Career Portfolio

Unit. Career Exploration

Problem Area. Career Planning and Job Seeking

Lesson. Career Portfolio

■ **Student Learning Objective.** Instruction in this lesson should result in students achieving the following objective:

1 **Explain and demonstrate how a career portfolio can be useful in the process of career planning and job seeking.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

Badasch, S., and Chesebro, D. (2004). *Introduction to Health Occupations,* 6th ed. Upper Saddle River, NJ: Prentice Hall.

Booth, K. (2004). *Health Care Science Technology: Career Foundations.* New York: McGraw-Hill–Glencoe.

Creating Your Portfolio (Web page). Career Services, College of Business, Colorado State University. http://www.biz.colostate.edu/career/portfo-lio.htm

Margison, J. (2006). *Tutorial: Career Portfolio* (Web page). Career Services. University of Victoria, British Columbia, Canada. http://www.careerservices.uvic.ca/tutorials/career-portfolio.html#approach

Professional Employment Portfolios (Web page). Career Center, Ball State University. http://www.bsu.edu/students/careers/media/pdf /portfolio1007.pdf

Simmers, L. (2004). *Diversified Health Occupations,* 6th ed. Clifton Park, NY, Delmar Learning, a division of Thomson Learning, Inc.

Simmers, L. (2004). *Health Science Career Exploration.* Clifton Park, NY, Delmar Learning, a division of Thomson Learning, Inc.

■ List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with Internet access
- ✓ Classroom resource and reference materials

■ Terms. The following terms are presented in this lesson (shown in bold italics):

- ► hard copy
- ► portfolio
- ► soft copy

■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Students in Health Science Technology learn a significant number of basic and entry-level occupational skills, in addition to many transferable workplace and employability skills. Students should be aware of methods by which they can showcase these acquired skills so that they can improve their potential for admission to the college programs of their choice and improve the likelihood of finding entry-level employment in the health care industry while they pursue their education.

Ask students about their current jobs. Ask them to share their experiences in applying for these jobs and in interviewing for the jobs. Ask them to share what kinds of questions were asked of them during the interview process. Ask them to think about what they could have done to be better prepared for the interview. Ask students to consider the qualifications needed to get into college or to gain admission into a particular health career education program (e.g., nursing school, physical therapy program). Discuss admission requirements and the fact that some health career education programs have limits on how many students can be accepted. Discuss competition, and how "marketing" themselves may increase their chances of employment and/or college admission. Ask students if they can think of ways that they can better market themselves. Then introduce the concept of career portfolios and how they can help students track and record their progress and skills as well as help students showcase their accomplishments and achievements.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Explain and demonstrate how a career portfolio can be useful in the process of career planning and job seeking.

Anticipated Problem: What is a career portfolio? And how can it help with career planning and job seeking?

I. Explain and demonstrate how a career portfolio can be useful in the process of career planning and job seeking.

A. What is a portfolio?

1. A *portfolio* is a portable collection of materials, papers, and artifacts that showcase a student's abilities, skills, and accomplishments.
2. A portfolio is a portable marketing or self-promotional tool that helps a student present himself or herself to a college and/or prospective employer.
3. A portfolio is a collection of records and products of learning and work that help a student gain new work opportunities.

B. Rationale/purpose for portfolio

1. Portfolios are an excellent way to help students feel good about themselves and their accomplishments.
2. Portfolios are excellent tools for review and for evaluation.
3. Portfolios provide a means by which students can track and record their learning experiences and identify their transferable skills.
4. Portfolios provide tangible evidence of growth, progress, and accomplishment over time.
5. Portfolios give students the opportunity for self-evaluation in which they can identify strengths and weaknesses and areas where improvement may be needed.
6. Portfolios provide a way to demonstrate achievements and accomplishments to parents, colleges, and prospective employers.
7. Portfolios help validate what happens in the classroom.
8. Portfolios show proof of students' hard work.
9. Portfolios help students develop skills in organization and goal setting.

