



Advanced Strategies for Applications & CV's

November 6, 2025

Jordan Epp
uRSAW Coordinator

Research Acceleration & Strategic Initiatives

Brette Kristoff
Future Skills Innovation Lead
Career Services



BE WHAT THE WORLD NEEDS

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Session Outcomes

1

What is a CV vs. Resume?

2

**Telling your Story:
Identifying & Articulating your
Skills & Competencies**

3

Tips & Practice!

ICEBREAKER

Reflective Practice



Think

What do you like to do for fun?

What does this say about who you are, your interests, values, strengths, and skills?



Pair

Pair up with your neighbour and discuss



Share

Share your reflections and insights with the larger group.

Know yourself:



STRENGTHS & SKILLS



**EXPERIENCE &
EDUCATION**



QUALIFICATIONS



VALUES

Know the opportunity:



IDENTIFY **KEYWORDS** FROM JOB
POSTING OR APPLICATION



BACKGROUND RESEARCH ON THE
COMPANY, ORGANIZATION, OR
OPPORTUNITY



LEVERAGE CONNECTIONS: CONSIDER
OWN, CREATE NEW (LINKEDIN)

YOUR PERSONAL BRAND

Develop an authentic introduction that describes who you are and what you are looking to explore.



F.A.S.T. Pitch

First: Full name, virtual wave, or firm handshake

Academics: Year, major and minor, and research area

Skills: Strengths and interests (why are you there?)

Target: define your objective/goal (job searching, industry mentor, build your network)



Resume vs CV – What's the difference?

CV → Latin for “course of life”; used for academic, research and in some performing /studio art positions

Resume → more common & highly tailored; used for industry positions

RESUME

- 2-3 pages maximum (3rd page for references)
- Customized to apply to most jobs and internships
- Highlights skills and relevant experience

VS

CURRICULUM VITAE (CV)

- Multiple pages
- Used to apply medical, teaching, academic, research and programs, and performing and studio art positions
- Includes publications, conferences, research

Scan to access our guide:



CV SAMPLE

If you have a LinkedIn profile, be sure to include a link to it on your CV. LinkedIn is a great way to connect with employers and to search for jobs. Did you know that you can edit your LinkedIn URL?

Begin with your most recent experience and work your way back (reverse chronological order).

Curriculum Vitae (CV)

Keep in mind that a CV can be multiple pages in length (even though this example is only two pages long). Before beginning your CV, take inventory!

Questions for consideration:

Applying to graduate school

- What skills and experiences are the admissions committee looking for?
- What major assignments and/or projects have been completed in the subject area?
- Do you have involvement in associations/students clubs that are relevant and showcase your leadership and/or community involvement?
- Why are you passionate about the subject area?

All other applications

- How can you effectively showcase your knowledge, skills and abilities (competencies) to be selected for an interview?
- What are the specific industry keywords that employers are looking for?
- What skill sets did you develop in your previous research, teaching, work experience, artistic endeavours, volunteer and extracurricular experiences, that are needed for all the positions that you are applying to?
- What are your major accomplishments?
- Did you supervise, train or teach others?
- What particular value would you bring to an organization?

ANITA CAREER

Hope, SK
306.876.8879
anita.career@usask.ca
ca.linkedin.com/in/anitacareer

ACADEMIC CREDENTIALS

Ph.D. in Women's Health, College of Kinesiology September 2020 – present
University of Calgary, Calgary, AB
Thesis: "Effects of sedentary lifestyle on women's perception of body image"
Expected date of completion: December 2023

Master of Science – Kinesiology 2019
University of Saskatchewan, Saskatoon, SK
Thesis: "Aboriginal women's traditional lifestyle and effects on body image perception amongst youth"

Bachelor of Science – Kinesiology 2017
University of Toronto, Toronto, ON
Exercise and Sport Studies – Fitness and Lifestyle Professional Stream

RESEARCH INTERESTS

- Correlation between regular exercise and perception of body image amongst women
- Women's health in traditional Aboriginal communities
- Fitness trends amongst youth aged 11-17

TEACHING EXPERIENCE

Associate Instructor, Introduction to Exercise and Sport Studies September 2019 – April 2020
Faculty of Kinesiology, University of Calgary, Calgary, AB
Facilitated a bi-weekly lecture series including a one-week volunteer experience requirement for 75 students
Designed and marked assignments and created final exam content

Teaching Assistant, Foundations in Exercise January – April 2019
College of Kinesiology, University of Saskatchewan, Saskatoon, SK
Assisted head professor in designing group project content
Liaised with exercise professionals in the community to organize volunteer opportunities for students

PROFESSIONAL EXPERIENCE

Athletic Development Director June – August 2017
Camp Tanaka, Oshawa, ON
Created athletic program activities for ten day camps for children aged 5-12
Provided one-on-one support to campers with disabilities and provided modified activities to meet campers' needs

Coordinator – Healthy Girls Program January – June 2017
Developed and managed the Healthy Girls Program targeting girls aged 9-11 in three inner-city schools
Managed a group of ten university volunteers who facilitated six hour-long sessions with groups of 20 girls; sessions focused on developing positive body image, exercise and healthy eating habits
Created a final report and recommendations presented to both the YWCA Board of Directors and the Public School Division Board of Directors

Potential sections to include in your CV:

