

# CV Guide

We recommend that you refer to the Student Employment and Career Centre's **Resume Guide** as a supplement to this guide when creating your CV. Many of the headings that are used in a resume are also used in a CV in addition to the below-mentioned sections.

Keep in mind that many colleges and universities require their faculty to follow a standardized CV format. In such cases, it is strongly recommended that you adhere to their guidelines. The University of Saskatchewan has a guideline for CVs which can be found at [www.usask.ca/vpfaculty/documents/Guidelines\\_UofS\\_Standardized\\_CV.pdf](http://www.usask.ca/vpfaculty/documents/Guidelines_UofS_Standardized_CV.pdf)

## What is a CV?

In Canada, the term curriculum vitae (CV) is used to reference a specific type of job search document that is used for the following: applying to graduate school, a medical position, an academic position (post-secondary teaching and/or research focused), and some performing and studio art positions.

It is not uncommon to hear the terms resume and CV used interchangeably but they are different documents. If an employer asks for a CV and you are not applying for one of the categories listed above, it is likely that a resume is required.

One of the biggest distinctions in the formatting of resumes and CVs is that in Canada resumes are usually 2-3 pages, while CVs can be multiple pages in length.

## What is the Canadian Common CV (CCV)?

This type of web-based CV is common when applying for federal, provincial and non-governmental research granting agencies. Tri-agency grant applications include:

- Natural Sciences and Engineering Research Council of Canada (NSERC)
- Canadian Institutes of Health Research (CIHR)
- Social Sciences and Humanities Research Council of Canada (SSHRC)

Everything in this type of CV should be directly relevant to the specific grant application that you are applying for, to access funds to conduct research.

## Social Media and Your Job Search

- Review all of your social media accounts and privacy settings
- Consider creating a LinkedIn profile which allows you to upload your CV content and connect with professionals locally and around the world
- For tips on how to build a professional LinkedIn profile check out [Leverage LinkedIn students.usask.ca/articles/linkedin.php](http://Leverage LinkedIn students.usask.ca/articles/linkedin.php)

# Checklist

## Know Yourself and Your Audience

- Can you comfortably articulate your abilities, experience and interests as they relate to the position or application process you are applying to?
- Did you perform an adequate amount of research on the prospective employer?

## Showcase Your Skills

- Did you take inventory of the broad range of skills you have and did you cross-reference those skills with what the employer is looking for in their job posting or application process?
- Did you begin your bulleted achievement statements with action verbs?
- Were you mindful of creating achievement statements that demonstrate your skills rather than just listing descriptive adjectives (such as good communication skills) or job duties?
- Did you provide quantitative and/or qualitative details when possible? (This helps an employer to better understand the scope of your experience)

## Polish Your CV

- Is your CV concise? (While a resume is limited to 2-3 pages, CVs can include multiple pages, but the content needs to be relevant)
- Have you reviewed your CV for spelling mistakes and grammatical errors? (This is important for demonstrating effective communication skills.)
- Did you prioritize your content by placing the most relevant information first?
- Did you organize your information in reverse chronological order?
- Did you present the most targeted information on the left side first (i.e. Job title(s) on the left, dates on the right)?
- Were you consistent with format, verb tense and font?
- Did you begin your achievement statements with bullets and action words (back of guide)?

## Include Your References

- Do you have at least three references who can attest to your work style, academic profile, and/or personal qualifications, and who have agreed to be a reference?
- Do your references reflect a cross-section of individuals who can attest to these strengths?
- If you choose not to include your references in your CV, be sure to bring your list of references and their contact information to the interview
- Once your CV is complete, provide a copy to each of your references

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](http://ca.linkedin.com/in/anitacareer)

### ACADEMIC CREDENTIALS

**Ph.D. in Women's Health, College of Kinesiology** September 2017 – present  
University of Calgary, Calgary, AB  
Thesis: "Effects of sedentary lifestyle on women's perception of body image"  

