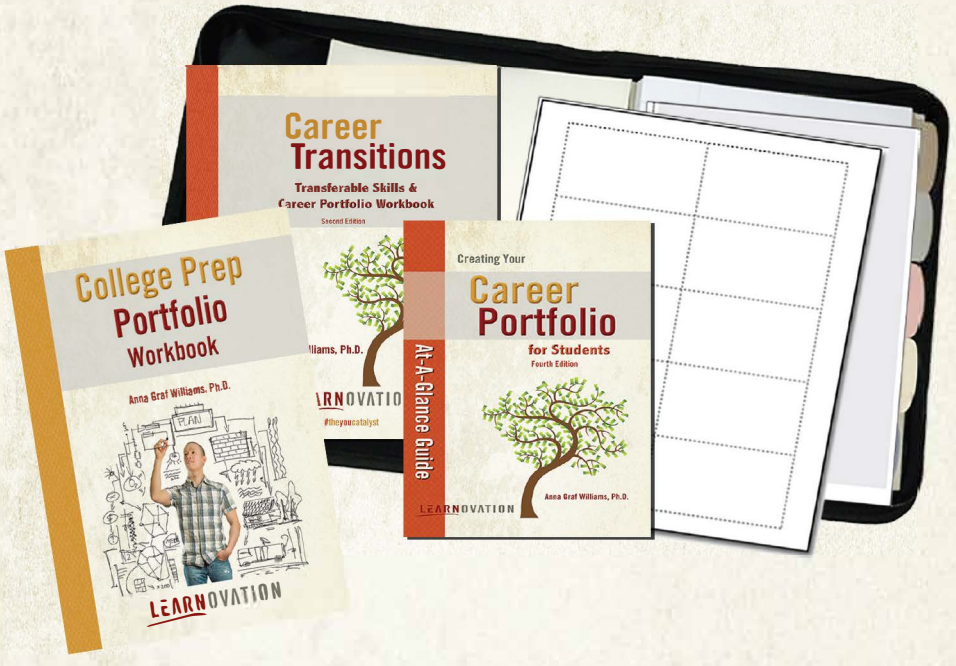
Creating Your Career Portfolio

Curriculum Guide

4th Edition



Anna Graf Williams, Ph.D.

Karen J. Hall

Creating Your Career Portfolio
CURRICULUM GUIDE

Creating Your Career Portfolio At-A-Glance Guide for Students, 4th ed.

Career Transitions Workbook, 2nd Ed.
College Prep Portfolio Workbook

Learnovation, LLC

Anna Graf Williams, Ph.D.
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Creating Your Career Portfolio Curriculum

Purpose

Innovative in career planning, career portfolios are designed to assist in demonstrating skills and competencies. Participants will identify personal strengths and weaknesses in key skill areas and develop a plan for obtaining the skills they need. Work samples will be collected, categorized and evaluated. Participants will analyze how the career portfolio can be used as a tool for the job search as well as career advancement. A hard copy and/or electronic career portfolio will be completed by the end of this course.

Objectives

By the end of this course the participant should be able to:

- Assemble a career portfolio using the essential components
- Identify personal key skill areas–soft, hard and transferable
- Collect and choose appropriate work samples for a career portfolio
- Identify the key skills a potential employer needs on the job
- Use a career portfolio in an interview setting
- Analyze how to use a personal career portfolio in career advancement
- Develop a professional résumé
- Create an ePortfolio
- Document work experience, education, group involvement and activities About Career Portfolios

The Career Portfolio is a process. The career portfolio is a structured document with specific parts, each which serves a purpose in career self-management. The career portfolio is designed to give a future or current employer proof of skills and abilities. A complete portfolio should include:

- **A Work Philosophy***
- **Career Goals***
- **A Résumé***
- At least **Three Key Skill Areas of Work Samples***
- **Community Service**
- **Degrees/Diplomas/Awards**
- **Professional Memberships**
- **References***

  (The basic career portfolio must include all sections with an *)

Work samples are the core part of a career portfolio. These samples are documents that prove a person has the skills and abilities they claim. But before participants can identify appropriate work samples they must explore and audit their skills. The practice of collecting work samples and identifying the skills employers want will help individuals to identify their transferable skills. It also helps the participant to see how each skill could be helpful in a new setting.

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This curriculum contains guidelines for integrating the *Career Transitions: Transferable Skills Workbook* as well as the *College Prep Workbook* into your career portfolio process. Each book can help your participants identify and plan work samples for potential use in their career portfolio.

Work samples can come from a variety of sources including a job, training and education, activities, and community service work. Common types of work samples include:

▪ Documents created on the job ▪ Certificates, awards, certifications ▪ Pictures of events or projects ▪ Reports, handouts, presentations created ▪ Work or class projects ▪ Writing samples	▪ Performance appraisals ▪ Team projects ▪ Letters listing what you have accomplished ▪ Thank you letters ▪ Letters of recommendation ▪ Skill sets – a list of specific skills that you have.

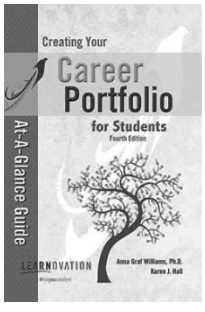
Overall, the career portfolio process reinforces skill identification, career planning, and goal setting—all of which are key traits in successful individuals.

Note to teachers: It is easier to teach career portfolio concepts when you have good examples. See if your participants will let you make copies of their career portfolios so you can use them as examples in future classes. Be sure to check with your organization on the policies and procedure to follow to get participant releases on their materials. ***Hint:*** *It is better to have participants sign a general release to use their materials at the beginning of the course.*

Materials Used in the Course

Creating Your Career Portfolio At-a-Glance Guide for Students, 4th Edition–

ISBN: 978-0-9796434-9-1



Designed to assist participants in pulling together their many skills and competencies, this innovative, easy-to-read guidebook provides detailed instructions for planning, assembling, and using a personal career portfolio for college entrance, a job search or promotion. It shows them how to tie together and "package" their work experiences, projects, professional development, and personal experiences to help them "sell themselves" in the job or educational market.

The *At-a-Glance Guide* will help participants organize and create their individual career portfolios. It also includes:

- Downloadable templates for the key components of career portfolio

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- New Career Planning and Course Tracking templates and to assist in mapping skill and rare talent areas for career portfolio
- More information on creating ePortfolios and hard copy career portfolios

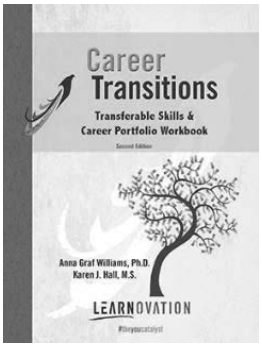
The book provides an overview of the career portfolio process, and then breaks out five steps for creating and using a career portfolio. A Reference Guide and Appendix on developing a Portfolio for College Credit (PCC) provide additional support information.

Contents:

Career Portfolio Basics
Step 1 - Identify Your Skills & Plan Your Career
Step 2 - Collect and Organize Work Samples
Step 3 - Create Your Résumé and Your Online Presence
Step 4 - Assembling Your Career Portfolio
Step 5 - Using Your Career Portfolio
Resource Guide
1. Supply List
2. Emergency Portfolio Instructions
3. Action Verbs
4. Action Verbs by Skills in Industry
5. Department of Labor SCANs
6. Transferable Skill List
7. List of Downloadable Templates
8. A Matter of Style
9. Model Job Descriptions

Appendix: Portfolio for College Credit (PCC)

Career Transitions: Transferable Skills and Career Portfolio Workbook – ISBN: 978-0-9969528-2-8



Geared to college students, workforce development, reentry, and at-risk youth populations, this workbook focuses on identifying current skills and the skills needed to succeed on the job. It also contains basic steps for developing and using a career portfolio to showcase those skills and talents to potential employers. Step-by-step instructions are presented in a user-friendly format. **Included in the Professional Career Portfolio Kit.**

Contents:

Getting it Done Checklist
1a– Who Do I Want to Be?
1b– What Kind of Job Do I Want to Be Doing?
2– Taking a Look at the Job Market
3– Reality Check: The Job Application
4– Taking Inventory- Dialing Down on My Skills
4A– Skills from Jobs
4B– Skills from Education/Training
4C– Skills from Other Sources