- Education/Academic credentials/academic history (includes thesis/dissertation/project title)
- Certifications/Designations (non-academic credentials)
- Honours/Awards/Distinctions/recognitions (academic awards, medals, fellowships, scholarships, prizes)
- Research Interests/Teaching Interests (reflective of your current competencies and future interests)
- Research/Research experience (current funded research projects, research assistantships, thesis, dissertation, postdoctoral fellowships)
- Research funding history/Project grant information/Research grants (Categories: Senior Responsible Author, Principal Author, Co-Principal Author, Co-Investigator, Collaborator)
- Teaching experience/Academic work history/Academic achievements/Teaching dossier (examples of scholarly work: teaching experience, instructorships, teaching assistantships, marker)
- Related/Supplementary work experience/Consulting experience (list all relevant work experience)
- Theses supervised/Advising/Students supervised (ex. PhD, MSc, MA)
- Professional practice/Professional experience/Internships (program evaluation, editorship, tenure/promotion review, development of curricula, manuscript review, grant review)
- Administrative service/Faculty appointments/Departmental and college committees/University committees and boards/Academic associations/Affiliations/Memberships/Associate memberships/Academic positions

CONTINUED

Potential sections to include in your CV:

- Graduate student committee/Conference organizer
- Intellectual property (Categories: Patents Granted/Pending, Copyright, Licenses, Disclosures, and Trademarks)
- Artistic exhibitions/Performances/Works/Compositions
- Languages (level of reading, writing and oral fluency or competency)
- Professional organizations/Memberships/Advisory committees/Research groups
- Publications (Sub-categories: Peer-reviewed, Non-peer reviewed, Works Submitted, Works in Progress, Working Papers, Papers in Preparation, Supervised/Advising Reports, Technical Articles, Print, Social Media, Books, Chapters; use the editorial style that is associated with your discipline)
- Conferences (Sub-categories: Papers—both contributed and refereed, Posters, Presentations, Proceedings, Attended, Invited Lectures/Seminars)
- Community contributions/Involvement (both academic and non-academic)

Strategies for creating strong bullet point statements:

- Lead with an action verb (back of the guide)
- Emphasize achievements (outcomes vs. job responsibilities)
- Provide quantitative (numbers, ratios, %, or \$ amounts) results, whenever possible
- Select qualitative (words) for achievements such as nominated or selected or chosen
- Try to use the Formula: Action word + task (skills) + how you demonstrated or developed it

ANITA CAREER
Page 2

PROFESSIONAL INTERNSHIP EXPERIENCE

Student Intern February – April 2017
Health4You Training and Performance Centre, Toronto, ON
Completed a three month internship with a personal trainer whose work focused on working with seniors with diabetes
Completed intake and follow-up forms to track client progress over a six week period and prepared sample meal plans to assist clients in reducing sugar intake
The internship concluded with a 20 minute presentation to Centre staff on key learnings throughout the internship and suggestions for future programming

LANGUAGES

- Fully fluent in French
- Intermediate knowledge of Spanish
- Beginner knowledge of spoken Cree

HONOURS AND GRANTS

André Hamer Postgraduate Prize, NSERC (\$10,000) University of Calgary, Calgary, AB 2020
Dean's Scholarship, University of Saskatchewan, Saskatoon, SK 2018
Simons Graduate Scholarship, University of Saskatchewan, Saskatoon, SK 2018

ACADEMIC COMMITTEES/BOARDS

Advisor, Women Advancement in Sport, University of Calgary, AB 2019 – 2020
General Member, Academic Programs Committee, University of Calgary, AB 2019 – 2020

CONFERENCE PRESENTATIONS

"Aboriginal Women's Engagement in Registered Health Programs" November 2020
Perspectives in Exercise, Health and Fitness Conference, Edmonton, AB
"Embracing Cultural Perspectives in Health and Wellness" October 2020
Canadian Society for Exercise and Sport, Toronto, ON

PEER REVIEWED PUBLICATIONS

Career, A., J. Find, & A. Job. (2018). Seeking acceptance: young women's perceptions of body image. *Journal of Sport and Exercise Psychology*, 36, 208-221.
Career, A. & A. Job. (2018). Effects of multi-generational obesity on body image. *Journal of Applied Psychology*, 40, 338-352.

REFERENCES

- Available upon request

The examples utilized within this guide are fictitious. No association with any real person, company, organization, product, e-mail address, place, or event is intended or should be inferred.

References:

References are people who can attest to your work style, academic profile, competencies (knowledge, skills and abilities) and/or personal attitudes/attributes.

Reference tips:

You will want to include three references who have agreed to be a reference

- If your references never change, include them in your CV in the final *References* heading
- If your references change depending on the job you are applying for OR you feel strongly about not including them, have a final *References* category in your CV and have a bulleted statement that says something like "References provided upon request"
- Be sure to bring a list of references to the interview on a single piece of paper written in the same font style and size as your CV, if they haven't already been provided
- Ensure each reference has your most recent job search applications so they will be prepared to speak about you and what you can offer to a potential employer

Potential references:

- Academic:** Faculty supervisors, professors, university staff, teachers, principals, directors of education
- Work experience** (All types): Current and/or former employers, managers, supervisors, directors, human resources personnel, co-workers
- Religious/Faith:** Clergy, faith community members
- Athletic:** Coaches, sport coordinators, athletic association personnel
- Character:** Neighbours, home stay families, personal acquaintances

