

LEARNING GUIDE



PROGRAM TITLE: ECTS Career and Technical Education Program

DUTY: Prepare for Employment

TASK: Develop a Career Portfolio

INTRODUCTION:

Graduates have told us that the career portfolio they developed while at ECTS was instrumental in helping them to obtain a job. A career portfolio is a compilation of job acquisition documents and work samples. After developing your portfolio, you will continue to add items over the years to keep it current.

A career portfolio will help you to explain your skills and experiences in a job interview. What a great way to reduce your stress level and highlight your ability! This learning guide will teach you how to develop your career portfolio and how to present it to employers.

PERFORMANCE OBJECTIVE:

Given the need to present yourself professionally for employment, develop a career portfolio meeting the criteria in the Performance Test on pp. 32-33 of this learning guide.

ENABLING OBJECTIVES:

1. Demonstrate knowledge of career portfolio format and contents.
2. Practice preparing job acquisition documents.
3. Demonstrate knowledge of oral presentation techniques.
4. Practice orally presenting a career portfolio.

PREREQUISITES

- Basic keyboarding skills

LEARNING EXPERIENCE #1

ENABLING OBJECTIVE #1: Demonstrate knowledge of career portfolio format and contents.	
Learning Activities	Special Instructions
Read the information sheet titled, “Format and Contents of Your Career Portfolio” on pp. 3-5 of this learning guide. View a career portfolio prepared by a junior or senior student in your ECTS program. Interview him/her to ask <i>what</i> was included and <i>why</i> it will be useful in an interview. Complete the planning sheet titled, “Presenting Myself Through My Career Portfolio” on p. 6 of this learning guide. Demonstrate your knowledge of career portfolio contents by completing the Self-Check on p. 7 of this learning guide. Check your answers against the Self-Check Model Answers on p. 8 of this learning guide.	If you would like assistance in reading the information sheet, see your instructor or instructional aide. Your instructor can help you to identify a student in your class who would be willing to share a portfolio with you. Ask a peer student to read your completed planning sheet and provide verbal feedback.

INFORMATION SHEET

FORMAT AND CONTENTS OF YOUR CAREER PORTFOLIO



Binder Format

There are various ways you could set up your career portfolio. Many students prefer to use a professional three-ring binder with transparent sheet covers that will protect the contents. There are many benefits to choosing the binder format. A binder is easy to flip through at an interview and can be divided into sections that highlight your skills and achievements. A binder can be easily transported, but is usually not left behind at the close of the interview, as it contains original documents and samples. One negative aspect of using a binder is that it can quickly become bulky, and items that are three-dimensional can be difficult to include.

It is important to select a sturdy binder, usually 2-3 inches wide. The binder will serve you well for years if you buy one of high quality. The binder should be new and of a neutral color- many students prefer a dark blue or black binder that will look clean for a longer period of time. Your binder will include divider pages that will separate areas of emphasis. Purchase dividers that have plastic tab casings and paper inserts or dividers with paper tabs that can be labeled neatly with a pen. Many students use a word processing software program to type the labels onto perforated tab inserts to obtain a very professional appearance. Whether you are typing or hand labeling tabs, be sure that your labels are neat and accurately spelled. Remember, you want to stand out in the interview as being the most prepared applicant.

The sections of your binder should include the following headings:

- Table of Contents
- Resume
- Cover Letter
- Letters of Reference (minimum of two)
- Interview Follow-up Letter
- Self-Reflection Document
- Samples of Work
- Certificates and Awards

INFORMATION SHEET (continued)



Electronic Format

Some students prefer to use an electronic format when showcasing their work. Electronic portfolios take up little space but can hold a great deal of information. Photos, certificates and writing samples can all be scanned in and saved. Electronic portfolios also serve to enhance computer and technology skills. By creating, selecting, organizing, editing and evaluating an electronic portfolio, students can feel a great sense of accomplishment. This can enhance their self-esteem when sharing their electronic portfolios with teachers, fellow classmates, parents and potential employers. Students choosing this format should have support in developing excellent computer skills.

When using a DVD as your electronic format, you can offer the interviewer an opportunity to view short videos of you performing skills in a workplace setting. Remember that the interviewer will schedule a limited amount of time for reviewing your work. You will need to respect the time allotted when planning the contents of your electronic portfolio. Another option is to develop a web-based career portfolio. Whatever type of electronic format you choose, it is important to set up your portfolio in an organized and professional manner.