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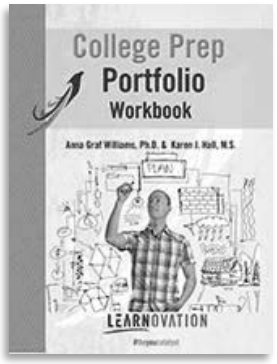
5– Looking at the Big Picture – A SWOT Analysis
6– Job Matching and My Career Path
7– Planning for the Skills I Need
8– Gathering and Sorting Work Samples
  8A– Setting Up My Tabs and Organizing Samples
  8B– Creating Overview Cards for Work Samples
9– Creating My Résumé
  9A– Résumé Planner
  9B– Using Keywords in My Résumé
10– My Professional Profile on LinkedIn™
11– Assembling My Career Portfolio
12– Check My Attitude
  12A– What's My Attitude?
  12B– Shifting My Attitude
13– Transferring Well-Being to Career Success

College Prep Portfolio Development Workbook –
ISBN: 978-0-9705790-8-9



Skill awareness workbook exercises designed to help college-bound students identify and focus on skills they have and the skills they need to succeed and get ahead. It also contains checklists and guidelines for creating a résumé and assembling a personalized college prep portfolio.

With the first exercise, the participant begins to build a master list of skills they have and the skills they want. Each additional exercise explores different types of skills, places to gain skills, and ways to present a person's skills to the needs of an employer.

1– Your College Prep Portfolio Planner - serves as a centralized place for the participant to record and review the skills they have and the skills they want or need in their career.
2– Well-being Inventory
3– Class Skills Inventory
4– Transferable Skills Inventory
5– Soft Skills Inventory
6– STEM Skills Inventory
7– Choosing Your Major
8– Focusing Your Skills Using Job Listings
9A– Planning for the Skills You Need—College Plan of Study
9B– Planning for the Skills You Need—Jobs
9C– Planning for the Skills You Need—Transferable Skills
10– Identifying Potential Colleges and Universities
11A– Résumé Development—Résumé Organizer
11B– Résumé Development—Using Keywords in Your Résumé
12– Gathering, Sorting, and Refining Work Samples
13– Creating Your College Prep Portfolio – Assembly Checklist
14– Application Essay

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15A– What's Your Attitude?
15B– Shifting Your Attitude
Appendix – College Application Checklist

The Professional Portfolio Kit — The portfolio kit is a place to collect and display work samples, letters of thanks or recommendation, certificates, awards, skill sets, pictures, a résumé, references, goals and work statements. All these items can be used in a job review or interview to prove a person's skills to an employer.

The ***Professional Portfolio Kit*** includes:

- **3-ring presentation binder (simulated leather)**—used to present the individual's career portfolio to employers.
- **Plastic sheet protectors—**used to display and protect documents and work samples in the portfolio.
- **Extra-wide tabs—**used to organize your portfolio for easy access.
- **Blank business cards—**used to create an overview card for each work sample in the portfolio. The card is slipped into the sheet protector along with the work sample.
- ***Your Choice of Workbook: Career Transitions or College Prep Workbook. –*** Skill awareness workbook

Using the Curriculum Guide

The curriculum guide is divided into three major sections:

- **Course Plans**
  - Detailed teaching suggestions for different career portfolio courses
  - Integration of book and workbook exercises
  - Breakout of content over course
  - Integration of well-being content in the career portfolio process
- **Grading Rubrics – suggested grading criteria for:**
  - Exercises in the Career Transitions Workbook, 2nd Ed.
  - Assignments in Creating Your Career Portfolio: At-A-Glance Guide for Students, 4th ed.
  - Hard Copy Career Portfolio
  - Electronic Career Portfolio
- **O*NET Knowledge, Skills & Abilities (KSA) mapping for book and workbook** activities

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Course Plans

This curriculum guide provides suggestions for implementing the career portfolio materials into a variety of **session formats**:

- **Getting Parents/Supporters involved – suggestions for getting parents and** student supporters involved in the career portfolio process
- **Full Course Curriculum –** designed for 2 ½ - 3 credit hour courses/ 1 semester course
- **Add-In to existing curriculum –** designed for a 1 credit hour course; easily integrated into existing career development courses
- **Jump-Start Seminar –**1-2 day intensive seminar/workshop format
- **Internships –** integrating the career portfolio process into an internship program
- **Self-Study –** designed for use in career development center settings, placement offices, and online courses – limited contact time.
- **Program Integration–** integrating career portfolios into a complete program, from initial introduction in the freshman year to senior seminar courses.

The curriculum is broken down into six sections that follow the breakout of the steps (chapters in the book) for creating a career portfolio included in *Creating Your Career Portfolio At-A-Glance Guide for Students, 4ed.* Each section includes:

- Instructional time
- Overview of key points
- Activities in the book
- Exercises from the *Career Transition Workbook*
- Exercises from the *College Prep Workbook*
- Personal well-being connections to the key points.

Suggestions for covering material in separate classroom sessions is included in each section. **Time estimates** for the following activities are included to assist in planning each session:

- **Instructional time –** contact time with participants, instruction in new topics*
- **Assignment time –** time for participants to complete assignments and activities in or out of class
- **Group Activity time –** time for structured interaction in or out of class

*Time has not been allocated for quizzes and tests. All feedback/grading is based upon performance on assignments/activities.

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Personal Well-Being and the Career Portfolio

Well-being is the combination of all the things that are important to each person. It is how you think about and experience your life. Personal well-being impacts student success. There are five major areas of well-being:

- **Purpose Driven Well-Being:** Liking what you do each day and being motivated to achieve your goals.
- **Social Well-Being:** Having strong and supportive relationships and love in your life.
- **Financial Well-Being:** Effectively managing your economic life to reduce stress and increase security.
- **Community Well-Being:** The sense of engagement you have with the areas where you live, liking where you live, and feeling safe and having pride in your community.
- **Physical Well-Being:** Having good health and enough energy to get things done on a daily basis.

Gallup-Healthways Well-Being Index

The career portfolio process can help students identify and express their personal well-being through the components of a career portfolio. Each step in the career portfolio process addresses aspects of well-being. The more areas of life where students experience a strong sense of well-being, the more successful and engaged they will be on the job, which is what employers are looking for in potential team members. Being able to demonstrate personal well-being in an interview through work samples can help employers see the possibilities of the student in their organization.

Each course plan has a column showing how well-being is integrated into each section of the career portfolio process. Well-being is also integrated into each grading rubric.

The chart on the following pages show the relationship between personal well-being and parts of the career portfolio. This chart is found on pages 60-62 of *Creating Your Career Portfolio At-A-Glance Guide for Students, 4ed*.

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Using Your Career Portfolio to Demonstrate Your Personal Well-Being

Success in today's workplace requires embracing the many facets of our changing world and the ability to integrate them into your job, your life, and your day for your personal well-being. **Well-being** is thriving in all key areas of your life. It is how you think about and experience your life. **The more areas of your life with a strong sense of well-being, the more successful and engaged you will be on the job.** There are five major areas of well-being:

Five Major Areas of Well-Being

Purpose	**Liking what you do** each day and being motivated to **achieve your goals.**
Social	Having **strong, loving, and supportive relationships** in your life.
Financial	Effectively **managing your economic life** to reduce stress and **increase security.**
Community	**Engaging** where you live, liking where you live, feeling safe and having pride in your community.
Physical	Having good health and enough **energy to get things done** each day.

