficient?

What order should you put your headings/subsequent materials in your CV? What should be first to highlight your qualifications?

Breakout Session #2 Worksheet

What are the key skills required for this position?

What sections or headings should you include in the CV? What content should go in them?

How might you address skills/expertiences in which you are not proficient?

What order should you put your headings/subsequent materials in your CV? What should be first to highlight your qualifications?

Assistant/Associate Professor of Plant Pathology

Job Category:

Faculty

Position Type:
Full Time

Required Education:
XyZ Degree

WORK LOCATION: ABC Research Station, OMG University

POSITION DESCRIPTION: This is a full-time 12-month, tenure-track position with a 50% research, 40% extension, and 10% teaching appointment. The primary focus of the position is pineapple disease management in Narnia.

The successful candidate will be expected to develop a research program focused on pineapple disease management at the ABC Research Station, as well as assist in research on other tropical crops. Included in these efforts, he/she will be expected to work collaboratively with faculty from the OMG University's Plant Pathology Department in addressing industry needs and coordinating pineapple variety development. The candidate will be expected to fully participate in the Department of Plant Pathology graduate program and serve as a major advisor and on advisory committees for Ph.D. and M.S. students. Successful candidate will acquire funding to support these research activities. Results of research should be published in peer-reviewed journals and other scientific/technical publications.

Extension activities will include, but not be limited to, the development of educational materials and programming (including distance learning and social media) that focus on practical solutions to pineapple disease problems for a broad range of commercial stakeholders. The candidate must interact with commodity and agricultural industry partners to identify, develop, and implement critical research projects. These include growers, county extension agents, and industry partners. Collaboration with research and extension faculty within the empire of Narnia, as well as with national experts on issues of shared interest and importance will be encouraged as well as formal participation in multi-disciplinary, regional, or national initiatives. The candidate will

work closely with other Extension and research multi-disciplinary teams and allied agencies such as the Narnia State Department of Agriculture and the Pineapple Commodity Board to develop team approaches to address disease issues of concern for pineapple in Narnia. Extension and outreach responsibilities will also include north and south Narnia and will focus on pineapple disease management. Technology transfer and outreach to stakeholders must be accomplished through web-based content, social media, agricultural trade magazines and traditional extension methods (newsletters, blogs, oral delivery, and formal extension publications).

Teaching responsibility will include development and teaching of at least one course per calendar year (10% effort). This graduate course will be designed to provide information on plant pathogens, their biology and their impact in society.

QUALIFICATION REQUIREMENTS: Qualified candidates must have a XyZ degree in plant pathology or closely related discipline from an accredited college or university. Applied, field experience working with fungal pathogens in the areas of disease epidemiology, management, or related research areas are preferred. The applicant must demonstrate effective oral and written communication skills. Knowledge of public relations and media experience are highly desirable characteristics. Candidate should demonstrate the ability to work with diverse clientele, regardless of race, color, national origin, sex, age, disability, religion, or veteran status.

Applications should include the following: (1) a letter of application stating interest in this position and qualifications, (2) a curriculum vita, (3) a personal statement of Extension and research interests, (4) a teaching philosophy or teaching portfolio; (4) official university transcripts noting date of the Ph.D. degree, and (5) letters from four references. Review of applications will begin on 01/01/2022, and the position will remain open until a suitable candidate accepts the position.

Industry Job Description

Plant Pathologist

The primary focus of the role is to lead or support development of disease bioassays or disease technologies to conduct phenotypic testing. The incumbent will collaborate closely with other Pathology Team members and various partners across Research & Development, Product Supply, and Commercial to ensure we deliver on disease testing Key Performance Indicators and disease trait projects.

- Manage complex operations in diverse facilities (growth rooms, laboratories, greenhouses) and provide direction to personnel (research specialists and contractors) to deliver on disease testing commitments and disease trait projects
- Deliver high-quality testing results in a timely manner
- Lead or support the development of new disease assays or improvement of existing disease assays and operational processes
- Champion digital tools and IT workflows for data entry, data storage and data return
- Provide training and coaching to research specialists or temporary personnel
- Champion phytosanitation procedures and guidelines to drive adoption at the site
- Maintain safe work environment by following safety guidelines

Critical success factors & key challenges

- Strong organizational skills to complete diverse trait projects.
- Successful interaction with peers and technical management.

Knowledge, experience & capabilities

Critical knowledge

- XYZ degree in plant pathology (preferred), agriculture, or related field with training and experience in applied research preferred.
- Techniques for establishing disease on target crops and methods to evaluate disease progress.
- Technical and market knowledge of vegetable crops (preferred), cereals, and/or rice management products.
- Acquiring and maintaining laboratory cultures of biological organisms, primarily pathogens.