Electronic folders should be labeled with the same section titles as those listed for binder portfolios. This will allow you to group and save related items together. Your job acquisition documents should be saved in separate files, preferably in pdf format. When using a CD or DVD, consider purchasing adhesive labels that can be typed to include your name and the position for which you are applying. A CD or DVD can be duplicated and left with the interviewer at a relatively low cost.

TOOLS, EQUIPMENT, SUPPLIES, AND MATERIALS

The following tools, equipment, supplies, and materials are needed to develop a career portfolio:

Binder Format:

- Three-ring binder, 2-3" wide
- Divider pages with tabs
- Transparent sheet protectors
- Computer and printer
- Black or blue pen for labeling tabs

INFORMATION SHEET (continued)

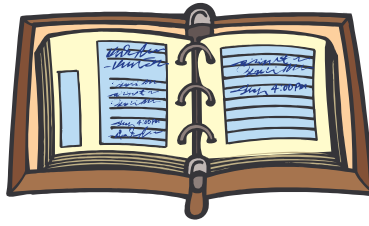
Electronic Format:

- Computer
- Printer
- Scanner
- Digital camera
- Multimedia software program
- CD or DVD
- Web authoring program (if web-based)

WORKER BEHAVIORS

Worker behaviors play a key role in developing a career portfolio. The behaviors important to your success in completing this task are:

- Concern for quality
- Accuracy
- Attention to detail
- Professionalism



PRESENTING MYSELF THROUGH MY CAREER PORTFOLIO

Directions: Using the section titles below, list examples of items you could include in your career portfolio. Focus on things that would show your current skill level, past achievements or evidence of your character and work ethic. Share this planning sheet with a peer student and ask him/her to provide you with feedback and ideas.

Samples of my work:

Certificates or awards I could include:



TIP

Remember that you can include certificates and awards that you have earned from your school district, church, and social organizations. Your parent or guardian may be a good source of help when looking for evidence of past accomplishments!

SELF-CHECK

DIRECTIONS: Check your knowledge of format and contents of a career portfolio by responding to the following questions. For True/False questions, circle “TRUE” if the statement is correct and circle “FALSE” if the statement is incorrect. For short answer questions, write a brief response to the question. Check your answers with those on the Self-Check Model Answers page that follows.

TRUE/FALSE

1. Preparing a career portfolio using a binder format requires more work than using an electronic format.

TRUE
FALSE
2. There are several ways to include three dimensional projects in your electronic portfolio.

TRUE
FALSE
3. One benefit of using a binder format is that you do not need to develop computer skills.

TRUE
FALSE
4. Electronic folders do not need to be labeled.

TRUE
FALSE
5. Electronic portfolios are too expensive to leave with an interviewer.

TRUE
FALSE

SHORT ANSWER QUESTION

6. List at least seven items that should be included in a career portfolio:

SELF-CHECK MODEL ANSWERS

DIRECTIONS: Compare your answers to the Self-Check with the Model Answers provided below.

1.	FALSE	Both formats require specific areas of emphasis. Both formats require a focus on quality and organization. The format chosen will depend upon the student's level of computer skills and personal preference.
2.	TRUE	
3.	FALSE	When using the binder format, the student will need computer skills to word-process the table of contents and important job acquisition documents such as a resume or cover letter. The divider page tabs may also be typed for a professional appearance.
4.	FALSE	Electronic folders are organized and labeled on the CD or DVD with the same titles as the binder folders.
5.	FALSE	Career portfolios that are prepared electronically on a CD or DVD are relatively inexpensive to prepare and duplicate.
6.	MODEL ANSWER	Your answer should include at least seven of the following section titles: • Table of Contents • Resume • Cover Letter • Letters of Reference • Interview Follow-up Letter • Self- Reflection Document • Samples of Work • Certificates • Awards