Show your personal well-being in the documents and work samples of your career portfolio:

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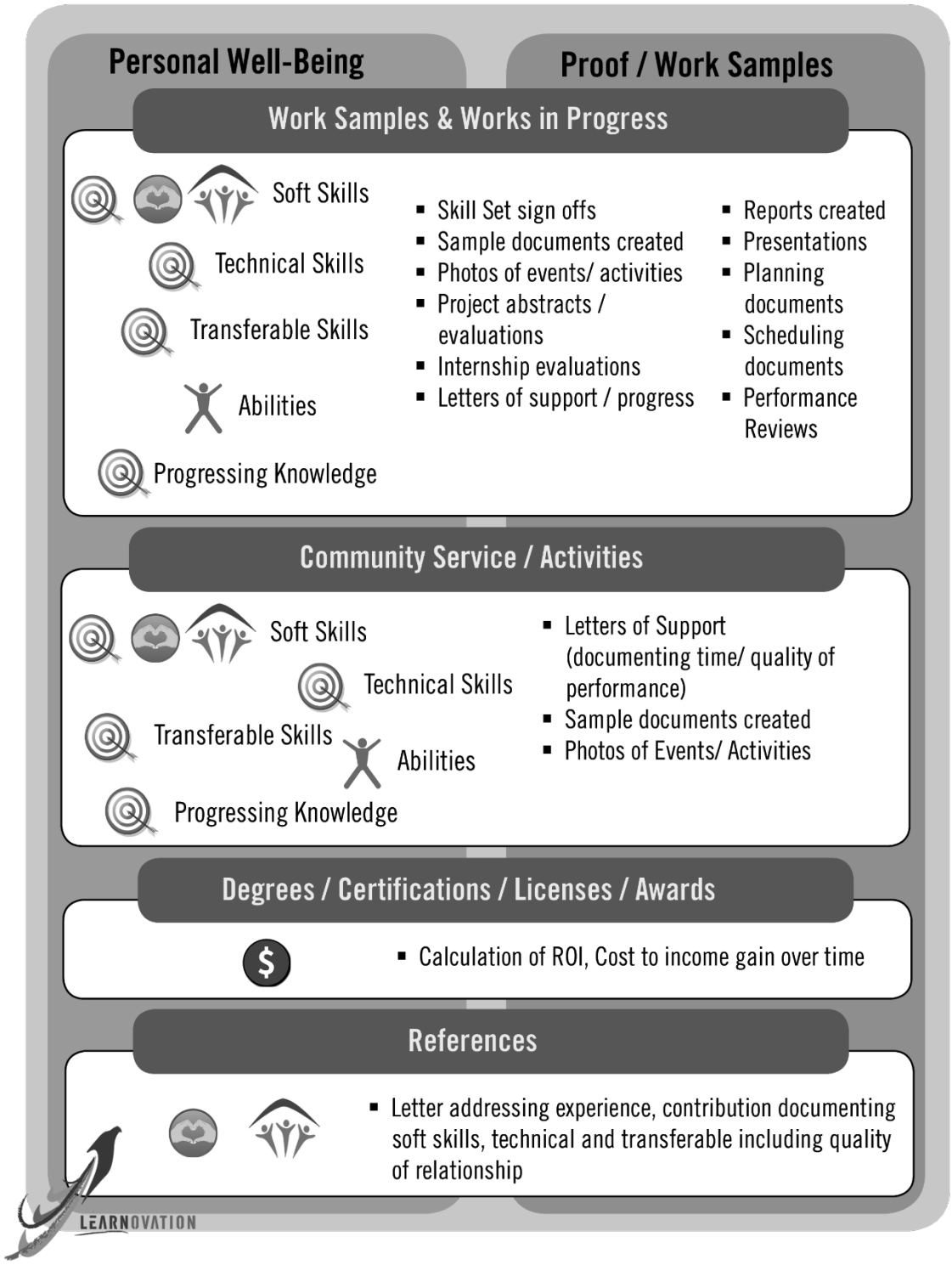

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Grading Rubrics

We have developed rubrics to assist in grading materials and exercises created in the career portfolio process:

- **Assignments in Creating Your Career Portfolio: At-A-Glance Guide for Students, 4th ed.**
- **Exercises in the Career Transitions Workbook**
- **Exercises in the College Prep Workbook**

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- **Hard Copy Career Portfolio**
- **Electronic Career Portfolio**

The following grading scale was used for each assessment:

+++ Mastery of the standard
++ Exceeds the standard
+ Meets the standard
- Partially meets the standard
-- Does not meet the standard

Each grading rubric provides measures for assessing mastery of the concepts and contains elements of well-being. Adapt these as necessary to your classroom setting.

Program Outcomes

Program outcomes need to be planned for before starting any curriculum program. While each individual component of this program has grading rubrics, it is still essential to do pre- and post-outcomes measurement. It is important to look at your student population and the amount of time available for teaching the actual curriculum. Measures need to be reality-based for students and institutions to recognize them. Feel free to contact Dr. Williams and her team for further advice on how to do this successfully.

O*NET KSA Mapping

We recognize the importance of identifying and tracking the knowledge, skills, and abilities (KSAs) of each person. It is the individual's own knowledge of their KSAs that helps them make good career decisions. Every occupation requires a different mix of knowledge, skills, and abilities, and is performed using a variety of activities and tasks. The US Department of Labor has identified the KSAs utilized in over 974 different occupations, presented in their O*NET database.

The KSAs of each key outcome in the career portfolio process in the book and workbook have been mapped to the O*NET KSA definitions, and appear in this section of the curriculum.

Completion of this curriculum will help individuals build transferrable skills that will coordinate into existing workplace demands. Participants will be learning the specific knowledge, skills, and abilities listed as they engage in the learning process through active discussion, and completion of workbook exercises and the creation of a career portfolio. All materials are designed to build work readiness and employability skills that relate to existing employment opportunities within the local community and workforce economy.
The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations, and is **available online at** http://onetonline.com**.**
Job seekers use O*NET to:

- Find out which jobs fit with their interests, skills, and experience.
- Explore growth career profiles using the latest available labor market data.
- Research what it takes to get their dream job.

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- Maximize earning potential and job satisfaction.
- Know what it takes to be successful in their field and in related occupations.

The Learnovation Development Team

Learnovation®, LLC was founded in 1998 to develop products and deliver services which educate and empower people to enhance their lives. Through career advancement, quality instructional design, publishing and motivational instruction, Learnovation®, LLC has influenced education, industry and government practices.

Anna Graf Williams, Ph.D., and Karen J. Hall standardized the career portfolio process in *Creating Your Career Portfolio—At A Glance Guide*. Career portfolios are now in place throughout the world in high school programs, college curriculums, and industry as an assessment and placement tool. The career portfolio is a process, not just a product created by an individual. Thousands of hours of research have been conducted by Learnovation®, LLC in career portfolio use and development. Life skills and career advancement have been long-standing areas of expertise for Learnovation®, LLC.

Anna Graf Williams, Ph.D., co-founder and president of Learnovation, LLC, is a national expert on career portfolios. She has spent over 19 years standardizing the career portfolio process. The *Creating Your Career Portfolio* series has expanded to include career portfolio oriented materials including videos and targeted workbooks for students, professionals, and dietitians. Anna leads a team of innovative and responsive software developers focusing on human capital.

Anna has a keen ability to draw out hidden talents and identify transferable skills in the quest and reshaping of the career. Strategic planning and analysis of the local job market and the global economy help the Learnovation® LLC team teach the how-to's of developing career portfolios and job placement assessments. She regularly speaks on the topics of career portfolios, outcomes assessment, and the holistic approach to job readiness.

Dr. Williams has a Ph.D. in educational administration from Purdue University, along with master degrees in curriculum development and design and Restaurant Hotel Institutional Management. Dr. Williams was formerly a full professor at the collegiate level, where she specialized in Hospitality, Strategic Planning, Marketing and Curriculum Development. She has specialized throughout her educational career on innovative and effective teaching methods, outcome assessment, marketing, and management.

Anna is also on the farm leadership team with her brothers for the family legacy farm, where innovation and profit are driven by “man, machine, plant interaction with technology.” Dr. Williams has co-authored over 38 books including:

- *Creating Your Career Portfolio At-a-Glance Guide for Students, 4th Ed.*
- *Creating Your Career Portfolio At-a-Glance Guide for Dietitians, 2nd Ed.*
- *Creating Your Career Portfolio At-a-Glance Guide BASICS.*
- *Creating Your Career Portfolio At-a-Glance Guide for Professionals.*
- *Workforce / Reentry, Financial Literacy, Wellness & Nutrition, Parenting, and Study Skills Pamphlet Series.*
- *Immigrant’s Guide to the American Workplace.*
- *Family Guide to the American Workplace.*

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- *Quick Reference Guide to Food Safety and Sanitation.*
- *Food Safety Fundamentals.*

Learnovation®, LLC
Products and Support for Lives in Transition

We believe in the development of the individual. Institutions, organizations, agencies and individuals come to us in that delta moment when they are ready to change. We partner with them as they are developing and documenting their knowledge, skills, abilities, tools, technologies, education, and rare talents in the pursuit of gainful employment. Our understanding and special talent in instructional design and learning make us exceptional at development and measurement of outcomes and accountability.