ANITA CAREER

Hope, SK
306.876.8879
anita.career@usask.ca
ca.linkedin.com/in/anitacareer

ACADEMIC CREDENTIALS

Ph.D. in Women's Health, College of Kinesiology

September 2020 – present

University of Calgary, Calgary, AB

Thesis: "Effects of sedentary lifestyle on women's perception of body image"

- Expected date of completion: December 2023

Master of Science – Kinesiology

2019

University of Saskatchewan, Saskatoon, SK

Thesis: "Aboriginal women's traditional lifestyle and effects on body image perception amongst youth"

Bachelor of Science – Kinesiology

2017

University of Toronto, Toronto, ON

- Exercise and Sport Studies – Fitness and Lifestyle Professional Stream

RESEARCH INTERESTS

- Correlation between regular exercise and perception of body image amongst women
- Women's health in traditional Aboriginal communities
- Fitness trends amongst youth aged 11-17

TEACHING EXPERIENCE

Associate Instructor, Introduction to Exercise and Sport Studies

September 2019 – April 2020

Faculty of Kinesiology, University of Calgary, Calgary, AB

- Facilitated a bi-weekly lecture series including a one-week volunteer experience requirement for 75 students
- Designed and marked assignments and created final exam content

Teaching Assistant, Foundations in Exercise

January – April 2019

College of Kinesiology, University of Saskatchewan, Saskatoon, SK

- Assisted head professor in designing group project content
- Liaised with exercise professionals in the community to organize volunteer opportunities for students

PROFESSIONAL EXPERIENCE

Athletic Development Director

June – August 2017

Camp Tanaka, Oshawa, ON

- Created athletic program activities for ten day camps for children aged 5-12
- Provided one-on-one support to campers with disabilities and provided modified activities to meet campers' needs

USask Student Competencies

Competencies are the *knowledge, skills, and attributes* needed to help you succeed in your learning and work!



Engaging in our
intercultural society

BE WHAT THE WORLD NEEDS

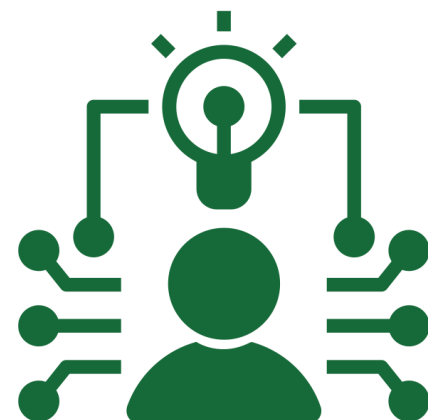
Cultivating
well-being



Nurturing successful
relationships



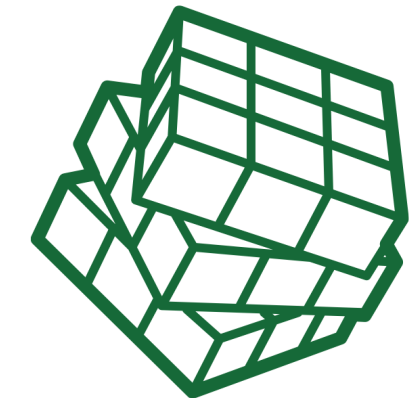
Leveraging
technology



Communicating
meaningfully



Adaptive design
& problem solving





www.rsd.edu.au
john.willison@adelaide.edu.au

Researchers...

Table 1: Researcher Skill Development Framework

A conceptual framework for the explicit, coherent, incremental and cyclic development of the skills associated with researching. ©Willison & O'Regan, August 2008/October 2015