LEARNING EXPERIENCE #2

ENABLING OBJECTIVE #2: Practice preparing job acquisition documents.	
Learning Activities	Special Instructions
Read the Information Sheet titled “Preparing Job Acquisition Documents” on pp. 10-15 of this learning guide. Critique the sample resume found on p. 16 of this learning guide. Demonstrate your knowledge of career portfolio contents by completing the Self-Check on p. 17 of this learning guide. Check your answers against the Self-Check Model Answers on p. 18 of this learning guide. Practice preparing career acquisition documents by using the checklist entitled, “Prepare Job Acquisition Documents” on p.19 as a guide for assessing your progress.	If you would like assistance in reading the information sheet, see your instructor or instructional aide. Mark your comments directly on the sample resume

INFORMATION SHEET

PREPARING JOB ACQUISITION DOCUMENTS

Table of Contents

A table of contents is an important informational tool for the interviewer. You should have the title, “Table of Contents” typed at the top of your sheet. It is up to you how to format the page. You will need to decide on the font style and size, centering the text vs. having it left justified, use of numbering, letters or bullets, size of margins, etc. It may be helpful to review other students’ career portfolios to see how they designed their table of contents. The table of contents will set the stage for the rest of your portfolio, so be sure to design a format that is professional in appearance. Bright colors, photographs, and graphics may seem creative, but may actually detract from the professionalism you are striving to achieve.

The table of contents will list in order all section titles of your career portfolio. It will be a compilation of your divider page titles. Remember, as a starting point for your portfolio, you will want to include these sections on your table of contents:

- Resume
- Cover Letter
- Letters of Reference
- Interview Follow-up Letter
- Self-Reflection Document
- Samples of Work
- Certificates and Awards

TABLE OF CONTENTS

1. Resume
2. Cover Letter
3. Letters of Reference
4. Interview Follow-up Letter
5. Self-Reflection Document
6. Samples of Work
7. Certificates and Awards

Over the years as you add additional sections to your portfolio, you would adjust your table of contents to include new section titles. You may choose to use all capital letters in the title line, followed by upper and lower case section headings. When using all capital letters, be sure to proofread carefully, as your word processing spell checker may not catch errors for you.

INFORMATION SHEET (continued)

Resume

Your resume will provide the interviewer with a sketch of your educational preparation and work experience. Wording should be brief and bulleted with section headings. Typical headings might include:

- Job Objective
- Educational Preparation
- Work Experience
- Skills
- Industry Certifications
- Awards and Honors
- References

Your job objective should be specific and related to your current level of training and experience. Your resume should not include first person statements, such as “I worked at XYZ Child Care Center.” or “I attended General McLane High School.” You should not use full sentences on a resume, so there should not be a period at the end of each line. Bold each heading to make it stand out, but do not bold everything on your resume. There are many different formats for resumes. Your instructor may provide you with a recommended format or may ask you to design your own with software. Whichever format you choose, be sure to include all important information that will “sell your skills” in a job interview.

Your resume should be achievement-oriented and point out the successful paid or volunteer work experiences you have completed. (It is not useful to list job experiences where you have been unsuccessful.) Your most recent work experiences should be listed first. If you have no paid work or volunteer experience, remember to include the work activities you have been engaged in at your career and technical high school! Hobbies and personal interests are not as important to the interviewer as your background experiences and training.

The paper on which you print your resume should be of good quality. Some students purchase a heavier bond paper for printing their resume. Avoid selecting paper that is colorful or includes graphics. You will want to select a white or off-white color for a business-oriented look. You should use your name as the title line of your resume. Use a slightly larger font size to make it stand out from the rest of the information. Most people place their personal contact information directly under their name. Remember that this resume may well be the first impression provided to a potential employer, so avoid adding any email addresses that might appear offensive or be considered immature (hotstuff@xyz.com). A resume for a high school student is generally 1-2 pages in length. Margins should be consistent. You should double space between sections for easier reading. Avoid using “cute” photographs or graphics on your resume.

It is critical to proofread your final product. Use of correct grammar and spelling is essential. Ask another student or your instructor to review your resume and be willing to accept their suggestions for improvement. Remember to update it periodically as you gain new work

INFORMATION SHEET (continued)

experience, training, awards or certifications. Your resume is a “living document” that will continue to grow as you do in your career.