Our Focus
Learnovation believes in the holistic approach to individuals. The individual must embrace personal change to assist them in both soft and technical skills. Learnovation understands that not all people learn in the same way – innovation is required in the instructional design of materials and approaches to learning.

- Our instructional design is about impacting BEHAVIOR
- We teach PROCESS like no one else in the industry
- We are recognized as an EXPERT in the career portfolio process

At Learnovation®, LLC, we're educators and trainers, we know what it takes to make the return on investment (ROI) for the performance-based bottom line. We understand how weaknesses in the labor force affect productivity and profit. Everything about life skills and career portfolios needs to be explained and developed through the eyes of the end user.

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NOTES:

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Course Plans

Getting Parents and Supporters Involved in the Career Portfolio Process

Career portfolios are a tool that lasts for a lifetime. Start integrating career portfolios early into your program and call on parents and supporters to assist students in creating a career portfolio that showcases unique abilities and the best that each student has to offer. Begin with an introduction to career portfolios and then get your student's parents and supporters excited about the process!

Here is a suggested breakout to get parents and supporters involved in the career portfolio process:

Event/ Activity	Career Portfolio Focus
Intro – 2-hour session with Parents/ Supporters and students	▪ Career portfolio overview ▪ Overview the process, benefits ▪ Customizing career portfolios for different uses – part time jobs, internships, scholarships, college acceptance ▪ Introduction to skills ▪ Identifying target jobs and skills needed - Career exploration ▪ Well-being and workplace engagement ▪ Intro to work samples ▪ Setting career goals with a personal well-being focus
Support Materials – sent out regularly on a schedule	
Career Portfolio Basics	▪ Overview of plan ▪ Career Portfolio Process ▪ Career portfolios for parents – using them on the job for promotion and advancement
Step 1 - Skills	▪ Identifying Skills – Types of skills ▪ Well-being and the job – it's more than money ▪ The ROI of an education ▪ Reviewing academic plan, class plans ▪ Well-being assessment, feeling out career paths ▪ Choosing a career path or major
Step 2 – Work Samples	▪ Where to find work samples ▪ Transferable skills from extracurricular activities and hobbies ▪ Gaining skills from community service ▪ What makes a good work sample? ▪ Organizing work samples
Step 3- Résumés & Bios	▪ Creating résumés and bios ▪ Networking and making connections ▪ Finding a mentor

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COURSE PLAN

GETTING PARENTS & SUPPORTERS INVOLVED

Event/ Activity	Career Portfolio Focus
Step 4-Assembling a Career Portfolio Step 5–Using a Career Portfolio	▪ Customizing career portfolios ▪ Assembling and using a career portfolio for job search and internships ▪ Well-being and being a professional ▪ Assembly for summer jobs ▪ Applying for a job ▪ Using the career portfolio in interview settings ▪ Demonstrating well-being and workplace engagement through work samples
Support Website	▪ Create a support website where information will be available for download ▪ Access to student ePortfolios ▪ Opportunity to review and make suggestions on work samples ▪ Have academic planning tool, course tracking tool, and career planning tool for students to maintain and access online. ▪ Have copies of all support materials available
Parent/Teacher Conferences	▪ Use the Academic Planning Tool to show course schedules, track classes needed for graduation ▪ Discuss status of current skills compared to career paths ▪ Focus on work samples
Career Counseling Sessions- Sessions with student only and then with student and parents	▪ Use the Academic Planning Tool to set course schedules, track classes needed for graduation ▪ Review career exploration materials, talk about possible career tracks and education plans ▪ Review workbook exercises geared to job/skill exploration
2 months before program end	▪ Assembling career portfolios for summer jobs and internships ▪ End assessment – the completed career portfolio Work samples ▪ Tracking work samples and skills on an internship
Parent/Supporter participation in mock interviews	▪ Practice at home with student ▪ Have parents/supporters volunteer to assist with mock interviews

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Suggested Course Plan for Full Semester Course

For a full 15-16-week semester course focusing on career portfolio development, we suggest the following breakdown of material:

Career Portfolio Basics (Introduction) - 1 session

- What is a career portfolio?
- Benefits
- Ways to use it
- Steps in the process

Step 1 - Identify Your Skills & Plan Your Career - 2 sessions

Session 1: Where Do I Want to Be?

- Identifying interests
- Introducing KSAs and competencies
- Exploring the job market
- Reviewing target jobs and careers
- **Session 2: Where I am now, and how to reach my target job?**
- Identifying skills
- Reviewing target jobs and careers
- Identifying skill gaps
- Setting career goals
- Creating a work philosophy

Step 2 - Collect and Organize Work Samples - 2 sessions

Session 1: Work samples and where to find them

- Types and sources of work samples
- Work samples and well-being

Session 2: Creating, capturing, and organizing work samples

- Creating and capturing samples
- Setting up a system to organize and track samples

Step 3 - Create Your Résumé and Your Online Presence - 2 sessions

Session 1: Résumés and cover letters

- Creating a résumé
- Writing cover letters

Session 2: Online profiles, bios and LinkedIn™

- Writing an online profile and bio
- Using LinkedIn™

Step 4 - Assembling Your Career Portfolio - 4 sessions

2 sessions of instruction, 2 sessions for workshopping assembly of the hard copy and ePortfolio

Session 1: Assembling a hard copy career portfolio

- Developing support materials for the career portfolio
- Choosing the right samples
- Assembling a hard copy career portfolio

Session 2: Developing an ePortfolio

- Choosing the right samples
- Navigating work samples
- Developing an ePortfolio

Sessions 3 and 4: Workshop sessions

- Time to work independently to create, organize, develop work samples and create an ePortfolio and hard copy career portfolio.

Step 5 - Using Your Career Portfolio - 4 sessions

1 session of instruction, 2-4 sessions for mock interviews using the hard copy career portfolio and ePortfolio

Session 1: Customizing and using the career portfolio

- Using career portfolios in different settings
- Using career portfolios for different outcomes
- Using work samples to demonstrate personal well-being

Sessions 2-4: Mock Interviews

- Practice using career portfolios and ePortfolios in different settings

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COURSE PLAN

FULL SEMESTER COURSE

Career Portfolio Basics (Introduction) **1 session**		**Instructional Time: 3 hours** **Assignment time: 2 ½ hours** **Group Activity time: 0 hours**
Session 1 ▪ What is a career portfolio? ▪ Benefits ▪ Ways to use it ▪ Steps in the process	**Activities in the Book**	▪ Read Career Portfolio Basics
	Career Transition Workbook	▪ 1A–Who Do I Want to Be? ▪ 12A–What's My Attitude? ▪ 12B–Shifting My Attitude
	College Prep Workbook	▪ 2 -Well-being Inventory ▪ 15A–What's My Attitude? ▪ 15B–Shifting My Attitude
	Personal Well-Being	▪ How personal well-being leads to workplace engagement ▪ Five major areas of well-being ▪ Current assessment of well-being

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Step 1 - Identify Your Skills & Plan Your Career **2 sessions**		**Instructional Time: 6 hours** **Assignment time: 12 hours** **Group Activity time: 4 ½ hours**
Session 1: Where Do I Want to Be? ▪ Identifying interests ▪ Introducing KSAs and competencies ▪ Exploring the job market ▪ Reviewing target jobs and careers	**Activities in the Book**	▪ Read Step 1 ▪ Career Planning Tool
	Career Transition Workbook	▪ 1B–What Do I Want to Do? ▪ 2 – Taking a look at the Job Market – Analyzing three jobs and the skills required to do the job. ▪ 3 – Reality Check: The Job Application
	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 7–Choosing Your Major ▪ 8–Focusing Your Skills Using Job Listings
	Personal Well-Being	▪ The connection between well-being, skills, and competencies