←	supervisor instigated		→	researcher instigated		→	discipline leading		→
	Prescribed Research Level 1 Highly structured directions and modelling from supervisor prompt the researcher(s) to...	Bounded Research Level 2 Boundaries set by and limited directions from supervisor channel the researcher(s) to ...		Scaffolded Research Level 3 Scaffolds placed by supervisor enable the researcher(s) to independently...	Self-initiated Research Level 4 Researcher(s) initiate and supervisor guides.		Open Research Level 5 Researcher(s) determine guidelines that are in accord with discipline or context.	Adopted Research Level 6 Researcher(s) inform others' agendas	Enlarging Research Level 7 Researcher(s) enlarge the field of inquiry.
Factors of Researcher	Respond to questions/ tasks provided explicitly. Use a provided approach to clarify questions, expectations and ECST issues.	Respond to questions/ tasks implicit in directions. Choose from several provided structures to clarify questions, expectations and ECST issues.		Respond to questions /tasks generated from instructions. Choose from a range of provided structures or approaches to clarify salient elements including ECST issues.	Generate questions/aims/ hypotheses framed within structured guidelines. Anticipate and prepare for ECST issues.		Generate questions/aims/ hypotheses based on experience, expertise and literature. Delve into and prepare for ECST issues.	Identify previously unstated gaps in literature and articulate research directions and ECST issues in response to gaps.	Articulate research directions that expand or direct the field and anticipate the corresponding ECST issues.
	Collect and record required information or data using a prescribed methodology from a prescribed source in which the information/data is clearly evident.	Collect and record required information/data using a prescribed methodology from prescribed source/s in which the information/ data is not clearly evident.		Collect and record required information/data from self-selected sources using one of several prescribed methodologies.	Collect and record self-determined information/ data, choosing an appropriate methodology based on structured guidelines.		Collect and record self-determined information/ data, choosing or devising an appropriate methodology.	Synthesise others' methods to formulate novel methods/ methodologies or apply existing methods to novel applications.	Generate new methods/methodologies that are used widely.
	Evaluate sources/ information/data using simple prescribed criteria to specify credibility and to reflect on the research process.	Evaluate sources/ information/data using a choice of provided criteria to specify credibility and to reflect on the research process.		Evaluate information/data and inquiry process using criteria related to the aims of the inquiry. Reflect insightfully to improve own processes used.	Evaluate information/data and the inquiry process using self-determined criteria developed within structured guidelines. Refines others' processes.		Evaluate information/data and inquiry process using self-generated criteria based on experience, expertise and the literature. Renews others' processes.	Generate substantial research outcomes, so that ideas, practices or interpretations are cited/implemented by others.	Generate substantial research outcomes, so that ideas, practices or interpretations become foundational in field or discipline.
	Organise information/data using prescribed structure. Manage linear process provided (with pre-specified team roles).	Organise information/data using a choice of given structures. Manage a process which has alternative pathways (and specify team roles).		Organise information/data using recommended structures. Manage self-determined processes (including team function) with multiple pathways.	Organise information/data using self-or-team-determined structures, and manage the processes, within supervisor's parameters.		Organise information/data using self-or-team-determined structures and management of processes.	Form a research team or a team of community-based practitioners.	Form and develop research networks/communities.
	Interpret given information/data and synthesize knowledge into prescribed formats. Ask emergent question.	Interpret several sources of information/ data and synthesise to integrate knowledge into standard formats. Ask relevant, researchable questions.		Analyse trends in information/data and synthesises to fully integrate components specified. Ask rigorous, researchable questions.	Analyses information/data and synthesizes to fully integrate components, consistent with parameters set. Fill knowledge gaps that are stated by others.		Analyse and create information/data to fill researcher-identified gaps or extend knowledge.	Synthesise others' concepts or interpretations to frame novel outcomes. May also address substantial concerns of a community.	Develop new concepts or interpretations that expand the field or discipline. May also address substantial concerns across communities.
	Use prescribed genre to develop and demonstrate understanding from a specified perspective. Apply to a similar context the knowledge developed. Follow prompts on ECST issues.	Use discipline-specific language and prescribed genre to develop understanding, and demonstrate it to a specified audience. Apply to different contexts the knowledge developed. Clarify ECST issues.		Use discipline-specific language and genres to demonstrate scholarly understanding for a specified audience. Apply the findings to diverse contexts. Specify ECST issues that emerge.	Use appropriate language and genre to address gaps of a self-selected audience. Apply innovatively the knowledge developed to a different context. Probe and specify ECST issues in each relevant context.		Use appropriate language and genre to extend the knowledge of a range of audiences. Apply innovatively the knowledge developed to multiple contexts. Probe and specify ECST issues that emerge broadly.	Change the conversation within the discipline/field through publicly- available communication of knowledge/understanding. Articulate and promote relevant ECST issues.	Change the direction of the conversation across disciplines/ fields. Articulate and promote ECST issues that were previously unstated.

Scan to access RSD Framework:



Skill Statements

Use accomplishment statements to highlight your *skills, experience, and achievements*.

Action Verb + **Skills** + **Where, when or how you demonstrated the skill**
(your experience)

Ex) **Maintain** positive collaborative relationships with internal and external stakeholders to effectively coordinate a two-day conference on environmental engineering

Ex) **Organize** staffing schedules and managed production capacity for 50 employees at McDonalds

Tip: Use active voice in the present tense

Quantify (#, %, \$) wherever possible

Avoid duty statements, where you simply state your responsibilities or duties for a position.



EXAMPLE 1:

- **Involved** in the development of new product features
- **Drove the ideation, development, and successful implementation of** innovative product features, resulting in a 50% increase in customer satisfaction.

EXAMPLE 2:

- **Participated in** the planning of company events
- **Collaborate with key stakeholders to coordinate and execute** company events for 100-200 people while fostering team morale, strengthening company culture, and community engagement.

The 4 Rs of Preparation!



Research the position, company, or opportunity (website, news, social media). Highlight key terminology.



Reflect and take inventory of your skills and abilities. Use a t-chart to compare your skills and experience to the requirements of the position.



Read and revise your resume/cover letter and be prepared to use a variety of examples that connect your qualifications to the job.



Review common interview questions & your job search documents.