C. Types of portfolios

1. *Hard copy*—A hard copy portfolio is a paper or print version of the portfolio. The paper/print data can be collected and then stored in a variety of ways:
    a. Binder
    b. Accordion-style file folder

      c. Briefcase
   2. **Soft copy**—A soft copy portfolio is an electronic version of a portfolio. There are a variety of Internet sites that offer formats for electronic portfolios.

D. What might be included in a portfolio?
   1. Introduction
   2. Table of contents
   3. Learning style survey and a written reflection
   4. Copy of career plan
   5. *Kuder* (or other) career interest/skills/values survey or assessment
   6. Workplace skills assessments
   7. Sample job application
   8. Résumé
   9. List of personal references
  10. List of experiences or special training that relate to your career plan
  11. Samples of your work (e.g., writing samples, projects)
  12. Copies of awards, certificates, and honors
  13. Copies of letters of recommendation
  14. Copies of positive evaluations, progress reports, or report cards
  15. Descriptions or verifications of volunteer experience
  16. Written report of job shadow / internship experiences
  17. Samples of professional/business writing (e.g., cover letter, thank you letter)
  18. Personal statement, or copy of college essay
  19. Official copy of transcripts (high school and college)

E. Organization and style of portfolio
   1. Use a table of contents.
   2. Label each section according to the table of contents.
   3. Consider organizing samples into skill areas.
   4. Choose items that highlight skills important to the viewer. In other words, arrange portfolio to show how your abilities and skills relate to the employer's needs.
   5. Recommended maximum length: 10–15 items.
   6. Consider having two portfolios: one with original documents used to "showcase" your skills and accomplishments during an interview; the other with copies of all the same documents that you can leave with the interviewer to review after the interview is concluded. (Do not leave original documents with interviewer.)
   7. Don't punch holes in your documents. Place document copies in plastic sheets or page protectors.
   8. Use quality paper and printers for all copies.
   9. Keep font types and sizes fairly consistent, and spell- and grammar-check all documents.

      10. Tailor the portfolio so it is appropriate for each opportunity (e.g., college, job).

      11. Be creative!

F. When to use the portfolio

    1. During mock interview / practice

      a. Rehearse using your portfolio during a mock interview with instructor, career counselor, or parent. Get feedback on your portfolio's content and design, as well as on your effectiveness in using it during the interview.

      b. Review and revise your portfolio as suggested.

    2. During a job interview

      a. Bring portfolio to interview. Do not send a copy of portfolio with résumé / cover letter.

      b. To help illustrate skills you are asked to describe.

      c. To show proof of accomplishments, hard work, and determination.

      d. To show evidence of growth and learning.

      e. To show evidence of workplace, employability, and occupational skills.

      f. To help you answer interviewer questions:

        (1) Tell me about yourself?

        (2) Why do you think you are qualified for this job?

        (3) What skills can you contribute to this organization?

        (4) Why should we grant you an award/scholarship/ admission?

    3. In job performance evaluation

      a. To remind employer of your contributions and accomplishments.

      b. To show progress on the job.

      c. To document leadership qualities.

Many techniques can be used to help students master this objective. As an example, students could read Section 12-2 in Unit 1 of Chapter 12 in Health Care Science Technology, Chapters 1 and 2 in Introduction to Health Occupations, Unit 16:2 in Diversified Health Occupations, and Chapter 14 in Health Science Career Exploration. Encourage students to refer to the Web sites indicated in the list of resources. Students can also be encouraged to explore other Web sites in order to research portfolios and recommended styles, content, and organization. Students can be encouraged to develop their own portfolios. Students can use VM–A (Table of Contents) as their table of contents or as a sample to guide them in creating their own. Students can also be instructed to complete LS–A (Career Plan) which is a template for an individual career plan.

■ **Review/Summary.** Use the student learning objective to summarize the lesson. Have students explain the content associated with the objective. Student responses can be used in determining if the objective needs to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.

■ **Application.** Use the included visual master and lab sheet to apply the information presented in the lesson.

