

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

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

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

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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

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

- 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 | 2017 |
| Dean's Scholarship, University of Saskatchewan, Saskatoon, SK | 2015 |
| Simons Graduate Scholarship, University of Saskatchewan, Saskatoon, SK | 2015 |

ACADEMIC COMMITTEES/BOARDS

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

CONFERENCE PRESENTATIONS

| | |
|---|---------------|
| <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

- 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

- 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 Aboriginal 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

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