

# **CV Skryf / CV Writing**

Loopbanekantoor (SSVO) / Careers Office (CSCD)

## **What is a Curriculum Vitae?**

A CV is a factual summary of your total career history, education, skills and experiences that you have gained thus far.

## **What is the main objective of a CV?**

A CV has one purpose, to get you a job interview. Its main task is to convince prospective employers to contact you.

## **Characteristics of a good CV**

- A good CV matches your skills and experience with the prospective employers needs
- It highlights details that demonstrate your capabilities. It focuses on your achievements, skills and values.
- It is a marketing tool that is updated every six months
- It is about YOU, not just your educational, extra-mural or work histories

**The more thoroughly you prepare your CV now, the more likely someone is to read it later. You can learn to draw up an effective CV by using the following resources:**

- Careers Offices of tertiary institutions
- Books and magazines
- The internet
- Workshops
- Placement Agencies

**Before you start working on your CV, it is important to:**

- Know yourself and the kind of work you would like to do
- Select a format for your CV
- Compile a draft / concept CV

## **CV Formats**

Most preferred CV format = ***Reversed Chronological CV***

### ***Reversed Chronological CV***

The chronological CV shows your career's progression and growth. The information covers the beginning of your career to the present. The CV is easy to read and one can easily go through your career history. The chronological CV is advised when:

- You have a solid career history with continuation within the same area and where there are no major gaps.
- Your responsibilities have increased in each career change
- You had high profile jobs
- Your most recent jobs are the most important in your career history
- The job advert specifies this kind of CV
- You are changing fields, but remaining in a very similar job

#### ***Positives:***

- Most generally used format
- Present your information in reversed chronological order
- Familiar to interviewers
- Gives a steady, progressive presentation of your employment history

#### ***Negatives:***

- It reveals gaps in your employment history
- Does not highlight your skills

## **Framework of Reversed Chronological CV**

### ***Personalised letterhead***

- Should always head the CV, with your name in larger font
- With contact details

### ***Personal information***

- I.D. number
- Nationality
- Languages
- Driving license
- Do not have to include information about gender, date of birth, marital status, religion, health if not required by advert

### ***Career Objectives / Aims (optional)***

- Refer to your vision of where you see yourself going in the medium to long term.
- Based on your research of the company you are applying to, you should adapt this section to reflect the company's goals and objectives.
- Clear, concise, realistic, immediate future
- Avoid sounding pretentious or arrogant

### ***Examples Career objectives***

- To consolidate and gain crucial experience and in the long term be a highly competent member of my chosen profession.
- To contribute within an innovative company that supports learning and growth.
- To achieve high standards and acquire an impressive track record in the industry.

### ***Summary of CV (optional)***

- Short paragraph which tells the recruiter what he/she is going to get if they employ you
- Write down no more than four statements that describe you actively and bring together your key abilities, skills and experience.

**Summary** - The following phrases (examples) may be useful when drawing up a CV.

- My recent professional qualification allows me to contribute with the most up-to-date techniques and approaches.
- I am able to learn fast and always put in extra time and effort when required, my track record shows my ability to contribute efficiently in a reasonably short space of time.
- I have accumulated valuable and diverse experience working on different projects and part-time positions during the last four years.
- The award for the 'Wits Best Overall Graduate', achieved during my final year, demonstrated the determination and commitment I put into anything I attempt.
- If given the opportunity, I believe I could add value to your company with these qualifications and skills.

### ***Education / Training***

- Tertiary qualifications, High school, additional courses
- Dates important, mention most recent year first

### ***Employment history / experience***

- Dates, position/ title, company, responsibilities (part time, vacation, permanent, volunteer, internship,)
- "Have I invented, discovered, coordinated, organized or directed?"
- "How am I when it comes to deadlines, communication and teamwork?"
- Reversed chronological order

### ***Leadership and achievements / awards***

- List leadership roles and/or critical personal achievements

### ***Skills / abilities***

- Enhances marketability
- Developed through work, extramural activities (can also include language / computer skills)
- When indicating computer skills, list computer languages
- Also briefly indicate where you acquired the skills