Session 2: Where I am now, and how to reach my target job? ▪ Identifying skills ▪ Reviewing target jobs and careers ▪ Identifying skill gaps ▪ Setting career goals ▪ Creating a work philosophy	**Activities in the Book**	▪ Read Step 1 ▪ Career Planning Tool ▪ Academic Planning Tool ▪ Course Tracking Tool ▪ Set Goals ▪ Create Work Philosophy
	Career Transition Workbook	▪ 4 – Taking Inventory – Dialing Down on My Skills ▪ 4A – Skills from Jobs, ▪ 4B – Skills from Education/Training, ▪ 4C – Skills from Other Sources ▪ 5 – SWOT Analysis
	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 3–Class Skills Inventory ▪ 4–Transferable Skills Inventory ▪ 5–Soft Skills Inventory ▪ 6-STEM Skills Inventory
	Personal Well-Being	▪ Purpose driven: Work philosophy and goals ▪ Educational Return on Investment: Financial well-being

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FULL SEMESTER COURSE

Step 2 - Collect and Organize Work Samples **2 sessions**		**Instructional Time: 5 hours** **Assignment time: 8 hours** **Group Activity time: 2 ½ hours**
Session 1: Work samples and where to find them ▪ Types and sources of work samples ▪ Work samples and well-being	**Activities in the Book**	▪ Read Step 2 ▪ Career Planning Tool
	Career Transition Workbook	▪ 6–Job Matching and My Career Path
	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 8–Focusing Your Skills Using Job Listings
	Personal Well-Being	▪ Work samples & works in Progress – ▪ Purpose driven: Reports, sample documents, skill set signoffs, photos, projects, planning documents, scheduling documents, performance reviews ▪ Social: internship evaluations, letters of support, performance reviews, skill set signoffs, photos, of events and activities, presentations ▪ Community: Community service, letters of support, photos of events and activities, sample documents created ▪ Financial: Degrees, certifications, licenses and awards ▪ Physical: Abilities

Session 2: Creating, capturing, and organizing work samples ▪ Creating and capturing samples ▪ Setting up a system to organize and track samples	**Activities in the Book**	▪ Read Step 2 ▪ Career Planning Tool ▪ Requesting letters of support ▪ Creating skill sets ▪ Capturing samples ▪ Setting up systems
	Career Transition Workbook	▪ 7–Planning for the Skills I Need

	College Prep Workbook	▪ 9–Planning for the Skills I Need
		  ▪ 9A–College Plan of Study
		  ▪ 9B–Jobs
		  ▪ 9C–Transferable Skills

	Personal Well-Being	▪ Requesting letters of support, skill sets and performance reviews that document social and community well-being ▪ Showing purpose driven well-being through soft skills, technical skills, and transferable skills

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		▪ How achievement of degrees, certifications, licenses and awards demonstrate financial well-being ▪ Social: internship evaluations, letters of support, performance reviews, skill set signoffs, photos, of events and activities, presentations ▪ Using volunteering to demonstrate community well-being through letters of support, photos of events and activities, sample documents created ▪ Using abilities to demonstrate physical well-being

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FULL SEMESTER COURSE

Step 3 - Create Your Résumé and Your Online Presence **2 sessions**		**Instructional Time: 4 hours** **Assignment time: 8 hours** **Group Activity time: 3 ½ hours**
Session 1: Résumés and cover letters ▪ Creating a résumé ▪ Writing cover letters	**Activities in the Book**	▪ Read Step 3 ▪ Resource Guide 3-6 Action verbs, SCANS, Transferable skills ▪ Create a hard copy résumé ▪ Create an e-résumé ▪ Create an uploadable résumé ▪ Cover letters
	Career Transition Workbook	▪ 9–Creating My Résumé ▪ 9A–Résumé Planner ▪ 9B–Using Keywords in My Résumé
	College Prep Workbook	▪ 11A–Résumé Development – Résumé Organizer ▪ 11B–Résumé Development – Using Keywords in Your Résumé
	Personal Well-Being	▪ Using résumés, bios and LinkedIn™ to showcase personal well-being

Session 2: Online profiles, bios and LinkedIn™ ▪ Writing an online profile and bio ▪ Using LinkedIn™	**Activities in the Book**	▪ Read Step 3 ▪ Resource Guide 3-6 Action verbs, SCANS, Transferable skills ▪ Online profile ▪ Writing a bio ▪ Using LinkedIn™
	Career Transition Workbook	▪ 10– My Professional Profile on LinkedIn™
	College Prep Workbook	▪ None
	Personal Well-Being	▪ Using the résumé as an overview and introduction to workplace engagement ▪ Using LinkedIn™ as a way to network and connect (social and community well-being)

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Step 4 - Assembling Your Career Portfolio **2 sessions of instruction, 2 sessions for workshopping assembly of the hard copy and ePortfolio**		**Instructional Time: 4 hours** **Assignment time: 7 hours** **Group Activity time: 3 ½ hours**
Session 1: Assembling a hard copy career portfolio ▪ Developing support materials for the career portfolio ▪ Choosing the right samples ▪ Assembling a hard copy career portfolio	**Activities in the Book**	▪ Read Step 4 ▪ Developing support materials ▪ Assemble a career portfolio
	Career Transition Workbook	▪ 8–Gathering and Sorting Work Samples ▪ 8A–Setting Up My Tabs and Organizing Samples ▪ 8B–Creating Overview Cards for Work Samples ▪ 11–Assembling My Career Portfolio
	College Prep Workbook	▪ 12–Gathering, Sorting, and Refining Work Samples ▪ 13–Creating Your College Prep Portfolio – Assembly Checklist
	Personal Well-Being	▪ How the additional resources section of the career portfolio demonstrates well-being ▪ Using References and memberships to showcase social and community well-being ▪ How the Faculty & Employer bio and Academic Plan of Study show Purpose

Session 2: Developing an ePortfolio ▪ Choosing the right samples ▪ Navigating work samples ▪ Developing an ePortfolio	**Activities in the Book**	▪ Read Step 4 ▪ Resource Guide 8 ▪ Choosing the right samples ▪ Developing an ePortfolio
	Career Transition Workbook	▪ 10– My Professional Profile on LinkedIn™
	College Prep Workbook	▪ None
	Personal Well-Being	▪ Navigating an ePortfolio with well-being in mind

Two Workshop sessions
Time to work independently to create, organize, develop work samples and create an ePortfolio and hard copy career portfolio.

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FULL SEMESTER COURSE

<table>
<tr><td colspan="2">Step 5 - Using Your Career Portfolio
1 session of instruction, 2-4 sessions for mock interviews using the hard copy career portfolio and ePortfolio</td><td>Instructional Time: 4 hours
Assignment time: 2 hours
Group Activity time: 8 hours</td></tr>
<tr><td rowspan="4">Session 1: Customizing and using the career portfolio

▪ Using career portfolios in different settings
▪ Using career portfolios for different outcomes
▪ Using work samples to demonstrate personal well-being</td><td>Activities in the Book</td><td>▪ Read Step 5
▪ Previewing skills
▪ In-person interviews
▪ Phone interviews
▪ Follow-up to an interview</td></tr>
<tr><td>Career Transition Workbook</td><td>▪ 13– Transferring Well-Being to Career Success</td></tr>
<tr><td>College Prep Workbook</td><td>▪ 10–Identifying Potential Colleges and Universities
▪ 14–Application Essay</td></tr>
<tr><td>Personal Well-Being</td><td>▪ The connection between well-being and workplace engagement
▪ Using work samples to demonstrate how you interact and engage with others
▪ Teamwork, soft skills, and well-being
▪ How your experiences make you a more effective employee
▪ Effective ways to communicate well-being through your work samples.</td></tr>
</table>

3-4 Sessions for Mock Interviews
Practice using career portfolios and ePortfolios in different settings

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Suggested Course Plan for Adding Career Portfolios to an Existing Career Development Course

When you want to add career portfolios into an existing class with 15-18 contact hours focused on career portfolios, we suggest you give one session for the introduction and each of the five step in the career portfolio process. Assignments can be completed as homework, with less emphasis on the planning and career exploration, and more on the components of a career portfolio.