Critical experience

- Experience conducting greenhouse, laboratory, and field trials to evaluate disease technologies and related experimental techniques.
- Experience working with vegetables preferred.
- Critical technical, professional and personal capabilities
- Excellent analytical and people skills. Skilled in interacting and communicating with team members. Excellent oral and written communication
- Self-motivated, highly organized, flexible and adaptive.

Additional information

- Travel Requirements depending on time of year range from 5-15%. Work with collaborators in Narnia, participate in national and regional meetings, participate on specific teams
- All applicants must be eligible to work in the US.

RESTRICTED

Overview

Biological Science Technician
Open and closing dates: 1/07/2020 to 1/31/2020
Pay scale & grade: GS 7-9

Appointment type: Permanent
Service: Competitive
Work schedule: Full time
Location: Farm Island, Narnia

Duties

Summary: This position is located in the Narnia Department of Agriculture (NDA), Agricultural Research Service (ARS), Coastal Area, Farm Island, Narnia.

Responsibilities:

- Collects, prepares, evaluates and verifies plant DNA samples.
- Participates as a team member with the scientist in all phases of the research process and assumes full technical and operational responsibility for specific phases of biological plant research.
- Searches for literature pertinent to plant research for new procedures or techniques to use in the laboratory, field, or greenhouse.
- Operates and maintains a variety of highly specialized complex equipment which must be calibrated and synchronized to achieve desired results.

Travel Required: Occasional travel - You may be expected to travel for this position.

Supervisory status: No

Promotion Potential: 9

Requirements

Conditions of Employment:

- You must be a US Citizen or US National
- Males born after 12/31/1959 must be Selective Service registered or exempt
- Subject to satisfactory adjudication of background investigation and/or fingerprint check
- Successful completion of one-year probationary period, unless previously served.
- Direct Deposit: Per Public Law 104-134 all Federal employees are required to have federal payments made by direct deposit to their financial institution
- Successfully pass the E-Verify employment verification check. To learn more about E-Verify, including your rights and responsibilities, visit E-Verify at https://www.e-verify.gov/

Qualifications

Applicants must meet all qualifications and eligibility requirements by the closing date of the announcement including specialized experience and/or education, as defined below.

Specialized Experience: Specialized experience is experience directly related to the position to be filled. Specialized experience must be described for each grade level advertised. The specialized experience requirements for this position are:

At the GS-07:
Qualifying experience for GS-07 includes one year of specialized experience comparable to GS-06 which is directly related to the work of this position and which has equipped the applicant with the knowledge, skills, and abilities to perform successfully the duties of the position. For this position, specialized experience is experience assisting in a biological research project related to plants; collecting or analyzing biological plant samples; compiling scientific data results; and assisting with operating or maintaining standard field and laboratory equipment.

OR

Education: One full year of progressively higher level graduate education leading to a master's or equivalent graduate degree, if directly related. Related degrees may include: Crop Science, Agronomy, Plant Pathology, Horticulture, Biology or Plant Sciences provided that the coursework place an emphasis on plants.

OR

A combination of graduate education and specialized experience as described above.

Required Documents

The following documents are required for your applicant package to be complete. Our office cannot be responsible for incompatible software, your system failure, etc. Encrypted documents will not be accepted. Failure to submit required, legible documents may result in loss of consideration.

Resume that includes:1) personal information such as name, address, contact information; 2) education; 3) detailed work experience related to this position as described in the major duties including work schedule, hours worked per week, dates of employment; title, series, grade (if applicable); 4) other qualifications.

Modified and abridged from https://www.usajobs.gov/GetJob/ViewDetails/589358200, see link for larger example of government advertisement

Your Notes

CV Example: Research Position, B.S. Level

Meli Odygne
4 Fungus Drive Apt 123, Plantae, CL 01234
Phone: 123.555.6789 Email: Meli.odygne@gmail.com

Education

- B.S. Magna Cum Laude, Biology, University of State, City, ST, May 2022
  - University of State, Study Abroad Program, Cool Country, Spring 2021
  - Educational Laboratory, City, ST, May-August 2020: Fungal Epidemiology course and Field Diagnostics course