***Interests (optional)***

- Always try to make it relevant
- Shows balance

***Referees (at least 2, 1 can be academic)***

- Ask person, include contact details & position, copy of CV / cover letter

# MARTIN DE WINNAAR

## PERSONAL INFORMATION

ID NO.: 800000 0000 000  
Nationality: South African  
Languages: Afrikaans and English with a reading knowledge of German  
Driving Licence Code B

## EDUCATION

2009 - Currently **BComm Economical Analysis**  
Stellenbosch University, Stellenbosch, South Africa  
Majors: Economics  
Statistics

2008 **Matric certificate**  
St Georges Church of England School, Cape Town  
English 1<sup>st</sup> Language HG C  
Afrikaans 2<sup>nd</sup> Language HG C  
Economics HG B  
German 3<sup>rd</sup> Language HG B  
Maths SG B  
Accounting HG C

## LEADERSHIP, AWARDS AND ACHIEVEMENTS

2011 Class representative, Statistics  
2010 Member of AIESEC Student Committee  
2009 Member of Economics Student Committee  
2008 Captain of 1<sup>st</sup> hockey team, St Georges Church of England School  
2008 Member of Learner Representative Council

## WORK EXPERIENCE

Jan 2011 – Currently **Student Assistant, Economics and Statistics**  
Stellenbosch University, Stellenbosch, South Africa

- Helping with computer classes
- Invigilating tests
- Marking tests and homework
- Tutoring one on one

Dec 2010 – Jan 2011 **Assistant Butcher**  
Dec 2009 – Jan 2010 Somerfield, Harpenden, UK

- Managing stock taking
- Managing customer enquiries
- Ordering new stock
- Drawing up shift timetables
- Processing waste stock

June 2009 – July 2009

**Software Tester**

Net-Tel Computer Systems, Wheathampstead, UK

- Close cooperation with the programmers
- Installation and maintenance of a network
- Software testing and reporting of bugs
- Design and maintenance of company's website
- Programming in UNIX and HTML
- Management of own budget
- Presentations at meetings
- Determined own working hours

June 2008

**School Placement Program**

Bank of South Africa Treasury Department, Johannesburg

- Shadowing of broker on the spots desk
- Helping secretary collect and process data
- Entering data into a database
- Summing up total trading at the end of the day

Jan 2008 – June 2008

**Pizza Maker / Manager (part time)**

Perfect Pizza Company, Cape Town

- Cashing up at the end of the night
- Managing customer complaints
- Organising shifts
- Opening the shop
- Ordering new stock
- Keeping an inventory of stock
- Paying salaries and keeping key to safe

**SKILLS**

**Computer**

HTML

UNIX

Excel, PowerPoint, Statistica

EViews

**Interpersonal**

I have been developing my interpersonal skills since becoming a youth group leader and prefect while still at school. This skill has further been enhanced through the leading of a Bible study group, being a student assistant which involved leading a class, and working with the people in the various places of employment that I have been. Further, I have been in contact with different types of personalities in many different environments and even countries, leading to more flexibility and understanding on my part than before.

### **Analytical**

Due to the nature of my course I have greatly improved my ability to view a problem from different points of view before choosing an appropriate solution. Statistics has also equipped me with a much greater understanding of data management and processing, as well as training me in the use of appropriate statistical and econometric software packages with which to do so. A good grasp of figures and good mental arithmetic has also been advantageous.

### **INTERESTS**

Actively involved in the Church and widely read with special emphasis on history and politics. Very well-travelled. Enjoy the outdoors, especially camping and hiking. Enjoy swimming and squash.