Career Portfolio Basics (Introduction) - 1 session

Session:

- What is a career portfolio?
- Benefits
- Ways to use it
- Steps in the process
- An introduction to KSAs

Step 1 - Identify Your Skills & Plan Your Career - 1 session

Session:

- KSAs and competencies
- Identifying current skills
- Reviewing target jobs and careers
- Identifying skill gaps
- Setting career goals
- Creating a work philosophy

Step 2 - Collect and Organize Work Samples- 1 session

Session: Work samples and where to find them

- Types and sources of work samples
- Work samples and well-being
- Creating and capturing samples
- Setting up a system to organize and track samples

Step 3 - Create Your Résumé and Your Online Presence - 1 session

Session:

- Creating a résumé
- Writing cover letters
- Writing an online profile and bio
- Using LinkedIn™

Step 4 - Assembling Your Career Portfolio- 1 session

Session:

- Support materials for the career portfolio
- Choosing the right samples
- Assembling a hard copy career portfolio or ePortfolio

Step 5 - Using Your Career Portfolio - 1 session

Session:

- Customizing and using the career portfolio
- Using career portfolios in different settings
- Using career portfolios for different outcomes
- Using work samples to demonstrate personal well-being

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COURSE PLAN

ADDING CAREER PORTFOLIOS INTO A COURSE

Career Portfolio Basics (Introduction) **1 session**		**Instructional Time: 3 hours** **Assignment time: 2 ½ hours** **Group Activity time: 0 hours**
Session 1: Overview ▪ What is a career portfolio? ▪ Benefits ▪ Ways to use it ▪ Steps in the process ▪ An introduction to KSAs	**Activities in the Book**	▪ Read Career Portfolio Basics
	Career Transition Workbook	▪ 1A–Who Do I Want to Be?
	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 2-Well-being Inventory
	Personal Well-Being	▪ How personal well-being leads to workplace engagement ▪ Five major areas of well-being ▪ Current assessment of well-being

Step 1 - Identify Your Skills & Plan Your Career **1 session**		**Instructional Time: 3 hours** **Assignment time: 10 hours** **Group Activity time: 4 ½ hours**
Session: Where I am now, and how to reach my target job? ▪ KSAs and competencies ▪ Identifying current skills ▪ Reviewing target jobs and careers ▪ Identifying skill gaps ▪ Setting career goals ▪ Creating a work philosophy	**Activities in the Book**	▪ Read Step 1 ▪ Career Planning Tool ▪ Academic Planning Tool ▪ Course Tracking Tool ▪ Set Goals ▪ Create Work Philosophy

	Career Transition Workbook	▪ 2 – Taking a Look at the Job Market – Analyzing three jobs and the skills required to do the job.
		▪ 4 – Taking Inventory – Dialing Down on My Skills
		  ▪ 4A – Skills from Jobs
		  ▪ 4B – Skills from Education/Training
		  ▪ 4C – Skills from Other Sources

	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 3–Class Skills Inventory ▪ 4–Transferable Skills Inventory ▪ 5–Soft Skills Inventory ▪ 6-STEM Skills Inventory ▪ 7–Choosing Your Major
	Personal Well-Being	▪ The connection between well-being, skills, and competencies ▪ Purpose driven: Work philosophy and goals ▪ Educational Return on Investment: Financial well-being

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Step 2 - Collect and Organize Work Samples **1 session**		**Instructional Time: 3 hours** **Assignment time: 8 hours** **Group Activity time: 2 ½ hours**
Session: Work samples and where to find them ▪ Types and sources of work samples ▪ Work samples and well-being ▪ Creating and capturing samples ▪ Setting up a system to organize and track samples	**Activities in the Book**	▪ Read Step 2 ▪ Career Planning Tool ▪ Creating skill sets ▪ Capturing samples ▪ Setting up systems
	Career Transition Workbook	▪ 6–Job Matching and My Career Path ▪ 7–Planning for the Skills I Need
	College Prep Workbook	▪ 8–Focusing Your Skills Using Job Listings ▪ 9A–Planning for the Skills You Need – College Plan of Study ▪ 9B–Planning for the Skills You Need – Jobs ▪ 9C–Planning for the Skills You Need – Transferable Skills
	Personal Well-Being	▪ Purpose driven: Showing purpose driven well-being through soft skills, technical skills, and transferable skills - Reports, sample documents, skill set signoffs, photos, projects, planning documents, scheduling documents, performance reviews ▪ Social: internship evaluations, letters of support, performance reviews, skill set signoffs, photos, of events and activities, presentations ▪ Financial: Degrees, certifications, licenses and awards ▪ Community: Community service, letters of support, photos of events and activities, sample documents created ▪ Physical: Abilities

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ADDING CAREER PORTFOLIOS INTO A COURSE

Step 3 - Create Your Résumé and Your Online Presence **1 session**		**Instructional Time: 3 hours** **Assignment time: 8 hours** **Group Activity time: 3 ½ hours**
Session 1: Résumés and cover letters ▪ Creating a résumé ▪ Writing cover letters ▪ Writing an online profile and bio	**Activities in the Book**	▪ Read Step 3 ▪ Create a hard copy résumé ▪ Create an e-résumé ▪ Online profile ▪ Writing a bio
	Career Transition Workbook	▪ 9–Creating My Résumé ▪ 9A–Résumé Planner ▪ 9B–Using Keywords in My Résumé
	College Prep Workbook	▪ 11A–Résumé Development – Résumé Organizer ▪ 11B–Résumé Development – Using Keywords in Your Résumé
	Personal Well-Being	▪ Using résumés, bios and LinkedIn™ to showcase personal well-being ▪ Using the résumé as an overview and introduction to workplace engagement

Step 4 - Assembling Your Career Portfolio **1 session**		**Instructional Time: 3 hours** **Assignment time: 7 hours** **Group Activity time: 1 hour**
Session: Assembling a career portfolio ▪ Support materials for the career portfolio ▪ Choosing the right samples ▪ Assembling a hard copy career portfolio or ePortfolio	**Activities in the Book**	▪ Read Step 4 ▪ Developing support materials ▪ Assemble a career portfolio
	Career Transition Workbook	▪ 8–Gathering and Sorting Work Samples ▪ 8A–Setting Up Tabs and Organizing Samples ▪ 8B–Creating Overview Cards for Work Samples ▪ 11–Assembling My Career Portfolio
	College Prep Workbook	▪ 12–Gathering, Sorting, and Refining Work Samples ▪ 13–Creating Your College Prep Portfolio – Assembly Checklist
	Personal Well-Being	▪ How the additional resources section of the career portfolio demonstrates well-being ▪ Using References and memberships to showcase social and community well-being ▪ Navigating an ePortfolio with well-being in mind

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ADDING CAREER PORTFOLIOS INTO A COURSE

Step 5 - Using Your Career Portfolio **1 session**		**Instructional Time: 3 hours** **Assignment time: 5 hours** **Group Activity time: 3 hours**
Session: ▪ Customizing and using the career portfolio ▪ Using career portfolios in different settings ▪ Using career portfolios for different outcomes ▪ Using work samples to demonstrate personal well-being	**Activities in the Book**	▪ Read Step 5 ▪ previewing skills ▪ in-person interviews ▪ phone interviews ▪ follow-up to an interview ▪ Using career portfolios for job search, internship search, documenting internships, admission interviews, scholarships, college credit, tracking certifications, job reviews promotions.
	Career Transition Workbook	▪ 13– Transferring Well-Being to Career Success
	College Prep Workbook	▪ None
	Personal Well-Being	▪ The connection between well-being and workplace engagement ▪ Using work samples to demonstrate how you interact and engage with others ▪ Teamwork, soft skills, and well-being ▪ How your experiences make you a more effective employee ▪ Effective ways to communicate well-being through your work samples.

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INTENSIVE CAREER PORTFOLIO SEMINAR

Suggested Course Plan for an Intensive Career Portfolio Seminar

An intensive 2-3-day jump-start seminar on career portfolios assumes that students already have a focused career plan. **Plan for a six-hour day, with a minimum of three hours of after-hours work.**

- Less time is spent on career exploration and résumé development, and more on skill assessment, work samples, and creating and using a career portfolio for gainful employment.
- Plan ahead and have students bring their résumé, and any work samples with them to the session for review.
- If possible, have students read the entire text before coming to the session.
- The focus is often on producing a hard copy career portfolio, but the session should incorporate how the ePortfolio is used in the career portfolio process.