Experience

- Sept 2021- May 2022: University of State, Undergraduate Research Assistant, Assisted with data collection on *Armillaria mellea* (honey mushroom) pathogenicity, P.I. Dr. Fusa Rium
- Sept-Dec 2021: University of State, Undergraduate Teaching Assistant for Plant Pathology
  - Helped undergraduates during laboratory with microscopy and plant pathogen identifications, helped prepare laboratory materials including making sterile media, assisted students during office hours with concepts in plant pathology.
- Jan-May 2021: University of State Study Abroad Program, Undergraduate Research Assistant
  - Traveled to farms throughout Special region of Cool Country to collected data for a disease survey on pathogens of super cool native fruit., P.I. Dr. Magna Porthe
- May-August 2020: State Agricultural Research Service, Intern,
  - Collected and analyzed diseased plant samples, organized field equipment, assisted with maintaining field plots
- 2018-2021: Store, Sales Clerk
  - Assisted customers of different ages and backgrounds, responsible for balancing cash register, trained new employees

Presentations

- Oral
  - Odygne, M., Rium, F. May 2022. *Armillaria mellea* pathogenicity and management. Forest Extension Meeting. City, ST.
  - Odygne, M., Bacter, C., March 2021. Preliminary study of fungal diseases of cool native fruit in special region. Cool Country Ecological Trust. City, Cool Country
- Poster
  - Odygne, M., Rium, F. April 2020. *Armillaria mellea* host preferences. Undergraduate Research Conference, University of State.
  - Odygne, M., Rium, F. March 2020. *Armillaria mellea* detection methods. Favorite Division of APS, Cool city, ST.

Awards and Honors

- University of State Plant Biology Department Teaching Assistant Excellence Award 2021
- Honorable Mention Poster Award Favorite Division of APS, Cool city, ST. 2020
- Presidential Scholarship, University of State, 2018-2022

Technical skills

- Routine molecular procedures for DNA sequencing
- Microscopy and digital imaging
- Fungal culturing
- Fungal identification
- Setting up and maintain farm field plots
- Using standard operating procedures and quality assurance protocols
- Competent in statistical and phylogenetics software applications

Relevant Plant Biology Course Work

- Epidemiology and Plant Disease Control
- Field Plant Pathogen Diagnostic Lecture and Laboratory Course
- Plant Pathology Lecture and Laboratory Course
- Mycology Lecture and Laboratory
- General Microbiology Lecture and Laboratory Course
- Systematic Botany Lecture and Laboratory Course
- Biochemistry Lecture and Laboratory Course

CV Example: Industry Position, Ph.D. Level

Laccaria Montana
2114 Botrytis Ln
Rhizoctonia, Missouri 00001
555-358-5101
lMontana@gmail.com

SUMMARY

An early career vegetable pathologist with the desire to obtain a professional position relevant to my interests in translational research on vegetable disease epidemiology and management. I am a motivated and innovative individual, eager to apply my skills in an industry position.

EDUCATION

Ph.D., University of Somewhere **February 2014**
Plant Pathology
M.S., University of Nowhere **August 2010**
Botany and Plant Pathology
B.S., University of Nowhere **May 2008**
Biology
Summa cum laude

RESEARCH EXPERIENCE

Graduate Research Assistant **August 2010-February 2014**
University of Somewhere
New insights on epidemiology and primary inoculum sources for fungal pathogens of cucumber.

- Conducted research on cucumber pathogen epidemiology and detection
- Designed and analyzed basic and applied research projects
- Developed a LAMP assay that is currently being developed into a commercial product for grower and regulatory professional use
- Presented and communicated research results in peer-reviewed journals, extension publications, and at industry events
- Obtained skills in experimental design, data management, and statistical analysis
- Held various leadership positions within department student government and scientific societies

Graduate Research Assistant **May 2008-August 2010**
University of Nowhere
Identification of QoI-resistant tomato leaf spot pathogen isolates and assessment of alternate disease management processes.

- Used molecular and laboratory techniques to identify fungicide resistant pathogen isolates
- Conducted field trials to assess alternate disease management strategies
- Presented research to academic and grower audiences
- Published results in peer-reviewed journals

Disease Diagnosis Laboratory Intern **Summer 2011, 2012**
Vegetable Disease Diagnosis
University of Somewhere
- Identified pathogens affecting diseased vegetable samples
- Prepared reports and communicated directly with growers

LEADERSHIP

- **Member, APS Early Career Member Committee** (August 2013-Present)
- **Participant, APS Leadership Institute Training** (August 2013, August 2014)
- **Member, APS Graduate Student Committee** (August 2011-May 2014)
- **Student Rep, Univ. of Somewhere Dept. of Plant Pathology Annual Retreat** (July 2013)
- **Fellow, Research Ethics and Scholarship Program** (September 2012-May 2013)
  - Led within fellowship group and departmental events on research ethics
  - Ethics research efforts focused on mentoring, genetically modified crops, and industry/academia collaborations
- **Chair, University of Nowhere Plant Pathology Graduate Colloquium** (August 2012-May 2013)
  - Elected by vote of colloquium members
- **Member, University of Nowhere Plant Pathology Graduate Colloquium** (May 2011-May 2013)
  - Elected by vote of department graduate students
  - Chair of Student and Post Docs Seminar Committee
  - Student representative to departmental seminar and qualifying exam committees