- Expected date of completion: December 2020

**Master of Science – Kinesiology** 2016  
University of Saskatchewan, Saskatoon, SK  
Thesis: "Aboriginal women's traditional lifestyle and effects on body image perception amongst youth"

**Bachelor of Science – Kinesiology** 2014  
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 2016 – April 2017  
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 2016  
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 2014  
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 2014  
YWCA, Toronto, ON  

- 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

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### PROFESSIONAL INTERNSHIP EXPERIENCE

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#### Student Intern

February – April 2014

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

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

### HONOURS AND GRANTS

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André Hamer Postgraduate Prize, NSERC (\$10,000) University of Calgary, Calgary, AB	2017
Dean's Scholarship, University of Saskatchewan, Saskatoon, SK	2015
Simons Graduate Scholarship, University of Saskatchewan, Saskatoon, SK	2015

### ACADEMIC COMMITTEES/BOARDS

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Advisor, Women Advancement in Sport, University of Calgary, AB	2017 – 2018
General Member, Academic Programs Committee, University of Calgary, AB	2017 – 2018

### CONFERENCE PRESENTATIONS

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<i>"Aboriginal Women's Engagement in Registered Health Programs"</i> Perspectives in Exercise, Health and Fitness Conference, Edmonton, AB	November 2017
<i>"Embracing Cultural Perspectives in Health and Wellness"</i> Canadian Society for Exercise and Sport, Toronto, ON	October 2017

### PEER REVIEWED PUBLICATIONS

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- Career, A., J. Find, & A. Job. (2015). Seeking acceptance: young women's perceptions of body image. *Journal of Sport and Exercise Psychology*, 36, 208-221.
- Career, A. & A. Job. (2015). Effects of multi-generational obesity on body image. *Journal of Applied Psychology*, 40, 338-352.

### REFERENCES

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- 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

# Action Words (verbs)

**Is your CV ready?** Just as it is essential that you display a **professional work ethic** you must also be able to **manage your career**, by being able to articulate your values, knowledge, skills, abilities, experience and career goals and also identify areas necessary for professional growth. Employers who hire uSask students and alumni look to candidates that display career readiness competencies in addition to other possible competency areas.

## NACE'S CAREER READINESS COMPETENCIES\*

### Teamwork/Collaboration

**Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, sexual orientations, religions, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.**

Achieved	Improved	Partnered	Restored	Strengthened	Surpassed
Completed	Introduced	Provided	Revamped	Structured	Transferred
Contributed	Mediated	Recommended	Solved	Submitted	Unified
Expanded	Participated	Reduced	Streamlined	Supported	Utilized

### Leadership

**Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage their emotions and those of others; use empathetic skills to guide and motivate others.**

Administered	Contracted	Established	Implemented	Motivated	Reorganized
Chaired	Delegated	Evaluated	Improved	Oversaw	Spearheaded
Conducted	Designated	Facilitated	Initiated	Planned	Strategized
Consolidated	Enhanced	Hired	Managed	Prioritized	Supervised

### Critical Thinking/Problem Solving

**Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.**

Acted	Defined	Formulated	Leveraged	Observed	Recognized
Communicated	Distinguished	Gathered	Measured	Persisted	Reflected
Conceptualized	Estimated	Identified	Monitored	Persuaded	Resolved
Deduced	Examined	Infered	Negotiated	Reasoned	Synthesized

### Communications (Oral and Written)

**Articulate thoughts and ideas clearly and effectively in written and oral forms to people inside and outside the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.**

Advised	Contributed	Documented	Informed	Moderated	Published
Briefed	Cooperated	Drafted	Interpreted	Negotiated	Recruited
Clarified	Counselled	Edited	Lectured	Presented	Reported
Collaborated	Directed	Influenced	Mediated	Printed	Translated