### **REFERENCES**

Prof S de Kok  
Senior Economics Lecturer  
Department of Economics  
University of Stellenbosch  
Office 021 8082000

Dr L Biggs  
Statistics Lecturer  
Department of Statistics and Actuarial Science  
University of Stellenbosch  
Office 021 8083000  
Cell 082 0000000

# ASSESS YOUR SKILLS

## Personal Skills: skills that make you who you are

humor	reliability	integrity	positivism
warmth	initiative	energy	ethics
honesty	drive	determination	loyalty
sensitivity	accountability	co-operation	respect for diversity
self-confidence	risk taking	inner strength	maturity
sincerity	vitality	enthusiasm	intelligence
responsibility	thoughtfulness	athleticism	assertiveness
vision	global thinking	attention to details	depth

## Transferable Skills: skills that developed through schooling, paid and volunteer work, experience and extra-curricular activities and, which may be used in any setting.

researching	analyzing	organisation	thinking critically
listening	presentation	creativity	problem solving
goal setting	team work	decision making	mathematical ability
teaching	demonstrating	language ability	knowledge of internet
training	leadership	designing	time management
delegating	negotiation	influencing	knowledge of E-mail
coaching	motivating	evaluation	setting priorities
co-ordinating	testing	budgeting	information gathering
interviewing	troubleshooting	promoting	financial planning
flexibility	interpersonal	communication	

## Work/Knowledge specific skills: skills normally developed through specific education or training programmes and experiences.

laboratory work	languages	teaching	computer programming
program development	public relations	law interpreting	mech. eng. design
supervision	translation	social research	psychological testing
production managem.	publication	waste management	strength testing
policy analysis	word processing	travel consulting	commercial banking

AJ/MD/werkswinkels/Assess your/2.2000/

## How do I identify my skills?

1. Make a list of all the work related activities for which you had received payment in column 1
2. Add to column 1, all activities which have required your input, but for which you had not received payment.
3. Specify all your duties/tasks relevant to the above mentioned activities in column 2
4. Try to identify the required skills or abilities you needed to complete these tasks. Allocate to column 3

<b>Title/activity</b>	<b>Tasks/responsibilities</b>	<b>Skills/abilities</b>
Waiter (Dros)	Managing accounts, client interaction, taking orders, friendly service provided, managing cash register, Ordering stock/supplies, answering telephone, compiling shift schedule	Good numerical skills, organisational skills, interpersonal communication skills, ability to work with technology, client service skills

## **OTHER CV FORMATS**

### ***Functional/Skills-based CV***

The functional CV emphasises your accomplishments, skills and qualifications at the start of your CV. Your employment history or timeline is not that important. Your career history is briefly presented at the end of your CV with small details about your previous jobs, if any. It focuses on what you have done rather than when and where. Employers are sometimes not happy with CVs if they suspect the candidate is trying to hide a gap or defect in his/her career history. The functional CV is advised when:

- You are looking for your first job
- You do not want to advertise your age
- Your major achievements happened a few years ago
- You have been unemployed for a period of time
- You are changing jobs/careers
- You have had a varied career

#### ***Positives:***

- It does not reveal gaps in your employment history
- Focuses on transferable skills and abilities
- Allows you to sum up your overall experience

#### ***Negatives:***

- Not always preferred by prospective employers
- Less effective for points of reference during an interview

### ***Academic / Research CV***

Academic CVs are focused on your academic achievements and are used when applying for lecturing or research-based roles, including post-doctoral research. Although there is no page limit, it's important to keep your CV concise and targeted to the requirements of the role. Five pages is the rough guideline to average length. Your research and academic achievements, research interest and specialist skills should be placed on the first page, if possible. Ensure your writing style is scholarly but clearly understood to those outside your field of interest. Each section should be in reverse chronological order.

Remember to include:

- your research outcomes and future developments;
- details of your specialist skills;
- funding, awarded grants, conferences attended, professional memberships and publications.

## Example of a skills-based CV

PO BOX 1000 • DENNESIG • STELLENBOSCH • 7612 • SOUTH AFRICA  
PHONE 082 1101 1000 • E-MAIL [11111111@FHARGA.SUN.AC.ZA](mailto:11111111@FHARGA.SUN.AC.ZA)

# LUCY TRUTER

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## PERSONAL INFORMATION

ID NO.: 800000 0000 00 0  
Nationality: South African  
Languages: Afrikaans and English with a reading knowledge of German  
Driving Licence: Code B

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I have four years' practical experience of community arts development, strong interpersonal skills and am able to generate a love of learning.