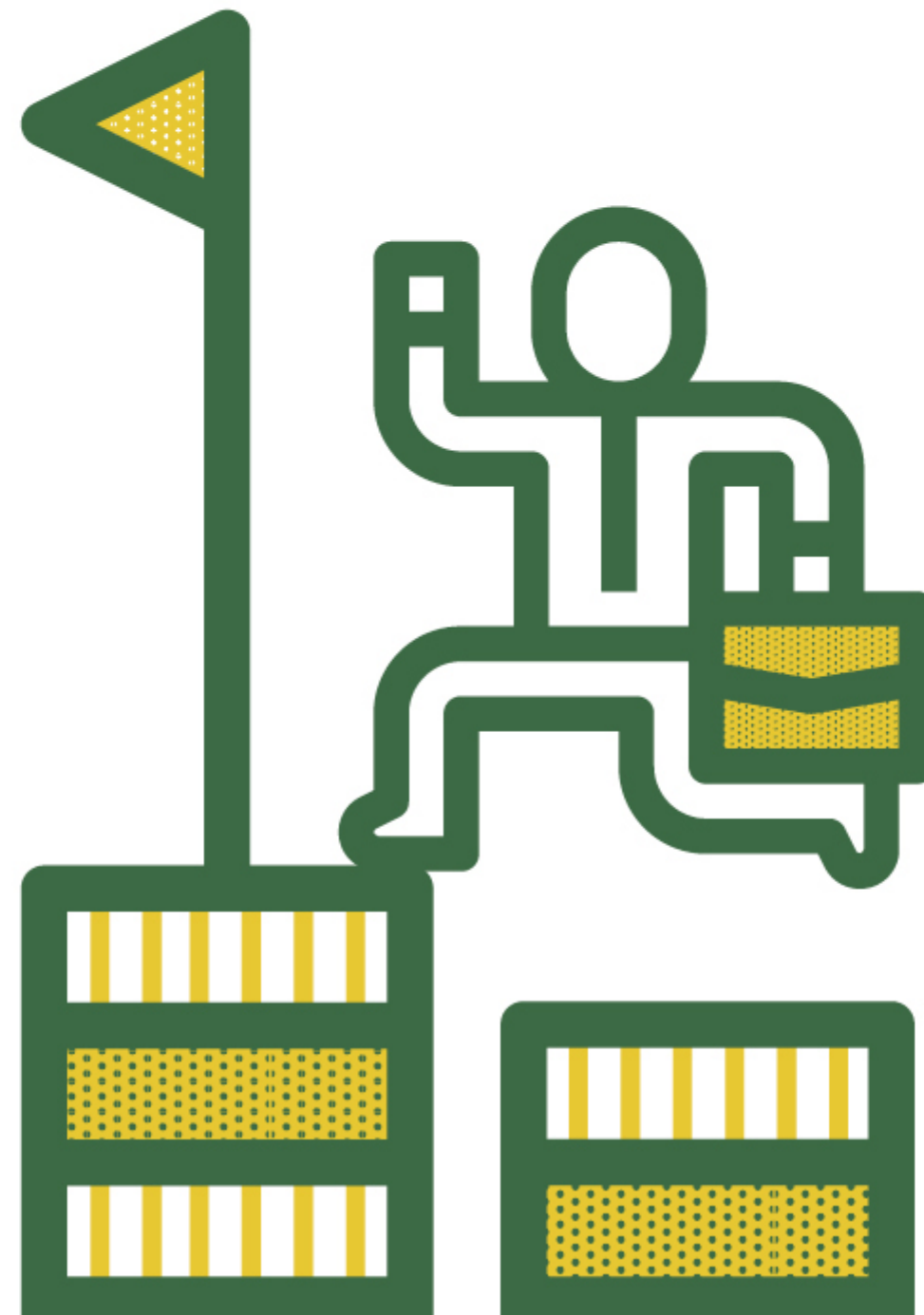
Inventory Activity:

Ideal Candidate: Often found in the job posting Example:	Related Strengths, Skills & Experience:	Things you can do: To expand skills/experience
Senior Policy Analyst for Government of SK • min 5 years of experience, • Excellent written & oral communication • Experience working with Indigenous communities	MPA :) but no experience :(• Short internship with City of Saskatoon • Conference presentations • Research project on healthcare access on Indigenous communities in SK	What is an alternative role that could help you can relevant experience? • Find more research & conference opportunities • Find a mentor who is a policy analyst • Join a public speaking group or related society/organization

CAREER SERVICES

As a student or alumni, Career Services is here to help with every step in your career journey!

YOUR
CAREER
PATH
STARTS
HERE



**USASK.CA/
CAREERSERVICES**





Presentation Title

Subtitle



UNIVERSITY OF
SASKATCHEWAN



Presentation Title

Subtitle



UNIVERSITY OF
SASKATCHEWAN



Presentation Title

Subtitle

First Lastname

Position/Title

Welcome

First Lastname

Position/Title

University of Saskatchewan



Agenda

9:00am – Get settled & overview of day

9:15-9:45am – Review 5 Dysfunctions of a Team and CS Action Plan

9:45-10am – Break

10- 12pm – Who you are matters! Team Building Activity (with breaks throughout)

12-1pm – Lunch

1- 2:45pm – Wrap up Who you are matters

2:45-3pm – Break

3-4pm – Next steps for Action Plan



UNIVERSITY OF
SASKATCHEWAN

BE WHAT THE WORLD NEEDS

Overview

Example No Photo

Position/Title

University of Saskatchewan

Divider Slide

Example No Photo

Position/Title

University of Saskatchewan

Divider Slide

Example No Photo

Position/Title

University of Saskatchewan

HEADLINE TO THE LEFT

Lorem ipsum dolor sit amet,
consectetur adipiscing elit.

- Vestibulum sed orci elit. Cras eu
faucibus velit.
- In sed enim a tortor blandit
tristique facilisis vel arcu.





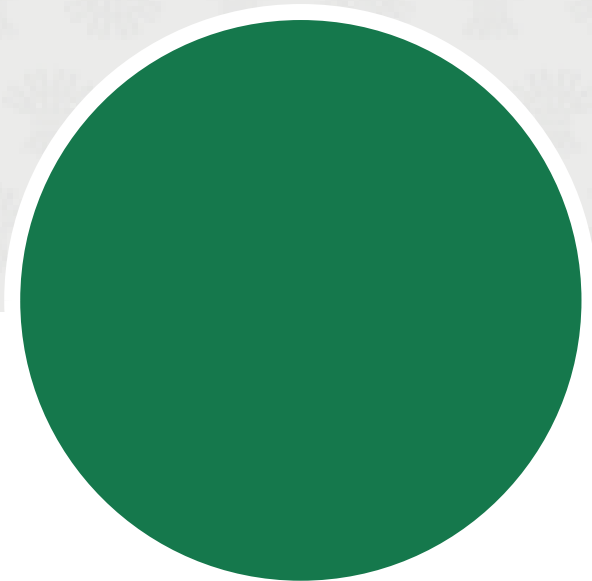
HEADLINE TO THE RIGHT

Lorem ipsum dolor sit amet, consectetur adipiscing elit.