PEER-REVIEWED PUBLICATIONS

Montana L., Smith, J., Doe, L., and Tinia, S. 201X. Development of a LAMP assay for rapid detection of fungal pathogens of cucumber from soil, seed, and plant debris. *In preparation.*
Montana L., Smith, J., Doe, L., and Tinia, S. 2014. Detection of fungal pathogens of cucumber in overwintering debris and commercial seed. Plant Dis. 32: 100-106.
Montana, L., Jones, B., and Totrichum, C. 2013. Identification of novel QoI-resistant strains of the tomato leaf spot pathogen. Plant Dis. 31: 79-85.
Montana, L., Jones, B., and Totrichum, C. 2012. Novel spray programs provide effective management of QoI-resistant tomato leaf spot pathogen populations. Plant Dis. 30: 345-354.

EXTENSION AND OUTREACH EXPERIENCE

Montana, L. and S. Tinia. 2013. A LAMP assay for expedited cucumber pathogen detection. Nowhere Vegetable Field Day Reports. College of Agriculture and Life Sciences, University of Nowhere. (Presentation and report)
Montana, L. and S. Tinia. 2012. Overwintering of fungal pathogens of cucumber. Green Shoots: Newsletter of the Nowhere Vegetable Growers Association. (Presentation and report)

Montana, L. and C. Totrichum. 2011. Actigard for early season suppression of tomato leaf spot disease. Nowhere Vegetable Field Day Reports. College of Agriculture and Life Sciences, University of Nowhere. (Presentation and report)
Montana, L. 2011. Meet the University of Nowhere Vegetable Program New Graduate Student: Reluctant Newcomer, Turned Enthusiast. Nowhere Vegetable News. Vol. XXV. No. 1. Nowhere Vegetable Association. (Article)

ABSTRACTS

Montana, L., S. Tinia. New insights on the epidemiology of fungal pathogens of cucumber. ASA, CSSA, and SSSA Annual Meetings. Long Beach, California. November 2014. (Poster)
Montana, L., S. Tinia. A LAMP assay for raid detection of fungal pathogens of cucumber. APS-CPS Joint Meeting, Minneapolis, MN. August 2014. Phytopathology (Suppl. 3) S3.1 (Poster)
Montana, L. and S. Tinia. Culture-based and molecular detection of fungal pathogens in commercial cucumber seed. ASA, CSSA, and SSSA Annual Meetings. Tampa, Florida. November 2013. (Oral)
Montana, L. and C. Totrichum. Integrated disease management of tomato leaf spot. Austin, Texas. August 2013. Phytopathology 103(Suppl. 2):S2.121. (Poster)

HONORS AND AWARDS

- Vegetable Association Award for Best Oral Presentation (November 2013)
- APS Leadership Institute Council Fellow (August 2013)
- APS Foundation Mono Linia Student Travel Award Recipient (August 2013)
- Integrating Research Ethics and Scholarship Fellow (September 2012-May 2013)
- Somewhere Vegetable Research Fellowship Awardee (December 2011)
- APS Foundation Vegetable Pathology Student Travel Award Recipient (August 2011)

TEACHING EXPERIENCE

Teaching Assistant, Introduction to Plant Pathology (Fall Semester 2012, 2013)
University of Nowhere-Madison, Department of Plant Pathology
- Led a once weekly three-hour laboratory section; assisted in a second
- Participated in preparation and set-up of lab materials
- Aided in development of lab and lecture materials

Guest Lecturer, Introduction to Plant Pathology (November 2013)
University of Nowhere, Department of Plant Pathology
- Designed and delivered three 50-minute lectures on pathogenesis
- Assisted in development of exam questions related to lecture subject material
- Incorporated active learning exercises into lecture to reinforce challenging concepts

University of Somewhere Peer Tutor Program (2008-2010)
- Prepared and led tutor sessions for small groups of students
- Subjects tutored include: Anatomy and Physiology, Introduction to Biology, Introduction to Cellular and Molecular Biology, and Microeconomics

MENTORING EXPERIENCE

Formal Training

- 'Improving Cultural Competency in Your Research Mentoring' Workshop (July 2013)
- 'Entering Mentoring-Research Mentor Training' Course (one-credit hour) in research mentoring; completion provides qualification to teach research mentor training (June 2013-July 2013)