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## Skills and achievements

### Communication:

- Able to communicate complex information to individuals and groups, make presentations and respond to questions in both educational and workplace settings. Skills developed in degree programme and during work experience as play leader at Top Tots.
- Able to give and take instructions and maintain active listening during times of pressure. For example, following minor accident in playground provided ambulance crew with important information and reassured other children.

### Numeracy:

- Achieved grade A in GCSE Mathematics and grade C in AS level Statistics.
- Gained practical experience of handling money and observing company procedures for checking fraudulent bank notes while working at Woolworths.

### Leadership:

- Responsible for the coordination of the work of four play leaders and direction and management of day-to-day recreational activities of 19 4-7 year olds at Top Tots in August 2012.
- Set up a parents' lobby group to urge the local authority to amend its school transport arrangement.

### Teamwork:

- Successfully integrated into the art department at my former high school. Co-managed the year 11 parents' evening display of visual arts while on placement.
- Managed the induction and supervision of new members of administrative staff, joining the mixed age team.

**Administration:**

- Prior to starting full-time degree course, I worked for more than four years as an administrator for a small charity. Tasks included assisting in bidding for lottery funds, managing accounts and general administration.

**Innovation:**

- While volunteering at a local charity, I re-designed publicity materials following an audit of community development activities managed by the charity.

**IT literacy:**

- Proficient user of Excel and entry-level ability in SPSS; uses both for collating and analysing data on pupil test scores while on teaching practice.
- Developed electronic database system so that the charity could maintain contact with its key stakeholders.
- Competent user of PowerPoint, Word, Outlook and DreamWeaver applications.

**Education and qualifications**

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<b>2010 – 2013</b>	University of Cape Town 2:2 BA (Hons) Learning Studies
<b>2000 – 2003</b>	Border College of Technology, Foundation Art and Design 3 A levels: Art (A), English (A) and AS level Statistics (C)
<b>1991 – 1996</b>	Cape Town High School 8 GCSEs including 'A's in Maths and Science

**Employment history**

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<b>2010 – present</b>	Top Tots – summer playscheme leader.
<b>2010 – 2012</b>	Woolworths – part-time assistant responsible for stock control.
<b>2006 – 2010</b>	Artsdotcom – administrator and website manager.
<b>2003 – 2006</b>	Career break and full-time mum of two
<b>1996 – 2000</b>	Rags and Riches – sales assistant for womenswear retailer.

**Voluntary experience**

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<b>2012 (Jul-Aug)</b>	Top Tots – volunteer assistant in summer playscheme
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## References

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Professor Max Wood, Course Leader, Learning Studies, Cape Town 8000

E-mail: [woodm@uct.ac.za](mailto:woodm@uct.ac.za)

Miss L Break, Store Manager, Woolworths, Cape Town 8000

E-mail: [lbreak@woolworths.co.za](mailto:lbreak@woolworths.co.za)

## Example of an academic CV

PO BOX 1000 • DENNESIG • STELLENBOSCH • 7612 • SOUTH AFRICA  
PHONE 082 1101 1000 • E-MAIL [11111111@FHARGA.SUN.AC.ZA](mailto:11111111@FHARGA.SUN.AC.ZA)

# CLAUDE VAN WYK

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## PERSONAL INFORMATION

ID NO.: 800000 0000 00 0  
Nationality: South African  
Languages: Afrikaans and English with a reading knowledge of German  
Driving Licence: Code B

## Current research

I am investigating the relationship between tree mould and industrial effluent in the Cape Town Canal Basin area, which is part of a larger study carried out by the School of Environmental Science on behalf of City of Cape Town Council and the Environment Agency. My principal investigator is Professor Mark Wood and I am responsible for the collection, testing and analysis of canal water samples.

This post-doctoral research draws directly upon my PhD investigation of the changes in ecosystems in the Canal Basin area in which I focused on changes in water quality following the development of new industrial processes adjacent to the canal. My thesis was awarded the 2013 ECONET prize for development of what has become known as the 'King Test' of water quality.