We suggest the following breakdown of material when presenting Career Portfolios in an intensive 2-3-day seminar:

Day 1– Focuses on skill analysis and work samples

AM Session:

- What is a career portfolio?
- Benefits
- Ways to use it
- Steps in the process
- KSAs and competencies
- Reviewing target jobs and careers for skill assessment
- Identifying skill gaps
- Setting career goals

PM Session:

- Types and sources of work samples
- Work samples and well-being
- Creating and capturing samples
- Setting up a system to organize and track samples

Day 2– Focuses on assembly

AM session:

- The résumé as an intro to your career portfolio
- Importance of an online presence
- Organizing a career portfolio for different uses

PM session:

- Choosing the right samples
- Navigating work samples
- Assembling a hard copy career portfolio
- Developing an ePortfolio

Day 3– Focuses on using career portfolios

AM Session:

- Using portfolios in different settings
- Using career portfolios for different outcomes
- Using work samples to demonstrate personal well-being

PM session:

- Practice using career portfolios and ePortfolios in different settings

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<table>
<tr><td colspan="2">Day 1: Career Portfolios – Skills & Work Samples</td><td>Instructional Time: 6 hours
Assignment time: 3-4 hours
Group Activity time: 2 hours</td></tr>
<tr><td colspan="3">AM Session: Overview the career portfolio process and dial down on skills</td></tr>
<tr><td rowspan="4">Key Points

▪ What is a career portfolio?
▪ Benefits
▪ Ways to use it
▪ Steps in the process
▪ KSAs and competencies
▪ Reviewing target jobs and careers for skill assessment
▪ Identifying skill gaps
▪ Setting career goals</td><td>Activities in the Book</td><td>▪ Career Portfolio Basics, Step 1 and Step 2
▪ Career Planning Tool
▪ Set Goals
▪ Create Work Philosophy</td></tr>
<tr><td>Career Transition Workbook</td><td>▪ 1A–Who Do I Want to Be?
▪ 2 – Taking a look at the Job Market – Analyzing three jobs and the skills required to do the job.
▪ 4A – Skills from Jobs,
▪ 4B – Skills from Education/Training,
▪ 4C – Skills from Other Sources
▪ 6–Job Matching and My Career Path</td></tr>
<tr><td>College Prep Workbook</td><td>▪ 1 – Your College Prep Portfolio Planner
▪ 2 -Well-being Inventory
▪ 3–Class Skills Inventory
▪ 4–Transferable Skills Inventory
▪ 5–Soft Skills Inventory
▪ 6-STEM Skills Inventory
▪ 8–Focusing Your Skills Using Job Listings</td></tr>
<tr><td>Personal Well-Being</td><td>▪ How personal well-being leads to workplace engagement
▪ Five major areas of well-being
▪ Current assessment of well-being
▪ The connection between well-being, skills, and competencies
▪ Purpose driven: Work philosophy and goals</td></tr>
<tr><td colspan="3">PM Session: Work Samples</td></tr>
<tr><td rowspan="2">Key Points

▪ Types and sources of work samples
▪ Work samples and well-being</td><td>Activities in the Book</td><td>▪ Step 2
▪ Career Planning Tool
▪ Capturing samples
▪ Setting up systems
▪ Evaluating work samples</td></tr>
<tr><td>Career Transition Workbook</td><td>▪ 7–Planning for the Skills I Need</td></tr>
</table>

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▪ Creating and capturing samples ▪ Setting up a system to organize and track samples	**College Prep Workbook**	▪ 9A–Planning for the Skills You Need – College Plan of Study ▪ 9B–Planning for the Skills You Need – Jobs ▪ 9C–Planning for the Skills You Need – Transferable Skills
	Personal Well-Being	▪ Requesting letters of support, skill sets and performance reviews that document social and community well-being ▪ Showing purpose driven well-being through soft skills, technical skills, and transferable skills ▪ How achievement of degrees, certifications, licenses and awards demonstrate financial well-being ▪ Social: internship evaluations, letters of support, performance reviews, skill set signoffs, photos, of events and activities, presentations ▪ Using volunteering to demonstrate community well-being through letters of support, photos of events and activities, sample documents created ▪ Using abilities to demonstrate physical well-being

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<table>
<tr><td colspan="2">Day 2: Create Your Career Portfolio</td><td>Instructional Time: 6 hours
Assignment time: 4-5 hours
Group Activity time: 3 hours</td></tr>
<tr><td colspan="3">AM Session: Reviewing résumés, bios, and organizing career portfolios for different uses</td></tr>
<tr><td rowspan="4">Key Points

▪ The résumé as an intro to your career portfolio
▪ Importance of an online presence
▪ Organizing a career portfolio for different uses</td><td>Activities in the Book</td><td>▪ Step 3 and Step 4
▪ Review résumés
▪ Create an e-résumé
▪ Contents of a career portfolio
▪ Support materials for the career portfolio</td></tr>
<tr><td>Career Transition Workbook</td><td>▪ 8–Gathering and Sorting Work Samples
▪ 8A–Setting Up My Tabs and Organizing Samples
▪ 8B–Creating Overview Cards for Work Samples</td></tr>
<tr><td>College Prep Workbook</td><td>▪ 11A–Résumé Development – Résumé Organizer
▪ 11B–Résumé Development – Using Keywords in Your Résumé</td></tr>
<tr><td>Personal Well-Being</td><td>▪ Using résumés, bios and LinkedIn™ to showcase personal well-being
▪ Using the résumé as an overview and introduction to workplace engagement</td></tr>
<tr><td colspan="3">PM Session: Components of a career portfolio and creating support materials</td></tr>
<tr><td rowspan="4">Key Points

▪ Choosing the right samples
▪ Navigating work samples
▪ Assembling a hard copy career portfolio
▪ Developing an ePortfolio</td><td>Activities in the Book</td><td>▪ Assemble a career portfolio
▪ Choosing the right samples
▪ Developing an ePortfolio</td></tr>
<tr><td>Career Transition Workbook</td><td>▪ 11–Assembling My Career Portfolio
▪ 13– Transferring Well-Being to Career Success</td></tr>
<tr><td>College Prep Workbook</td><td>▪ 12–Gathering, Sorting, and Refining Work Samples
▪ 12–Creating Your College Prep Portfolio – Assembly Checklist</td></tr>
<tr><td>Personal Well-Being</td><td>▪ How the additional resources section of the career portfolio demonstrates well-being
▪ Using References and memberships to showcase social and community well-being
▪ How the Faculty & Employer bio and Academic Plan of Study show Purpose</td></tr>
</table>

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INTENSIVE CAREER PORTFOLIO SEMINAR

<table>
<tr><td colspan="2">Day 3: Using Your Career Portfolio</td><td>Instructional Time: 6 hours
Assignment time: 4 hours
Group Activity time: 3 hours</td></tr>
<tr><td colspan="3">AM Session: Using a Career Portfolio</td></tr>
<tr><td rowspan="4">Key Points

▪ Using portfolios in different settings
▪ Using career portfolios for different outcomes
▪ Using work samples to demonstrate personal well-being</td><td>Activities in the Book</td><td>▪ Step 5
▪ Using career portfolios for job search, internship search, documenting internships, admission interviews, scholarships, college credit, tracking certifications, job reviews promotions</td></tr>
<tr><td>Career Transition Workbook</td><td>▪ 13– Transferring Well-Being to Career Success</td></tr>
<tr><td>College Prep Workbook</td><td>▪ None</td></tr>
<tr><td>Personal Well-Being</td><td>▪ Using work samples to demonstrate how you interact and engage with others
▪ How your experiences make you a more effective employee
▪ Effective ways to communicate well-being through your work samples.</td></tr>
<tr><td colspan="3">PM Session: Practice Using a Career Portfolio</td></tr>
<tr><td rowspan="4">Key Points

▪ Practice using career portfolios and ePortfolios in different settings</td><td>Activities in the Book</td><td>▪ Previewing skills
▪ In-person interviews
▪ Phone interviews
▪ Follow-up to an interview</td></tr>
<tr><td>Career Transition Workbook</td><td>▪ None</td></tr>
<tr><td>College Prep Workbook</td><td>▪ None</td></tr>
<tr><td>Personal Well-Being</td><td>▪ Using work samples to demonstrate how you interact and engage with others
▪ How your
▪ experiences make you a more effective employee
▪ Effective ways to communicate well-being through your work samples.</td></tr>
</table>

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Suggested Course Plan for Adding Career Portfolios to an Internship Program

The career portfolio process is easy to integrate into an internship program and helps students to:

- compete for internships
- track and evaluate performance on the internship
- create and organize work samples from the internship for the job search.