Students Mentored

- One junior graduate student at University of Somewhere
- Three undergraduate research assistants at University of Somewhere
- One summer undergraduate research experience intern at University of Somewhere
- Two undergraduate research assistants at University of Nowhere

PROFESSIONAL SOCIETY MEMBERSHIP

- American Phytopathological Society (2010-Present)
- American Vegetable Growers Society (2011-Present)
- American Association for Advancement of the Sciences (2008-Present)

SERVICE

- Volunteer, APS Foundation Booth at APS Annual Meeting in Austin, Texas (August 2013)
- Volunteer, APS Office of Public Relations and Outreach at the National Conference on Undergraduate Research in La Crosse, Somewhere (April 2013)
- Session Moderator, APS Annual Meeting in Providence, Rhode Island (August 2012)
- Panelist, "Discovering Careers in Life Sciences" panel sponsored by the Somewhere Institutes for Discovery to provide undergraduate students with information about graduate school and life sciences research (March 2012)
- Reviewer, APS Foundation Student Travel Award applications (March 2012)
- Volunteer, University of Nowhere Plant Disease Diagnostic Clinic at the Nowhere Garden Expo (February 2012)
- Workshop facilitator, guide, and panel member, University of Nowhere Expanding Your Horizons annual conference to increase the interest of middle school girls in STEM fields (March 2006, 2008, and 2009)

CV Example: Extension Position, Ph.D. Level)

Trees R. Green

Department of Plant Pathology
University of Quercus
201 Plant Science Building
Deep Woods, Forest 12345

Office: (098) 345-6789
Mobile: (123) 456-7890
Skype: nerdyscientist123
Email: plantdisease@gmail.com

Summary of Qualifications

Education

XyZ.degree in Plant Pathology, Vaccinium State University, Orchardville, JH 2007-2011
Title of Doctoral Dissertation: *Dopple gangerus*, a Mycoparasite of *Psidium*
A.B.C. degree in Horticulture Science, Fragaria State University, Fruitville, KU 2001-2007

Work Experience

Extension Specialist and Assistant Professor, University of Quercus, Deep Woods, Forest 2011-2013

RESEARCH

Projects

Fruit Rots of Guava: Fungicide Sensitivity, and Its Effect on Disease Management
Seed Transmission of *Fungalmycetes* spp, Causal Agents of Octothorpe Disease in Trees

Proposals, funded

Green, T. R., PI. Elucidating the Spread and Transmissibility of Blueberry Mosaic Virus, a New Disease of Blueberry, PI. (Funded by Sustainable Agriculture Research.)

Proposals, submitted

Green, T. R., PI. Seed Transmission Risk Evaluation of *Fungalmycetes* spp, Causal Agent of Octothorpe in Shade Trees, PI. (Submitted to Center for Applied Nursery Research).

EXTENSION ACTIVITIES

Workshops, Trainings, and Commodity Tours

State Landscape Industries 2013 Annual Conference held in Ilex, JH, presented "Emerging Disease Threats – Boxwood Blight, Impatiens Downy Mildew, and Other Concerns for 2013"
State Landscape Industries 2013 Annual Conference held in Citrus, ST, presented "Stopping Impatiens Downy Mildew in its Tracks – Prevention is Key"

Other workshops, trainings, and commodity tours: 5 presentations in 2011; 20 in 2012; 14 in 2013
County meetings: 2 meetings in 2011; 19 in 2012; 3 in 2013

PUBLICATIONS

Refereed Publications

Green, T., Hort, B. 2012. First report of strobilurin-resistance of spotty spot in vineyards. Plant Disease. (*accepted for publication, pending revision*).

Green, T., Rose, E., and Hort, B. 2012. First report of red root rot (*Rouge rottopus*). Plant Disease 10.1094/PDIS-10-12-3456-PDN.

Extension Publications (College of Agriculture numbered series)

Berry, T., Root, G., Canopy, R., Xylem, D., Canker, C., Foliage, E., **Green, T.**, Blossom, D. 2012. *Regional Blueberry Production Guide* (ID-210). **Green, T.**, and C. A. Scion (eds). Regional Fruit Workers Working Group. (*in press*).

Green, T. 2013. Effectiveness of Fungicides for Management of Guava Diseases (PPFS-FR-S-15). 2 pp. (*new publication*).