- Vestibulum sed orci elit. Cras eu faucibus velit.
- In sed enim a tortor blandit tristique facilisis vel arcu.

ICONS SLIDE

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sed orci elit. Cras eu faucibus velit. In sed enim a tortor blandit tristique facilisis vel arcu.



HEADLINE ONE

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**



HEADLINE TWO

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**



HEADLINE THREE

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**

ICONS SLIDE

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sed orci elit. Cras eu faucibus velit. In sed enim a tortor blandit tristique facilisis vel arcu.



HEADLINE ONE

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**



HEADLINE TWO

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**



HEADLINE THREE

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**

INFOGRAPHICS SLIDE



HEADLINE ONE

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**



HEADLINE TWO

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**



HEADLINE THREE

**Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit
tincidunt metus bibendum
imperdiet**

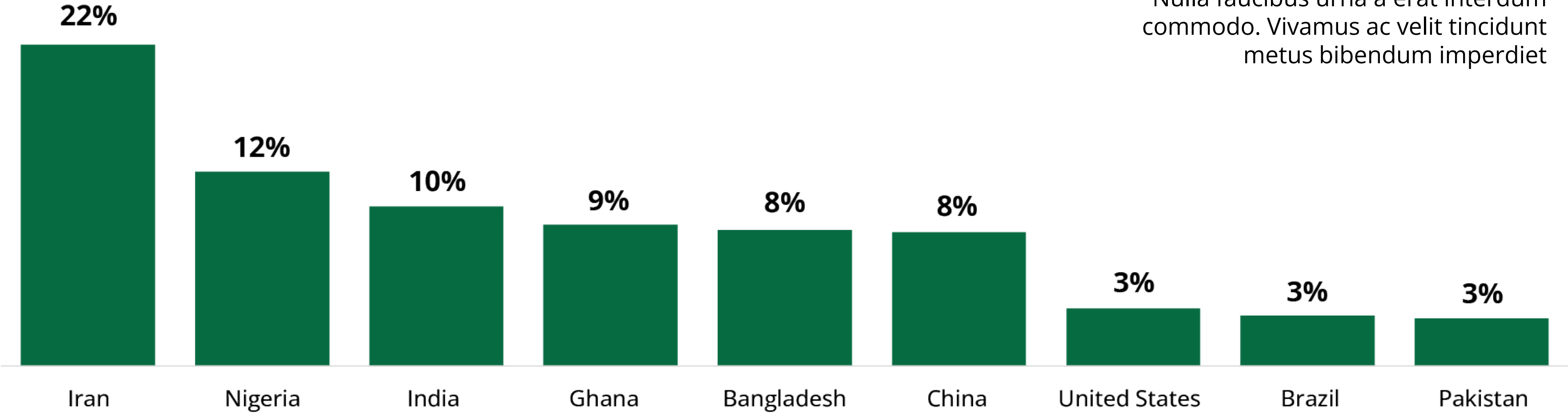
LONGER HEADLINE SLIDE OPTION

- Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sed orci elit. Cras eu faucibus velit.
- Fusce et elementum felis. Nam viverra nisl nec tellus pretium, id egestas ligula finibus. Nullam sollicitudin blandit elit, ac ultrices odio tincidunt eget. Etiam non cursus tortor. Nam feugiat in libero id tempor.
- Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sed orci elit. Cras eu faucibus velit.