Cover Letter

A cover letter is simply a request for an interview. It is a good idea to have a sample cover letter in your career portfolio. You can use this as a guide when writing letters in the future. It is helpful to have a job ad with you when you write a cover letter, and you should use the job duties listed in the ad to design your letter. Use key words in the job ad as you explain why you are qualified. Sample cover letters may be viewed on-line or you may ask a fellow student to show you the cover letter included in his/her career portfolio. The cover letter is written in paragraph style and should include the following:

- The date
- The name and address of the person to whom you are writing the letter
- **INTRODUCTORY PARAGRAPH**
A salutation (Dear Ms. Jones,)
The job for which you are applying
Where you heard about the job

Your introductory paragraph might start this way:

Dear Ms. Jones,

Please accept my application for the position of Assistant Group Supervisor as advertised in the Erie Times-News on July 20, 2008. I have heard that the County YMCA is ...

- **BODY OF THE LETTER**
Why you are qualified for the job
A short description of your training that relates directly to this position
A short description of your work experiences that relate directly to this position

The body of your letter might be written similar to this:

I believe that my qualifications are a great match for this position. I received my child care training at ...

My work experience includes volunteering at...

- **CLOSING PARAGRAPH**
A request for an interview
Your contact information
A “thank you” in closing
Your signature
Your typed name under your signature

INFORMATION SHEET (continued)

Your closing paragraph might be written as follows:

I am very interested in interviewing for this position...

I can be contacted at...

Thank you for considering me for...

Sincerely,

Daniel Nemith

Daniel Nemith

Your cover letter should be limited to one page in length. As in your resume, the cover letter must be grammatically correct with no misspellings. You should double-space between paragraphs and have consistent margins. Use good quality paper for your cover letter. Neatness and quality are critical; some applicants are never interviewed for a job because of poor quality cover letters. Have a peer or your instructor proofread your cover letter.

Letters of Reference

When requesting letters of reference, you are asking a non-biased adult to write about your qualifications, training and personal character. Employers are not interested in reading references from your family members or close friends. They are looking for comments from an adult who can attest to your abilities and work ethic.

Whom can you ask for a letter of reference? Consider those who have observed you in a work setting. Possible contacts would be current or former employers, your career and technical education instructor, an instructional aide who works along with you in the laboratory setting, church teachers, Boy Scout or Girl Scout leaders, your home school academic teachers and club advisors. The most important thing to remember when asking for a letter of reference is to give plenty of notice. All of these people lead busy lives and they may need several weeks to compose and type a letter. You certainly don't want to rush or pressure someone into writing a letter of reference. If the person you ask declines, thank him/her anyway.

When an adult agrees to write a letter of reference, it may be helpful to provide him/her with a few key concepts- the kind of job you would like to have in the future, activities you've completed under their guidance, etc. You should follow-up with a polite inquiry in several weeks if you haven't received your letter. Try to obtain at least two letters of reference for your portfolio.

INFORMATION SHEET (continued)

Interview Follow-up Letter

All job interviews should be followed up by sending a “Thank You” letter. It is a good idea to have a sample follow-up letter in your career portfolio. You can use this as a guide when writing letters in the future. Professional ethics include acknowledging that the interviewer set aside time to speak with you and review your credentials and experience. Even if you think the interview did not go well for you, it is important to thank the employer.

Another reason for sending a follow-up letter is that this provides you with a second chance to point out why you are qualified for the job. In a few sentences you can again outline your training and work experience. The interview follow-up letter should include the following points:

- The date
- The name and address of the person to whom you are writing the letter
- **INTRODUCTORY PARAGRAPH**
 - A salutation (Dear Mr. Jones,)
 - The job for which you interviewed
 - A statement of thanks for being interviewed
- **BODY OF LETTER**
 - Why you are qualified for the job (just a short synopsis)
 - A short description of your work experiences that relate directly to this position
- **CLOSING PARAGRAPH**
 - A statement that you are looking forward to a decision
 - Your contact information
 - A “thank you” in closing
 - Your signature
 - Your typed name under your signature

As in your previous letters, the follow-up letter must be organized logically, grammatically correct and free of misspellings. You should double-space between paragraphs and have consistent margins. Use good quality paper for your letter. Have a peer or your instructor proofread your follow-up letter.

Self-Reflection Document

A self-reflection document adds insight about your personal work ethics and beliefs. This is an opportunity for the employer to learn more about you as a person. Are you really someone they would want to work alongside on a daily basis? Hiring an employee is an important decision; providing a self-reflection document may make all the difference in whether or not you will be hired.