## Research ambition

My plans include development and refinement of the King Test and adapting it use for water treatment plants and other environmental purposes.

## Education and qualifications

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<b>2010 – 2013</b>	<b>Full-time (ECONET) research studentship</b> School of Environmental Science, University of Cape Town	PhD
<b>2007 – 2010</b>	<b>Full-time student</b> Modern College of Agriculture, Cape Town	BSc in Environmental Science (1 <sup>st</sup> class)
<b>1999 – 2007</b>	<b>Full-time student</b> Rondebosch Boys High Cape Town	A level in Biology (A*), Maths (A) and Statistics (B)  10 GCSEs including Maths, English and Science.

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## Publications

King, J (2014) 'Developing the King Test' in Wood, M., et al (2014) *Water Test Update 5*, Cape Town Occasional Papers.

Wood, M., Parson, F., and Kind, J., (2012) *Water Quality: Why it Matters*, Cape Town, OU Press.

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## Conference papers

King, J., and Maloney, P., (2011) 'Beginning Research' in *Association of Scientific Students Annual Conference*, at the University of Cape Town, 14 July

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## Teaching experience

Five hours per week undergraduate teaching in the 'Introducing Environmental Science' module (ES001).

Supervisory support of two undergraduate dissertation projects (two hours per term) in Year 3.

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## Work experience

<b>2013 – present</b> July	<b>Post-doctoral researcher</b>  School of Environmental Science, University of Cape Town.	Contract due to end on 25  2014
<b>2010 – 2011</b>	<b>Part-time stock controller</b> Gordon's Sweets, Epping Industrial 7460	Temporary employment.

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## Memberships

Associate Member of the Institute for Water Speculators.

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## Additional skills

- Competent user of Microsoft packages including PowerPoint, Word and Excel.
- Proficient user of SPSS, Stata and Access.

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## Conferences attended

**August 2011** Society of Water Engineers Conference, Metropolitan University of Amsterdam.

**July 2010** Association of Scientific Students Annual conference held at the University of Fife.

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## References

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Professor Mark Wood, Course Leader, School of Environmental Science, Cape Town 8000

E-mail: [woodm@uct.ac.za](mailto:woodm@uct.ac.za)

Miss L Break, Store Manager, Gordons Sweets, Epping Industrial 7460

E-mail: [lbreak@gsweets.co.za](mailto:lbreak@gsweets.co.za)

## CV Tips

- Marketing tool - first impression!
- Update regularly
- Relate to specific position & company
- Action verbs / economise on words (notes)
- Clear, concise, simple, professional
- Avoid: coloured paper/ink, gimmicks, bad quality photocopies, spelling/grammatical errors, tippex marks, alterations in pen
- Include wide margins and clear spacing
- Use capital letters discreetly
- Use italics, underlining and capital letters to emphasise info
- Consistency, clear typefaces and fonts
- Short, easy to read headings
- 1-3 pages

### Checklist: CV

- Is the CV format and layout neat and clearly legible?
- Is the information presented in an unambiguous and logical manner?
- Are the relevant and important details prominent?
- Is the language and writing style clear and comprehensible?
- Are your skills and achievements emphasised?
- Are the most important details easily visible to the employer or would he/she have to search for it?
- Is the information presented in a positive manner?
- Have you edited the CV for any typing, grammatical or spelling errors?
- Has it been read by an objective person?
- Does it appear neat and professional?
- Have you informed your references that you intend sending your CV to a potential employer?
- Have you prepared a cover letter to accompany your CV?