Books, book chapters, reviews, and proceedings chapters

Green, T., Canker, C., and Lesion, J. 2013. Types of Blueberries and Cultivar Selection. In: *Regional Blueberry Production Guide*. **Green, T.,** and C. A. Scion (eds). Regional Fruit Workers Working Group. (*in press).*

Green, T., Oak, R. W., and Maple, G. 2013. Cercospora Blight, Leaf Spot, and Seed Blight. In: Abelia, G. L. and J. C. Lilium (eds). Compendium of Impossible Diseases. 5th ed. American Phytopathological Society. (*in press*).

OTHER DOCUMENTED ACCOMPLISHMENTS AND CONTRIBUTIONS

Popular Press

Nursery Views Magazine. Winter 2013. Black Root Rot of Ornamentals.
State Vineyard Society's Newsletter. 2012. Black Rot in Grape.

Websites

Plant Disease Prediction Models, JH AgWeather Center. 2012. Updated and revised; developed educational tools for use in 2013. Collaboration with C. Scion, and R. Lesion.

Social Media

Blogspot blog (created 9/1/2011): 44 posts, 14,731 page views

Videos

YouTube videos: Dragonberry Rust (1443 views in 4 months) and Powdery Mildew of Spike Melon (1860 views in 5 months); 4 new movies in progress for 2013.

SERVICE & MEMBERSHIP

Current membership in Professional and Honorary Societies
American Phytopathological Society
Favorite Division of the American Phytopathological Society

Committees, Elected Positions
American Phytopathological Society, Favorite Division – Active member, elected Vice President 2013 (*elected by FD-APS membership)*
American Phytopathological Society – Chairperson of the Committee for Diseases, chairperson 2012 and chair-elect 2011.

Editorships, Review Panels, Reviewer Service
Review panel. 2012 Divisional IPM Regional Grants Program
Section Editor (tree fruit). Fall 2012 Plant Disease Fungicide Reports. 3-year term.

Invited Lectures
State Horticultural Society 2013 Annual Fruit and Vegetable Conference, presented "Using FRAC Codes to Prevent Fungicide Resistance in Vineyards"
State Horticultural Society 2013 Annual Fruit and Vegetable Conference, presented "Dragonberry Viruses"

PROFESSIONAL DEVELOPMENT

Professional Meetings Attended
American Phytopathological Society 2012 Annual Meeting, Providence, RI
Favorite Division of the American Phytopathological Society 2012 Annual Meeting, Foliage, SN

In-service Training
Improvisation in Science. 2012. American Phytopathological Society, hosted by APS Leadership Institute and Leadership Academy.
Championing Agriculture. 2012. Horticulture State University, hosted by Economics, Sisterhood, and Partnerships, Alpha Kappa Alpha Chapter

NON-ACADEMIC EXPERIENCE

Civic Involvement, Volunteerism
City of Aloe, Tree Board and Urban Forestry Council. Wrote State Urban Forestry proposals for funding of city-wide tree plantings, organized and hosted seasonal gardening workshops, and seminars, represented the Tree Board at monthly city council meetings. 2000-2003.

PROFESSIONAL REFERENCES

Blossom Petals, Professor & Extension Specialist, University of Agriculture
(234) 765-4321 x 215, email@chia.edu

Additional Resources

Websites and Journal Articles

AAAS Resource Center https://www.sciencemag.org/careers/career-resources

Elsevier Global Communications, “Writing an effective academic CV” https://www.elsevier.com/connect/writing-an-effective-academic-cv

ASM “10 Tips for Writing Better Science Industry Resumes” https://asm.org /Podcasts/MicrobeWorld-Video/Episodes/10-Tips-for-Writing-Better-Science-Industry-Resume

APS Career Center https://www.apsnet.org/careers/ProfessionalDevelopmentCenter /LAUNCHCAREER/Pages/default.aspx

Wallis, Chris. “Applying for a Scientist Position in Government” https://www.apsnet.org/careers/ProfessionalDevelopmentCenter/LAUNCHCAREER /Pages/ScientitstCareerinGovernment.aspx

Purdue University Online Writing Lab https://owl.purdue.edu/owl/job_search_writing /resumes_and_vitas/writing_the_cv.html

Book

Troutman, Kathryn. 2020. “Federal Resume Guidebook: Strategies for Writing a Winning Federal Resume” 7th edition. The Resume Place, Catonsville, MD.

Other resource

- Your university career center and other associated resources
- Your mentors, committee members, colleagues
- People in similar positions to which you are applying (set up Informational/Relational Interviews)

Example USAJobs Questionnaire

Agricultural Research Service

Position Title
BIOLOGICAL SCIENCE TECHNICIAN
Agency
Agricultural Research Service
Announcement Number
ARS-S21Y-11007323-AED (https://www.usajobs.gov/GetJob/ViewDetails/589358200)
Open Period
Thursday, January 14, 2021 to Thursday, January 28, 2021

For preview purposes only. To apply, please return to the USAJOBS announcement and click the **Apply** button.