INFORMATION SHEET (continued)

There are several kinds of documents that could be considered self-reflective. Some students include a mission statement in their portfolio. Others develop a code of ethics or write an essay on their personal beliefs and opinions. Ask your instructor if there is a specific kind of self-reflection document preferred for your career portfolio. View samples from your classmates' career portfolios, then start writing! Your self-reflection document should be written in paragraph style. It should be concise and provide examples of how you live by your beliefs.

As in your previous writings, the self-reflection document must be organized logically, grammatically correct and free of misspellings. You should double-space between paragraphs and have consistent margins. Use good quality paper for your document to maintain a professional appearance. Ask a peer or your instructor to proofread your self-reflection document and provide you with feedback or suggestions for improvement.

TOOLS, EQUIPMENT, SUPPLIES, AND MATERIALS

The following tools, equipment, supplies, and materials are needed to prepare job acquisition documents:

- Personal computer
- Word processing software
- Printer
- Three ring binder
- Sheet protectors
- Page dividers with tabs

WORKER BEHAVIORS

Worker behaviors play a key role in preparing job acquisition documents. The behaviors important to your success in completing this task are:

- Accuracy
- Professionalism
- Courtesy
- Persistence
- Concern for quality
- Resourcefulness

SAMPLE RESUME

Directions: Critique this resume. Write your comments directly on this sheet.
List both positive and negative characteristics observed.

Daniel A. Nemith
(814) 464-5555
111 Country Lane, Edinboro, PA 16412
danielm@xyz.com

Objective: I would like to obtain a job as a worker in a day care center.

Education: I attended General McLane High School and also the
Erie County Technical School

Work Experience: Worked in the tech tikes preschool at Erie County Technical School

Hobbies NASCAR races, I play the guitar

Skills: conducting art activities, supervising outdoor play, reading stories to
children, previous child care experience.

References available upon request



SELF-CHECK

DIRECTIONS: Check your knowledge of preparing job acquisition documents by responding to the following questions. For multiple choice questions, select the response that is most correct. For short answer questions, write a brief response to the question. Check your answers with those on the Self-Check Model Answers page that follows.

MULTIPLE CHOICE QUESTIONS

1. A table of contents should include:
 - a. a comprehensive listing of all items included in the portfolio.
 - b. a listing of the portfolio section titles.
 - c. varying margins.
 - d. a photograph of the student.
2. Your resume should include:
 - a. first person statements of experience.
 - b. a list of hobbies.
 - c. a humorous email address.
 - d. a listing of your achievements.
3. A cover letter should include:
 - a. a statement thanking the employer for the interview.
 - b. a statement asking for a reference.
 - c. a statement requesting an interview.
 - d. a thank you for being hired.
4. An interview follow-up letter is sent:
 - a. regardless of how the interview went.
 - b. only after you are hired.
 - c. immediately before your interview.
 - d. on a weekly basis until you are hired.
5. A self-reflection document:
 - a. is not considered important by employers.
 - b. is required by all employers.
 - c. provides insight about your ethics and beliefs.
 - d. should be written in outline form.

SHORT ANSWER QUESTION:

6. On a separate sheet of paper, describe in writing important aspects of developing a resume.

SELF-CHECK MODEL ANSWERS

DIRECTIONS: Compare your answers to the Self-Check with the Model Answers provided below.

1.	b.	a listing of the portfolio section titles.
2.	d.	a listing of your achievements.
3.	c.	a statement requesting an interview.
4.	a.	regardless of how the interview went.
5.	c.	provides insight about your ethics and beliefs.
6.	MODEL ANSWER	Your answer may include some of the following concepts: • It should look professional. • It should be free of grammatical and spelling errors. • It should not be written in the first person tense. • It should list your educational background. • It should list your work experience. • It should contain bulleted items in sections. • It should contain section headings. • It should be no more than two pages. • It should be proofread by another peer or an instructor.

PRACTICE EXERCISE

DIRECTIONS:

- **Conduct** the activities listed below using the following checklist.
- **Continue** practicing until you achieve a **Yes** rating for every item on the checklist provided in this Practice Exercise.
- **Ask** your co-worker to check your practice using the checklist below.