## Action verbs to use in your CV

Teaching	Teaching cont.	Creative	Management	Helping	Financial
<ul style="list-style-type: none"> <li>• accepted</li> <li>• adapted</li> <li>• advised</li> <li>• analysed</li> <li>• applied</li> <li>• appraised</li> <li>• assessed</li> <li>• assigned</li> <li>• attended</li> <li>• calmed</li> <li>• categorised</li> <li>• challenged</li> <li>• clarified</li> <li>• coached</li> <li>• commanded</li> <li>• communicated</li> <li>• complimented</li> <li>• considered</li> <li>• cooperated</li> <li>• coordinated</li> <li>• corrected</li> <li>• defined</li> <li>• demonstrated</li> <li>• developed</li> <li>• directed</li> <li>• disciplined</li> <li>• elaborated</li> <li>• emphasised</li> <li>• enabled</li> <li>• encouraged</li> <li>• evaluated</li> <li>• excited</li> <li>• explained</li> <li>• explored</li> <li>• facilitated</li> <li>• focused</li> <li>• generated</li> <li>• guided</li> <li>• hypothesised</li> <li>• identified</li> <li>• implemented</li> <li>• incorporated</li> <li>• indicated</li> <li>• informed</li> <li>• initiated</li> <li>• inquired</li> <li>• instructed</li> <li>• interested</li> <li>• integrated</li> <li>• investigated</li> <li>• judged</li> <li>• linked</li> <li>• listened</li> <li>• mentored</li> <li>• modelled</li> <li>• modified</li> <li>• motivated</li> <li>• observed</li> <li>• organised</li> <li>• persuaded</li> <li>• praised</li> <li>• provoked</li> </ul>	<ul style="list-style-type: none"> <li>• questioned</li> <li>• reinforced</li> <li>• rephrased</li> <li>• rewarded</li> <li>• simplified</li> <li>• stated</li> <li>• stimulated</li> <li>• structured</li> <li>• synthesised</li> <li>• systematised</li> <li>• taught</li> <li>• theorised</li> <li>• trained</li> <li>• tutored</li> </ul> <p style="text-align: center;"><b>Communicative</b></p> <ul style="list-style-type: none"> <li>• addressed</li> <li>• arbitrated</li> <li>• arranged</li> <li>• authored</li> <li>• briefed</li> <li>• communicated</li> <li>• composed</li> <li>• contacted</li> <li>• convinced</li> <li>• described</li> <li>• developed</li> <li>• directed</li> <li>• documented</li> <li>• drafted</li> <li>• edited</li> <li>• enlisted</li> <li>• formulated</li> <li>• influenced</li> <li>• informed</li> <li>• interpreted</li> <li>• interviewed</li> <li>• lectured</li> <li>• marketed</li> <li>• mediated</li> <li>• moderated</li> <li>• motivated</li> <li>• negotiated</li> <li>• persuaded</li> <li>• presented</li> <li>• promoted</li> <li>• publicised</li> <li>• published</li> <li>• reconciled</li> <li>• recruited</li> <li>• reported</li> <li>• spoke</li> <li>• summarised</li> <li>• translated</li> <li>• wrote</li> </ul>	<ul style="list-style-type: none"> <li>• acted</li> <li>• composed</li> <li>• conceived</li> <li>• conducted</li> <li>• created</li> <li>• designed</li> <li>• developed</li> <li>• directed</li> <li>• established</li> <li>• fashioned</li> <li>• founded</li> <li>• illustrated</li> <li>• improvised</li> <li>• instituted</li> <li>• integrated</li> <li>• introduced</li> <li>• invented</li> <li>• originated</li> <li>• performed</li> <li>• planned</li> <li>• revitalised</li> <li>• shaped</li> </ul> <p style="text-align: center;"><b>Results</b></p> <ul style="list-style-type: none"> <li>• achieved</li> <li>• accelerated</li> <li>• accomplished</li> <li>• attained</li> <li>• awarded</li> <li>• completed</li> <li>• contributed</li> <li>• decreased</li> <li>• eliminated</li> <li>• enlarged</li> <li>• established</li> <li>• expanded</li> <li>• improved</li> <li>• increased</li> <li>• initiated</li> <li>• introduced</li> <li>• launched</li> <li>• pioneered</li> <li>• recognised as</li> <li>• reduced</li> <li>• resolved</li> <li>• selected as</li> <li>• succeeded</li> </ul>	<ul style="list-style-type: none"> <li>• administered</li> <li>• analysed</li> <li>• appointed</li> <li>• approved</li> <li>• assigned</li> <li>• assumed</li> <li>• attained</li> <li>• chaired</li> <li>• contracted</li> <li>• consolidated</li> <li>• consulted</li> <li>• delegated</li> <li>• designated</li> <li>• determined</li> <li>• developed</li> <li>• directed</li> <li>• evaluated</li> <li>• executed</li> <li>• formulated</li> <li>• managed</li> <li>• organised</li> <li>• oversaw</li> <li>• planned</li> <li>• prioritise</li> <li>• produced</li> <li>• recommended</li> <li>• recruited</li> <li>• reviewed</li> <li>• scheduled</li> <li>• supervised</li> </ul> <p style="text-align: center;"><b>Technical</b></p> <ul style="list-style-type: none"> <li>• analysed</li> <li>• assembled</li> <li>• audited</li> <li>• automated</li> <li>• calculated</li> <li>• computed</li> <li>• converted</li> <li>• designed</li> <li>• devised</li> <li>• documented</li> <li>• engineered</li> <li>• enhanced</li> <li>• fabricated</li> <li>• identified</li> <li>• implemented</li> <li>• installed</li> <li>• maintained</li> <li>• operated</li> <li>• overhauled</li> <li>• programmed</li> <li>• remodelled</li> <li>• repaired</li> <li>• researched</li> <li>• solved</li> <li>• standardised</li> <li>• tested</li> <li>• trained</li> <li>• upgraded</li> </ul>	<ul style="list-style-type: none"> <li>• advised</li> <li>• advocated</li> <li>• assessed</li> <li>• assisted</li> <li>• clarified</li> <li>• coached</li> <li>• counselled</li> <li>• demonstrated</li> <li>• diagnosed</li> <li>• educated</li> <li>• ensured</li> <li>• evaluated</li> <li>• expedited</li> <li>• facilitated</li> <li>• familiarised</li> <li>• fostered</li> <li>• guided</li> <li>• observed</li> <li>• provided</li> <li>• referred</li> <li>• rehabilitated</li> <li>• represented</li> <li>• supported</li> </ul> <p style="text-align: center;"><b>Organisational</b></p> <ul style="list-style-type: none"> <li>• approved</li> <li>• arranged</li> <li>• catalogued</li> <li>• classified</li> <li>• collected</li> <li>• compiled</li> <li>• consolidated</li> <li>• dispatched</li> <li>• distributed</li> <li>• enlisted</li> <li>• executed</li> <li>• expedited</li> <li>• generated</li> <li>• implemented</li> <li>• inspected</li> <li>• monitored</li> <li>• operated</li> <li>• organised</li> <li>• prepared</li> <li>• processed</li> <li>• purchased</li> <li>• recorded</li> <li>• revamped</li> <li>• revised</li> <li>• retrieved</li> <li>• scheduled</li> <li>• screened</li> <li>• specified</li> <li>• systematised</li> <li>• tabulated</li> <li>• updated</li> <li>• validated</li> </ul>	<ul style="list-style-type: none"> <li>• accounted for</li> <li>• adjusted</li> <li>• administered</li> <li>• allocated</li> <li>• analysed</li> <li>• appraised</li> <li>• audited</li> <li>• balanced</li> <li>• budgeted</li> <li>• calculated</li> <li>• computed</li> <li>• controlled</li> <li>• developed</li> <li>• financed</li> <li>• forecasted</li> <li>• managed</li> <li>• marketed</li> <li>• monitored</li> <li>• planned</li> <li>• procured</li> <li>• projected</li> <li>• purchased</li> <li>• reconciled</li> <li>• researched</li> </ul> <p style="text-align: center;"><b>Research</b></p> <ul style="list-style-type: none"> <li>• acquired</li> <li>• analysed</li> <li>• calculated</li> <li>• clarified</li> <li>• collected</li> <li>• compared</li> <li>• conducted</li> <li>• critiqued</li> <li>• diagnosed</li> <li>• designed</li> <li>• determined</li> <li>• evaluated</li> <li>• examined</li> <li>• extracted</li> <li>• formulated</li> <li>• identified</li> <li>• inspected</li> <li>• interpreted</li> <li>• interviewed</li> <li>• investigated</li> <li>• located</li> <li>• modified</li> <li>• organised</li> <li>• processed</li> <li>• reviewed</li> <li>• researched</li> <li>• summarised</li> <li>• surveyed</li> <li>• systematised</li> </ul>