WIDE CHART SLIDE OPTION

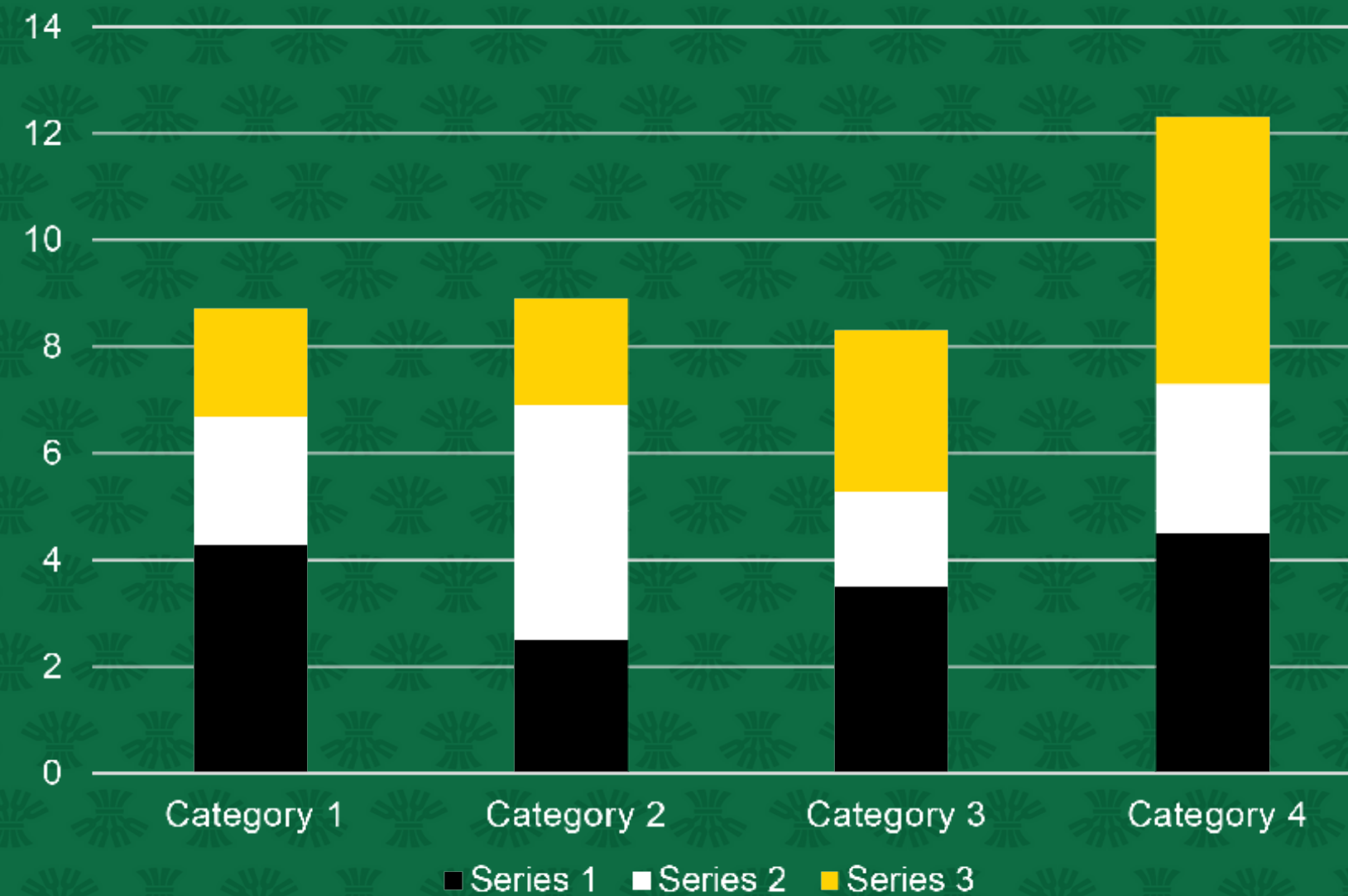
(As of Month XX, 20XX)



SIDE BAR MESSAGE

Nulla faucibus urna a erat interdum
commodo. Vivamus ac velit tincidunt
metus bibendum imperdiet