Prepare Job Acquisition Documents

Topics	Level of Performance		
	Yes	With Help	No
When preparing job acquisition documents, the learner...			
1. developed a resume.			
2. developed a cover letter.			
3. requested a letter of reference.			
4. developed an interview follow-up letter.			
5. developed a self-reflection document.			
6. assembled samples of work.			
7. assembled certificates and awards.			

Level of Performance: When you are finished with this Practice Exercise, you should be able to comfortably discuss and perform any of the actions included in it. Your ratings on the checklist for this Practice Exercise should be **Yes** for all items. If you received **With Help** or **No** ratings for any items, review your performance with your instructor. After this, ask your instructor to help you practice your skills further.

ENABLING OBJECTIVE #3: Demonstrate knowledge of oral presentation techniques.	
Learning Activities	Special Instructions
Read the information sheet titled, “Qualities of a Good Oral Presentation” on pp. 21-22 of this learning guide. View a video of another student presenting a career portfolio. Write about your opinion of the videotaped student’s effectiveness in presenting his/her career portfolio. Describe what the student did well. Explain how the presentation could have been improved. Demonstrate your knowledge of oral presentation techniques by completing the Self-Check on p. 23 of this learning guide. Check your answers against the Self-Check Model Answers on p. 24 of this learning guide.	If you would like assistance in reading the information sheet, see your instructor or instructional aide. See your instructor to obtain a video. You may choose to view this video with several other students who are working on this learning guide. Share your written thoughts with your instructor for feedback.

INFORMATION SHEET

QUALITIES OF A GOOD ORAL PRESENTATION

Unless you are a born entertainer, you may be feeling some insecurity about presenting your career portfolio orally before an audience. This is entirely natural and to be expected. There are many things you can do to make yourself feel more at ease. You might want to ask to be included in the audience of another student who is ready to present his/her portfolio orally. You may gain some valuable ideas from that student's performance!

A career portfolio is a product that you have developed. Think about TV home shopping hosts who share product information with their audiences. Jot down some of the techniques they use and plan to incorporate them into your presentation. Some examples might be:

- They start by introducing themselves
- They are dressed professionally.
- Their hair is neat and styled.
- They are prepared.
- They sometimes have notes, but they don't read them word for word.
- They show enthusiasm about their product.
- They project their voice so all can hear.
- They use professional language and avoid slang terms.
- They show maturity.
- They are poised.
- They introduce the product in a way that captures your interest.
- They explain all aspects of the product.
- They maintain eye contact with their audience.
- They ask others for their questions or comments.
- They are complete and thorough.
- They stay within an allotted amount of time.



TIP

Be sure that you have carefully inspected your career portfolio before presenting it orally. All sections should be complete. Pages should be encased in clean sheet protectors. Your portfolio is your product and it represents you!

INFORMATION SHEET (continued)

TOOLS, EQUIPMENT, SUPPLIES, AND MATERIALS

The following tools, equipment, supplies, and materials are needed to demonstrate knowledge of oral presentations:

- video of another student doing an oral presentation of a career portfolio
- Writing implements

WORKER BEHAVIORS

Worker behaviors play a key role in presenting information orally. The behaviors important to your success in completing this task are:

- Preparation
- Poise
- Accuracy
- Thoroughness
- Creativity
- Enthusiasm
- Professionalism
- Time management

SELF-CHECK

DIRECTIONS: Check your knowledge of qualities of a good oral presentation by responding to the following questions. For True/False questions, circle “TRUE” if the statement is correct and circle “FALSE” if the statement is incorrect. For Fill-in-the-Blank questions enter a response that is correct. Check your answers with those on the Self-Check Model Answers page that follows.

1. A student should present his/her career portfolio orally as soon as it is completed.

TRUE
FALSE

2. It is a good idea to use correct grammar when presenting your career portfolio orally to your classmates.

TRUE
FALSE

3. Practicing oral presentations will make you feel more at ease for job interviews.

TRUE
FALSE

4. It is unnecessary to explain all sections of your career portfolio.

TRUE
FALSE

5. It is recommended that you jump right into the contents of your portfolio to save time.

TRUE
FALSE

6. The purpose of presenting your career portfolio orally in the classroom setting is to _____ you are in an interview situation. (two words)

7. Use your portfolio to showcase your _____ and _____. (two words)

Level of Performance: Your responses to the items on the Self-Check should match the Self-Check Model Answers. If you missed some points or have questions, review the Information Sheet, or if necessary, consult with your instructor.