### Digital Technology/Technical

**Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.**

Adjusted	Calculated	Digitized	Manufactured	Overhauled	Simulated
Applied	Calibrated	Engineered	Mapped	Programmed	Standardized
Assembled	Converted	Fabricated	Modified	Remodeled	Upgraded
Augmented	Designed	Installed	Navigated	Repaired	Utilized

### Global/Intercultural Fluency

**Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences. As a uSask graduate, demonstrating specific knowledge of Indigenous peoples, and their history, is also crucial.**

Accompanied	Discovered	Interconnected	Programmed	Specialized	Volunteered
Adapted	Diversified	Internationalized	Projected	Strengthened	
Bridged	Expatriated	Licensed	Reconciled	Sustained	
Conversed	Explored	Listened	Recognized	Transnationalized	
Dedicated	Harmonized	Observed	Restored	Travelled	

\*Adapted from the Career Readiness Materials developed by the National Association of Colleges and Employers (NACE).

## Administrative/Clerical

Approved	Collected	Implemented	Prioritized	Scheduled	Transformed
Arranged	Complied	Inspected	Processed	Screened	Updated
Catalogued	Dispatched	Maintained	Proofread	Set up	Validated
Charted	Distributed	Monitored	Purchased	Specified	Verified
Classified	Documented	Operated	Recorded	Standardized	Word Processed
Coded	Executed	Organized	Retrieved	Systematized	
Collated	Generated	Prepared	Reviewed	Tabulated	

## Creative

Abstracted	Customized	Entertained	Improvised	Made	Produced
Adapted	Demonstrated	Established	Initiated	Modeled	Revitalized
Arranged	Designed	Fashioned	Innovated	Painted	Shaped
Composed	Developed	Founded	Integrated	Performed	Sketched
Conceptualized	Directed	Generated	Introduced	Planned	Solved
Cooked	Drew	Illustrated	Invented	Predicted	Visualized

## Financial

Administered	Balanced	Developed	Investigated	Organized	Reduced
Allocated	Budgeted	Evaluated	Maintained	Planned	Selected
Analyzed	Calculated	Financed	Managed	Prepared	Tracked
Appraised	Checked	Forecasted	Marketed	Projected	Verified
Audited	Computed	Inspected	Ordered	Reconciled	

## Research

Analyzed	Conducted	Explored	Interviewed	Researched	Tabulated
Calculated	Correlated	Extracted	Investigated	Reviewed	Tested
Catalogued	Critiqued	Extrapolated	Located	Solved	Uncovered
Clarified	Discovered	Gathered	Monitored	Studied	Verified
Collected	Evaluated	Identified	Observed	Summarized	
Compared	Examined	Inspected	Organized	Surveyed	
Computed	Experimented	Interpreted	Proved	Synthesized	

## Supporting

Advised	Attended	Coordinated	Encouraged	Motivated	Resolved
Advocated	Cared	Counselled	Facilitated	Provided	Saved
Aided	Carried out	Delivered	Familiarized	Referred	Served
Assessed	Clarified	Educated	Guided	Rehabilitated	Suggested
Assisted	Coached	Empathized	Mentored	Represented	Supported

## Teaching

Adapted	Consulted	Enabled	Facilitated	Initiated	Stimulated
Advised	Cooperated	Encouraged	Graded	Instructed	Substituted
Assisted	Coordinated	Enforced	Guided	Schooled	Trained
Clarified	Counselled	Evaluated	Individualized	Served	Tutored
Coached	Developed	Explained	Informed	Set goals	

## STUDENT EMPLOYMENT AND CAREER CENTRE

G50, Lower Marquis Hall (below the bookstore)  
97 Campus Drive  
University of Saskatchewan  
Saskatoon, SK, Canada S7N 4L3

Email: [secc@usask.ca](mailto:secc@usask.ca)  
Tel: (306) 966-5003  
Web: [CareerLink.usask.ca](http://CareerLink.usask.ca)

[USASK.CA/SECC](http://USASK.CA/SECC)