■ **Evaluation.** Evaluation should focus on student achievement of the objective for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: True or False

1. F
2. F
3. F
4. T
5. F
6. T
7. T
8. T
9. F
10. F

Part Two: Multiple Choice

1. a
2. b
3. b

Part Three: Short Answer

1. Answers will vary. Any reasonable definition/explanation that meets the instructor's approval is acceptable.
2. Answers will vary. Any six items that would be appropriate inclusions for a portfolio and that meet the approval of the instructor are acceptable.

Name _____

Career Portfolio

▶ Part One: True or False

Instructions: **Write *T* for True or *F* for False.**

_____1. Portfolios should only be used during job interviews.

_____2. A hard copy portfolio is the only acceptable format for a professional portfolio.

_____3. Your portfolio should look the same and contain the same items each time you use it.

_____4. A binder or an accordion-style file folder would be appropriate for containing portfolio documents.

_____5. After an interview, you should leave your original documents, awards, and certificates with the interviewer so he or she can review them.

_____6. A résumé would be an important item to include in your portfolio.

_____7. A portfolio should be tailored to include items that are relevant to the job or college for which you are applying.

_____8. Portfolios are beneficial marketing tools.

_____9. A copy of your portfolio should be mailed along with your résumé and cover letter.

_____10. Portfolio documents, awards, and certificates should be hole-punched before being placed in a binder.

▶ Part Two: Multiple Choice

Instructions: **Write the letter of the correct answer.**

_____1. A paper or print version of a portfolio.

    a. hard copy
    b. soft copy

_____2. An electronic version of a portfolio.

      a. hard copy

      b. soft copy

_____3. You have contacted an employer regarding a potential job. After setting up a date for an interview, you ask the employer if he or she would like a copy of your résumé and portfolio. Which of the following would be the best course of action to take next?

      a. E-mail or fax a copy of your résumé and portfolio regardless of his or her answer so that you don't have to bring them with you to the interview.

      b. E-mail an electronic copy of your résumé and portfolio if the employer requests it. Then bring a hard copy of both to the interview.

      c. Mail a hard copy of your résumé and portfolio.

▶ Part Three: Short Answer

Instructions: Complete the following.

1. What is a portfolio? (Briefly define or explain the term.)

2. List six items that could be included in a portfolio.

TABLE OF CONTENTS

♦ Learning Style Survey and Written Reflection on Learning Style

♦ Copy of Career Plan

♦ *Kuder* Career Interest/Skills/Values Survey (or other career interest survey)

♦ Workplace Skills Survey or assessment results

♦ Sample Job Application

♦ List of Personal References

♦ Copies of Awards, Certificates, and Honors

♦ Copies of Letters of Recommendation

♦ Copies of Evaluations / Progress Reports / Report Cards

♦ Description/Verification of Volunteer Experience

♦ Written Report of Job Shadow / Internship Experiences

♦ Samples of Professional/Business Writing:

- Cover letter
- Résumé
- Thank you letter
- Personal Statement / College Essay
- Copy of Transcripts
- _____
- _____
- _____

Name _____

Career Plan

Health Science Technology program:

Career (job or occupation) you are most interested in pursuing after high school:

List four or five skills that you think are needed in order for someone to be successful in this career:

1.

2.

3.

4.

5.

Does this career path require additional skill training or post-secondary (after high school) education? ☐ Yes ☐ No

What are your educational plans/goals after high school?

☐ Industry/training certificates   ☐ 2-year Junior/Community College

☐ Technical college or school   ☐ 4-year College/University

☐ Work Full-Time

Check (or list) several skills you feel you are especially good at. In other words, what are your strengths? (Be sure that you are able to provide several examples of how you demonstrate each of these skills/strengths.)

1.

2.

3.

4.

Other:

What activities or experiences have you already had that will help prepare you for employment in this career?

What activities or experiences would you like to have that will help prepare you for employment in this career?

Do you have an alternate (2nd or 3rd) career in mind?   ☐ Yes   ☐ No

If Yes: What is your 2nd career choice?

What is your 3rd career choice?

How can your instructor help you in planning for your career?

(Enter the date below. Then print this career plan and sign it. Give it to your instructor to review. After your instructor reviews it, he or she will sign it and return it to you so that you can put it in your student portfolio.)

Date: _____

Student Signature: _____

Instructor Signature: _____