SELF-CHECK MODEL ANSWERS

DIRECTIONS: Compare your answers to the Self-Check with the Model Answers provided below.

1.	FALSE	It is important to practice doing oral presentations. Try at least two practice sessions.
2.	TRUE	
3.	TRUE	
4.	FALSE	You will want to do a thorough job and point out all of your accomplishments and experience within the amount of time allotted.
5.	FALSE	Set the stage first by introducing yourself and the concept of a career portfolio. Capture their interest!
6.	FILL-IN-THE-BLANK	practice before
7.	FILL-IN-THE-BLANK	abilities and experience

INFORMATION SHEET

THE PRACTICE SESSION

The purpose of presenting your career portfolio orally in a job interview is to impress the employer and land the job! Practicing your presentation skills will strengthen your confidence and ability. Ask a few of your classmates to help you with this. They may have had job interviews before and could have valuable insight and stories to share. When inviting fellow students to view your practice presentations, be sure to be considerate of their time. Ask them to identify a day and time when they can set aside all other obligations and focus for approximately 30 minutes on you as you practice your 10 minute presentation twice.

On the day of your practice presentation, take the time to dress appropriately, attend to your grooming and look professional. For job interviews, most applicants will wear *business casual* clothing. Business casual clothing can be defined as attire that looks professional, yet relaxed. It is always clean and free of wrinkles. Examples for men would be a collared shirt paired with khaki slacks. A golf shirt would also be acceptable. For women, dress slacks and a blouse, a casual dress with a blazer and skirts are all appropriate. Jeans that are frayed, that have holes or a dirty look are never appropriate for a presentation. Clothing should be modest and shoes should be clean. When you are dressed appropriately for an interview, your audience will know that you are taking your practice session seriously.

Relaxation techniques will help to calm you before a presentation. Take a few deep breaths, exhaling fully before you start if you feel nervous. Stop after your first attempt and ask for feedback, then try again incorporating their suggestions. Two or three individuals should be adequate for each practice session. By having more than one observer, you are likely to gain more ideas for improvement. Keep an eye on the clock and try to stay within an allotted 10 minutes from introduction to closure.

When listening to feedback from fellow students, be careful not to take offense at their suggestions. You are a beginner and you should be able to pick up some great ideas if you listen carefully. If you need clarification, try asking them to re-phrase their thoughts or give you concrete examples of how you could change your presentation. Be sure to thank audience members for their time and comments. After your practice sessions, take notes and read them several times before you go on to the final activity of this learning guide.



TIP

Try practicing presenting your career portfolio an additional time at home with your parent, guardian, siblings or friends.

INFORMATION SHEET (continued)

TOOLS, EQUIPMENT, SUPPLIES, AND MATERIALS

The following tools, equipment, supplies, and materials are needed to make oral presentations:

- your completed career portfolio
- neat, clean clothing
- an area in which to hold a practice session
- a clock for timing the presentation

WORKER BEHAVIORS

Worker behaviors play a key role in presenting information orally. The behaviors important to your success in completing this task are:

- Preparation
- Poise
- Accuracy
- Thoroughness
- Creativity
- Enthusiasm
- Professionalism
- Time management

SELF-CHECK

DIRECTIONS: Check your knowledge of practicing oral presentations of career portfolios by responding to the following questions. For True/False questions, circle “TRUE” if the statement is correct and circle “FALSE” if the statement is incorrect. For Fill-in-the-Blank questions enter a response that is correct. Check your answers with those on the Self-Check Model Answers page that follows.

1. A student should practice oral presentation techniques several times before presenting a career portfolio in a job interview.

TRUE
FALSE

2. Ten minutes is plenty of time to practice your oral presentation several times and incorporate feedback.

TRUE
FALSE

3. Family members are a good source of feedback for your oral presentation skills.

TRUE
FALSE

4. It is better to have only one audience member for your practice sessions.

TRUE
FALSE

5. Business casual clothing is recommended for career portfolio presentations.

TRUE
FALSE

6. When listening to audience feedback, be careful not to _____ at their suggestions. (two words)

7. If you need clarification on feedback, ask your audience to _____. (two words)

Level of Performance: Your responses to the items on the Self-Check should match the Self-Check Model Answers. If you missed some points or have questions, review the Information Sheet, or if necessary, consult with your instructor.