CHART OPTION CENTRED GREEN



OPTIONAL WITH CHART TO THE RIGHT

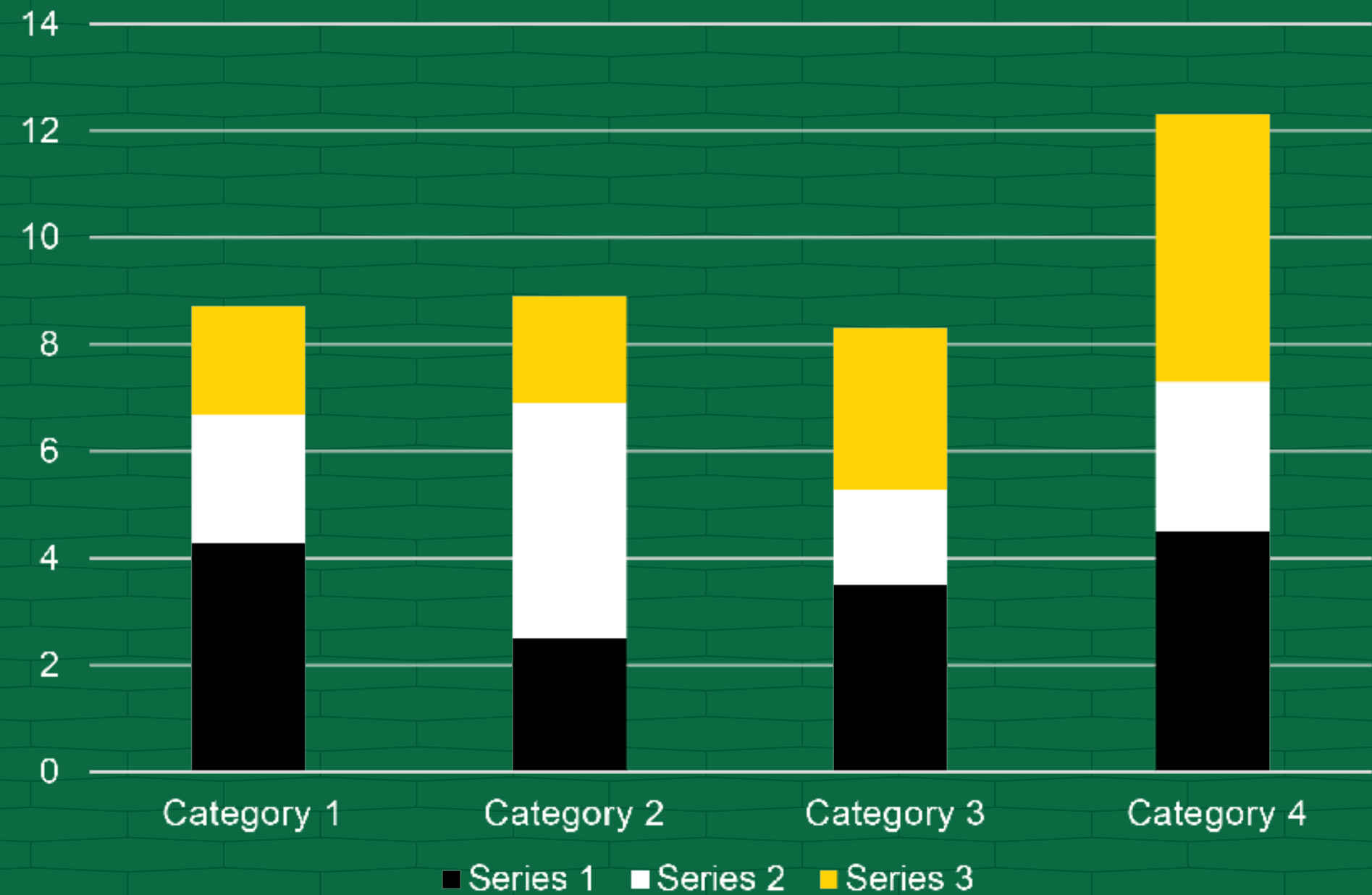
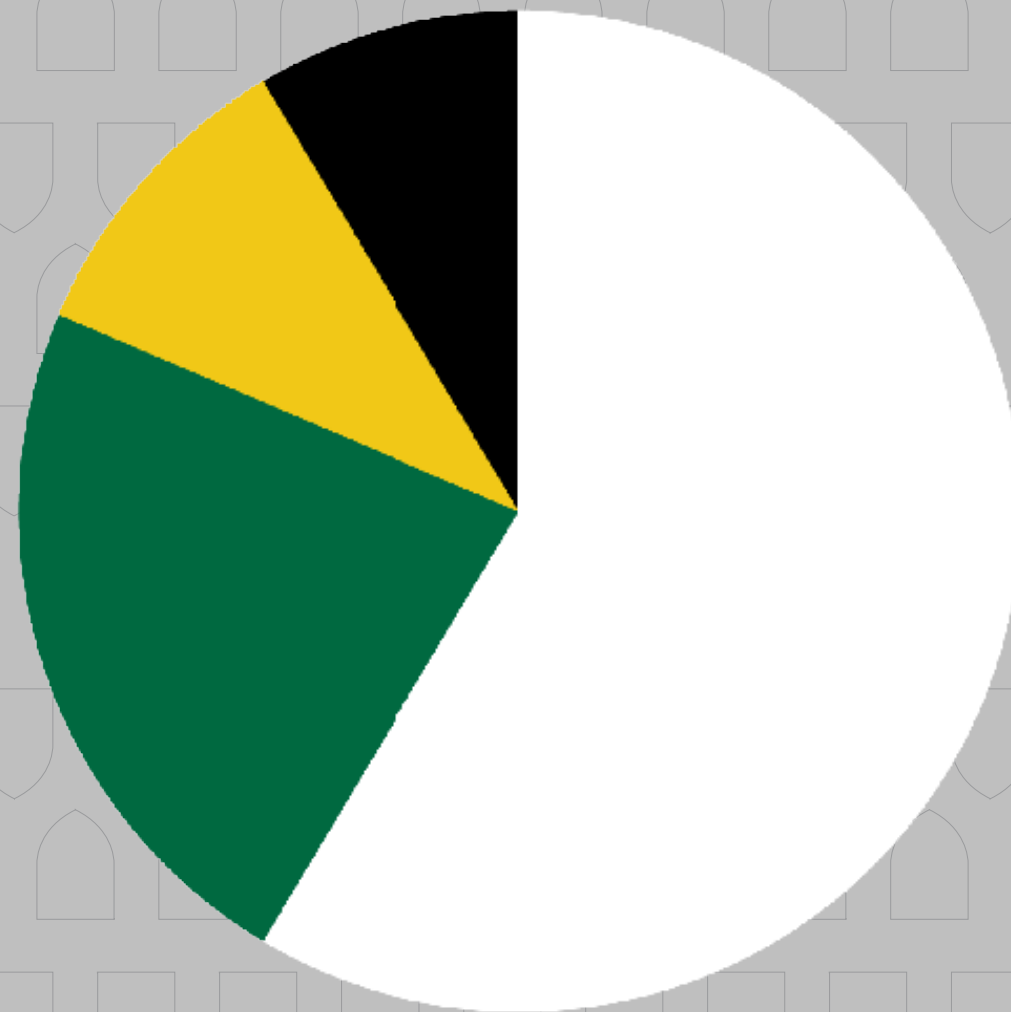


CHART OPTION CENTRED GREY



■ First QTR ■ Second QTR ■ Third QTR ■ Fourth QTR



BREAK SLIDE

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum sed orci elit.

Cras eu faucibus velit. In sed enim a tortor blandit tristique facilisis vel arcu.



Career Services

Team Building Retreat

October 30th, 2025



Thank you

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

BLANK SLIDE

OPTIONAL DIVIDER

OPTIONAL DIVIDER

OPTIONAL DIVIDER

OPTIONAL DIVIDER

OPTIONAL DIVIDER

OPTIONAL DIVIDER

OPTIONAL DIVIDER

OPTIONAL DIVIDER

OPTIONAL DIVIDER

OPTIONAL DIVIDER