Eligibilities

1. Do you claim Veterans' Preference?

- ○ A. No, I do not claim Veterans' Preference
- ○ B. 0-point Sole Survivorship Preference (SSP)
- ○ C. 5-point preference based on active duty in the U.S. Armed Forces (TP)
- ○ D. 10-point preference for non-compensable disability or Purple Heart (XP)
- ○ E. 10-point preference based on a compensable service connected disability of at least 10% but less than 30% (CP)
- ○ F. 10 point preference based on widow/widower or parent of a deceased veteran, or spouse or parent of a disabled veteran (XP)
- ○ G. 10-point preference based on a compensable service connected disability of 30% or more (CPS)

2. Are you a current USDA employee who meets the definition of a "surplus" or "displaced" employee, in which received official notice that your job is no longer needed or that you will lose your job by Reduction-in-Force (RIF)? **If yes, confirm:**

• you are located in the same local commuting area as the vacancy; **AND,**
• you are applying to a position that is at or below the grade level of the position from which you will be separated; **AND,**
• you are applying to a position that does not have greater promotion potential than the position from which you will be separated; **AND,**

• your last performance rating of record is at least fully successful or the equivalent.

For more information, review the USAJOBS Help Center. (https://www.usajobs.gov/Help/working-in-government/unique-hiring-paths/federal-employees/ctap/)

◯ A. Yes
◯ B. No

3. Are you a current or former federal employee displaced from a position in a Federal agency other than USDA? **If yes, confirm:**

• you are located in the same local commuting area as the vacancy; **AND,**
• you are applying to a position that is at or below the grade level of the position from which you were or will be separated; **AND,**
• you are applying to a position that does not have greater promotion potential than the position from which you were or will be separated; **AND,**
• your last performance rating of record is at least fully successful or the equivalent.

For more information, review the USAJOBS Help Center (https://www.usajobs.gov/Help/working-in-government/unique-hiring-paths/federal-employees/ictap/).

◯ A. Yes
◯ B. No

4. Have you registered for reemployment consideration **AND** meet one of the below:

• Are you a current or former competitive service USDA employee who will be or was separated by Reduction-In-Force (RIF) and received a rating of satisfactory or above as your last annual performance rating?
OR
• Are you a former USDA competitive service employee who separated due to a compensable injury or disability?

◯ A. Yes
◯ B. No

Preferences

1. Select the lowest grade you are willing to accept for this position.

--Select--

Assessment 1

Your responses to the questions below will be used in the evaluation of your qualifications for this position. Your resume and application materials must support the level of experience and/or education you claim in this questionnaire. If, after a complete review of your application package, a determination is made that you have overstated your qualifications, you may be rated ineligible for this position.

1. From the choices below, please select the response that best describes how your experience meets the minimum qualification requirements for this position at the GS-07 level. Your resume must clearly support the response you select or you will be rated as not qualified.

- ○ A. I possess one (1) year of specialized experience equivalent to at least the GS-06 level; or its non-Federal equivalent that included experience assisting in a biological research project related to plants; collecting or analyzing biological plant samples; compiling scientific data results; and assisting with operating or maintaining standard field and laboratory equipment.
- ○ B. I have successfully completed one full year of progressively higher level graduate education leading to a master's or equivalent graduate degree, if directly related. Related degrees may include: Crop Science, Agronomy, Plant Pathology, Horticulture, Biology or Plant Sciences provided that the coursework place an emphasis on plants.
- ○ C. I possess a combination of specialized experience and graduate level education as described above.
- ○ D. I do not meet or exceed the specialized experience or graduate level education as described above.

2. From the choices below, please select the response that best describes how your experience meets the minimum qualification requirements for this position at the GS-08 level. Your resume must clearly support the response you select or you will be rated as not qualified.

- ○ A. I possess one (1) year of specialized experience equivalent to at least the GS-07 level; or its non-Federal equivalent that included experience participating in a biological research project related to plants grown under controlled environmental conditions or in field plots; collecting or evaluating biological plant samples; extracting plant DNA; documenting experimental protocols; recording or analyzing scientific data; and operating and maintaining standard field and laboratory equipment.
- ○ B. I have successfully completed two full years of graduate level education or a Master's degree, if directly related to the position. Related degrees may include: Crop Science, Agronomy, Plant Pathology, Horticulture, Biology or Plant Sciences provided that the coursework place an emphasis on plants.
- ○ C. I have a combination of graduate education and specialized experience as described above.