## **Cover Letter**

- Your personal agent that goes to meet the prospective employer and tells him why you are the best person for the job
- Always include your contact details and the date
- Address to someone specific, not “To whom it may concern”

### **1st par: Introduction**

- Who are you? Give brief details of yourself and your academic background.
- Why you are writing the letter?
- What position/type of work you are applying for (see job advertisement)?

### **2nd par: Skills & strengths**

- Why should you be considered for the position?
- Relate your skills, knowledge and abilities to requirements of the position (see advert).
- Point out relevant training, work experience and reasons for wanting the job.
- Convince the employer of your ability and suitability for the job.

### **3rd par: Conclusion (+ statement)**

- Ask to be considered for the position.
- State what you would like to see happening next - be invited to an interview. Not: "I hope to hear from you soon", rather: "I look forward to hearing from you". Positive statement.
- Provide clear and accurate contact details.
- Sign your letter confidently.

## **Application form**

- Part of selection process (keep copy)
- Research about company & job (answers completed accordingly)
- Copies beforehand, concept answers
- Proofread before final copy is completed
- Never say “refer to CV”

## Resource List

- Association of Personnel Service Organisations (APSO), <http://www.apso.co.za>. Western Cape branch (021) 872-8552
- Bolles, N.R. 2003. **What Color is your Parachute? A practical manual for job-hunters and career changers.** Berkeley: Ten Speed Press.
- **Bradley's CV's.** Available at <http://www.bradleycvs.co.uk/cv-writing-tips/cv-personal-details-interests.htm>
- Business Partners (011) 480-8700 – assistance with developing a business plan and starting up your own business.
- Coleman, Lynn. 2000. **Developing workplace Skills: How to get your first job and keep it.** Kenwyn: Juta.
- **CVs and cover letters: Example CVs** Available at [http://www.prospects.ac.uk/example\\_cvs.htm](http://www.prospects.ac.uk/example_cvs.htm)
- **CV types and Styles.** Available at [http://www.jobseekersadvice.com/cv\\_advice/articles/cv\\_types\\_and\\_styles.htm](http://www.jobseekersadvice.com/cv_advice/articles/cv_types_and_styles.htm)
- **Different types of CV.** Available at <http://www.wmin.ac.uk/page-2181-smhp=595>.
- Joubert, D. 2007. **Writing the Winning CV.** Cape Town: Zebra Press.
- Maties Careers - **MyMaties.com**
- McLintock-Rudnick, C. 2001. **The Business of Becoming Employed.** Claremont: Spearhead.
- **Writing CV's...** Available at <http://www.europeanresources.co.uk/jobseekers/writingcvs.html>.
- **Writing Creative CV's.** Available at <http://www.kent.ac.uk/careers/cv/creativeCVs.htm>.
- **Writing a CV Resume.** Available at <http://www.soon.org.uk.cvpag.htm>.
- [www.careerweb.co.za](http://www.careerweb.co.za)
- [www.cvonline.co.za](http://www.cvonline.co.za)
- [www.wcn.co.uk](http://www.wcn.co.uk)
- <http://www.jobweb.net>
- <http://www.easyinfo.co.za>
- <http://www.careerjunction.co.za>
- <http://careers.iafrica.com>
- <http://www.jobs.co.za>
- <http://sundaytimes.careerjunction.co.za>
- <http://www.jobmail.co.za>
- <http://www.careerclassifieds.co.za>

- [www.biotech-register.com](http://www.biotech-register.com) & [www.pharmacy.org/company.html](http://www.pharmacy.org/company.html) (some BSc degrees)
- [www.findastudent.co.za](http://www.findastudent.co.za) (part – time work)