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SELF-CHECK MODEL ANSWERS

DIRECTIONS: *Compare your answers to the Self-Check with the Model Answers provided below.*

1.	TRUE	
2.	FALSE	You should allow 10 minutes for the first attempt, several minutes for a short feedback discussion and then another 10 minutes for a second attempt that incorporates feedback. A total of 30 minutes is recommended.
3.	TRUE	
4.	FALSE	Having several members in your audience will provide more varied feedback and suggestions for improvement. Try to have at least 2-3 individuals present.
5.	TRUE	
6.	FILL-IN-THE-BLANK	take offense
7.	FILL-IN-THE-BLANK	re-phrase suggestions

PRACTICE EXERCISE

DIRECTIONS:

- **Conduct** the activities listed below using the following checklist.
- **Continue** practicing until you achieve a **Yes** rating for every item on the checklist provided in this Practice Exercise.
- **Ask a friend** in your class to check your practice using the checklist below.

Presenting Your Career Portfolio

Topics	Level of Performance		
	Yes	With Help	No
When practicing oral presentation of a career portfolio, the learner...			
1. assembled all portions of the career portfolio in advance.			
2. invited fellow students to observe two consecutive presentations with a feedback session in between.			
3. asked one of the students in the audience to complete this checklist.			
4. demonstrated poise.			
5. introduced the concept of the career portfolio.			
6. explained all sections of the portfolio.			
7. offered the audience an opportunity for questions and comments.			

Fellow student's feedback and suggestions:

Level of Performance: When you are finished with this Practice Exercise, you should be able to comfortably discuss and perform any of the actions included in it. Your ratings on the checklist for this Practice Exercise should be **Yes** for all items. If you received **With Help** or **No** ratings for any items, review your performance with your instructor. After this, ask your instructor to help you practice your skills further.

Learner's Name:		Date		
Task: Develop a Career Portfolio		Test Attempt 1 st 2 nd 3 rd		
Instructor's Signature/Approval	OVERALL EVALUATION			
Directions: Your instructor may provide you with an additional list of portfolio requirements during your training at ECTS. Be sure to include all required components in addition to the items specified on this checklist. When you are ready to present your career portfolio, see your instructor to schedule a date for reviewing your final product and a date for your oral presentation.	Level Achieved	PERFORMANCE LEVELS		
		100 – Can perform this skill without supervision and with initiative and adaptability to problem situations.		
		90 – Can perform this skill satisfactorily without assistance or supervision		
		80 – Can perform this skill satisfactorily, but requires some assistance and/or supervision.		
		70 – Can perform parts of this skill satisfactorily, but requires considerable assistance and/or supervision.		
	Instructor will check level achieved.			
PERFORMANCE STANDARDS		Yes	No	N/A
For acceptable achievement, all items should receive a "Yes" or "N/A" response.				
When preparing career portfolio documents, the learner...				
1. composed a table of contents meeting the guidelines given in the learning guide information sheet.				
2. composed a resume meeting the guidelines given in the learning guide information sheet.				
3. composed a cover letter meeting the guidelines given in the learning guide information sheet.				
4. composed an interview follow-up letter meeting the guidelines given in the learning guide information sheet.				
5. composed a self-reflection document meeting the guidelines given in the learning guide information sheet.				
When assembling career portfolio documents and supplementary materials, the learner...				
6. set up the portfolio (binder or electronic) in a neat and professional format.				
7. obtained a minimum of two letters of reference from non-biased adults.				

PERFORMANCE TEST (continued)

PERFORMANCE STANDARDS			
For acceptable achievement, all items should receive a “Yes” or “N/A” response.			
8. included samples of career-related work.			
9. included achievement certificates/awards.			
When presenting the career portfolio orally, the learner...			
10. was dressed in clean, neat business casual clothing.			
11. demonstrated poise while speaking.			
12. maintained eye contact with the audience.			
13. described all areas of the career portfolio with good voice projection.			
14. used professional language.			
15. responded to questions with clear answers.			

Level of Performance: All items must receive a **YES** or **NA** response. If any items receive a **NO** response, consult with your instructor to determine what additional activities you need to achieve competency in the weak area(s).