○ D. I do not meet or exceed the specialized experience or graduate level education as described above.

3. From the choices below, please select the response that best describes how your experience meets the minimum qualification requirements for this position at the GS-09 level. Your resume must clearly support the response you select or you will be rated as not qualified.

○ A. I possess one (1) year of specialized experience equivalent to at least the GS-08 level; or its non-Federal equivalent that included experience conducting a biological research project related to plant grown under controlled environmental conditions or in field plots; collecting and evaluating biological plant samples; extracting plant DNA; recording and analyzing scientific data for inclusion in manuscripts or technical reports; and operating and maintaining standard field and laboratory equipment.

○ B. I have successfully completed two full years of graduate level education or a Master's degree, if directly related to the position. Related degrees may include: Crop Science, Agronomy, Plant Pathology, Horticulture, Biology or Plant Sciences provided that the coursework place an emphasis on plants.

○ C. I have a combination of graduate education and specialized experience as described above.

○ D. I do not meet or exceed the specialized experience or graduate level education as described above.

Select the one statement that most accurately describes your training and experience carrying out each task using the scale provided.

4. Maintain an inventory of chemicals.

○ A. I have not had education, training, or experience in performing this task.

○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.

○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.

○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.

○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

5. Prepare solutions and reagents for use in the field.

○ A. I have not had education, training, or experience in performing this task.

○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.

- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

6. Safely dispose of waste material (both chemical and biological).

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

7. I have experience collecting and evaluating the following samples in support of plant research: (Select all that apply)

- ☐ A. Plant DNA
- ☐ B. Plant RNA
- ☐ C. Fungal DNA within plant tissues.
- ☐ D. Grain yield
- ☐ E. Kernel size/shape
- ☐ F. End use quality.
- ☐ G. None of the above

8. I have conducted research in the following scientific fields: (Select all that apply)

- ☐ A. Agronomy
- ☐ B. Plant Breeding
- ☐ C. Plant Pathology
- ☐ D. None of the above

Select the one statement that most accurately describes your training and experience carrying out each task using the scale provided.

9. Maintain records and locate and compile data and other information from various sources.

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

10. Keep detailed records of experimental data from plant research data.

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

11. Assist in one or more phases of a research process by performing a variety of technical duties related to plant research.

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

12. Contribute ideas towards the planning and sequencing of the technical aspects of experimental design and execution related to plant research.

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

13. Search for literature pertinent to plants for new procedures or techniques to use in the laboratory or field.

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

14. Adapt, modify or develop new techniques or procedures to satisfy the needs of a plant research project.

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

15. Select appropriate research methods for carrying a project plan to completion.

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

16. Tabulate and summarize data using personal computers and software packages.

- ○ A. I have not had education, training, or experience in performing this task.
- ○ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ○ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ○ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ○ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

17. I have experience with operating and maintaining the following field or laboratory equipment: (Select all that apply)

- ☐ A. Thermocycler
- ☐ B. Digital Droplet PCR system
- ☐ C. Conviron Growth Chamber
- ☐ D. Single-row binder
- ☐ E. Plot-size combine
- ☐ F. None of the above

18. I have experience with operating the following field or laboratory software: (Select all that apply)

- ○ A. Sequencher
- ○ B. Precision Melt Analysis

- ◯ C. Genome Studio
- ◯ D. SAS
- ◯ E. None of the above

Select the one statement that most accurately describes your training and experience carrying out each task using the scale provided.

19. Perform the full range of techniques and studies using a variety of specialized equipment in support of a plant research project.

- ◯ A. I have not had education, training, or experience in performing this task.
- ◯ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ◯ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ◯ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ◯ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

20. Develop various procedures, devise new or improved methods or design specialized equipment.

- ◯ A. I have not had education, training, or experience in performing this task.
- ◯ B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- ◯ C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- ◯ D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisor or senior employee.
- ◯ E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

21. I certify that, to the best of my knowledge and belief, all of the information included in this questionnaire is true, correct, and provided in good faith. I understand that if I make an intentional false statement, or commit deception or fraud in this application and its supporting materials, or in any document or interview associated with the examination process, I may be fined or imprisoned (18 U.S.C. 1001); my eligibilities may be cancelled, I may be denied an appointment, or I may be removed and debarred from Federal service (5 C.F.R. part 731). I understand that any information I give may be investigated. I understand that responding "No" to this item will result in my not being

considered for this position.

- ○ A. Yes, I certify that the information provided in this questionnaire is true, correct and provided in good faith, and I understand the information provided above.
- ○ B. No, I do not certify/understand the information provided above.

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