Ideally, students should have an initial overview to the career portfolio process in a classroom setting, where the key components of the process can be reviewed, and a career portfolio can be created by the student.

During the internship, the career portfolio can be used as an evaluation tool:

- collect work samples used or created on the job.
- organize the portfolio by the different work being done, areas of rotation, etc.
- use the career portfolio as a touch-point for evaluation and review at different points during the internship.
- Include summary information about each section, learning moments, and use it as a tool to track the success of the internship.
- At the end of the internship, restructure the career portfolio to contain highlights of the internship, documenting the best work samples for use in a job interview.

We suggest the following breakdown of material when you want to add career portfolios into an internship program:

Career Portfolio Basics (Introduction) - 1 session

Session:

- What is a career portfolio?
- Benefits
- Ways to use it
- Steps in the process

Step 1 - Identify Your Skills & Plan Your Career - 1 session

Session:

- Identifying personal KSAs and competencies
- Identifying current skills
- Reviewing target jobs and careers
- Identifying skill gaps
- Setting career goals
- Creating a work philosophy

Step 2 - Collect and Organize Work Samples- 1 session

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Session: Work samples and where to find them

- Types and sources of work samples
- Work samples and well-being
- Creating and capturing samples
- Setting up a system to organize and track samples

Step 3 - Create Your Résumé and Your Online Presence - 1 session

Session:

- The résumé as an intro to your career portfolio
- Reviewing your résumé
- Importance of an online presence
- Writing cover letters
- Writing an online profile and bio
- Using LinkedIn™

Step 4 - Assembling Your Career Portfolio- 1 session

Session:

- Support materials for the career portfolio
- Choosing the right samples
- Assembling a hard copy career portfolio or ePortfolio

Step 5 - Using Your Career Portfolio - 1 session

Session:

- Customizing and using the career portfolio to compete for internships
- Using career portfolios on an internship
- Using work samples to demonstrate personal well-being
- Using the internship as a job search tool

<table>
<tr><td colspan="2">Career Portfolio Basics (Introduction)
1 session –</td><td>Instructional Time: 3 hours
Assignment time: 2 ½ hours
Group Activity time: 1 hour</td></tr>
<tr><td rowspan="4">Key Points

▪ What is a career portfolio?
▪ Benefits
▪ Ways to use it
▪ Steps in the process</td><td>Activities in the Book</td><td>▪ Read Career Portfolio Basics</td></tr>
<tr><td>Career Transition Workbook</td><td>▪ 1A–Who Do I Want to Be?</td></tr>
<tr><td>College Prep Workbook</td><td>▪ 2-Well-Being Inventory
▪ 15A–What’s My Attitude?
▪ 15B–Shifting My Attitude</td></tr>
<tr><td>Personal Well-Being</td><td>▪ How personal well-being leads to workplace engagement
▪ Five major areas of well-being
▪ Current assessment of well-being</td></tr>
</table>

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Step 1 - Identify Your Skills & Plan Your Career **1 session –**		**Instructional Time: 3 hours** **Assignment time: 6 hours** **Group Activity time: 3 ½ hours**
Key Points ▪ Identifying personal KSAs and competencies ▪ Reviewing target jobs and careers ▪ Identifying skill gaps ▪ Setting career goals ▪ Creating a work philosophy	**Activities in the Book**	▪ Read Step 1 ▪ Career Planning Tool ▪ Course Tracking Tool – talk about how to use this to evaluate skills being learned in the internship ▪ Set Goals ▪ Create Work Philosophy
	Career Transition Workbook	▪ 4A – Skills from Jobs, ▪ 4B – Skills from Education/Training, ▪ 4C – Skills from Other Sources
	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 3–Class Skills Inventory ▪ 4–Transferable Skills Inventory ▪ 5–Soft Skills Inventory ▪ 6-STEM Skills Inventory
	Personal Well-Being	▪ The connection between well-being, skills, and competencies ▪ Purpose driven: Work philosophy and goals

Step 2 - Collect and Organize Work Samples **1 session –**		**Instructional Time: 3 hours** **Assignment time: 8 hours** **Group Activity time: 2 ½ hours**
Key Points ▪ Types and sources of work samples ▪ Work samples and well-being ▪ Creating and capturing samples ▪ Setting up a system to organize and track samples	**Activities in the Book**	▪ Read Step 2 ▪ Career Planning Tool ▪ Creating skill sets ▪ Capturing samples on the internship ▪ Setting up systems
	Career Transition Workbook	▪ 6–Job Matching and My Career Path ▪ 7–Planning for the Skills I Need – Start with the targeted position in the internship, and plan the skills needed for success. Then work through the next job after the internship.
	College Prep Workbook	▪ 8–Focusing Your Skills Using Job Listings ▪ 9A–Planning for the Skills You Need – College Plan of Study ▪ 9B–Planning for the Skills You Need – Jobs

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		▪ 9C–Planning for the Skills You Need – Transferable Skills
	Personal Well-Being	▪ Work samples & works in Progress – ▪ Purpose driven: Reports, sample documents, skill set signoffs, photos, projects, planning documents, scheduling documents, performance reviews ▪ Social: internship evaluations, letters of support, performance reviews, skill set signoffs, photos, of events and activities, presentations ▪ Community: Community service, letters of support, photos of events and activities, sample documents created ▪ Financial: Degrees, certifications, licenses and awards ▪ Physical: Abilities ▪ Requesting letters of support, skill sets and performance reviews that document social and community well-being ▪ Showing purpose driven well-being through soft skills, technical skills, and transferable skills ▪ How achievement of degrees, certifications, licenses and awards demonstrate financial well-being ▪ Social: internship evaluations, letters of support, performance reviews, skill set signoffs, photos, of events and activities, presentations ▪ Using volunteering to demonstrate community well-being through letters of support, photos of events and activities, sample documents created ▪ Using abilities to demonstrate physical well-being

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Step 3 - Create Your Résumé and Your Online Presence **1 session –**		**Instructional Time: 3 hours** **Assignment time: 4 hours** **Group Activity time: 3 ½ hours**
Key Points ▪ The résumé as an intro to your career portfolio ▪ Reviewing your résumé ▪ Importance of an online presence ▪ Writing cover letters ▪ Writing an online profile and bio ▪ Using LinkedIn™	**Activities in the Book**	▪ Step 3 ▪ Review résumés ▪ Create an e-résumé ▪ Create a bio and online summary ▪
	Career Transition Workbook	▪ 9–Creating My Résumé ▪ 9A–Résumé Planner ▪ 9B–Using Keywords in My Résumé ▪ .
	College Prep Workbook	▪ 11A–Résumé Development – Résumé Organizer ▪ 11B–Résumé Development – Using Keywords in Your Résumé
	Personal Well-Being	▪ Using résumés, bios and LinkedIn™ to showcase personal well-being ▪ Using the résumé as an overview and introduction to workplace engagement

Step 4 - Assembling Your Career Portfolio **1 session –**		**Instructional Time: 3 hours** **Assignment time: 7 hours** **Group Activity time: 1 hour**
Key Points ▪ Support materials for the career portfolio ▪ Choosing the right samples ▪ Assembling a hard copy career portfolio or ePortfolio	**Activities in the Book**	▪ Read Step 4 ▪ Developing support materials ▪ Assemble a career portfolio ▪ Setting up sections of your career portfolio to match areas of your internship ▪ Using your career portfolio to track samples on the internship
	Career Transition Workbook	▪ 8–Gathering and Sorting Work Samples ▪ 8A–Setting Up My Tabs and Organizing Samples ▪ 8B–Creating Overview Cards for Work Samples ▪ 11–Assembling My Career Portfolio
	College Prep Workbook	▪ 12–Gathering, Sorting, and Refining Work Samples

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		▪ 13–Creating Your College Prep Portfolio – Assembly Checklist
	Personal Well-Being	▪ How the additional resources section of the career portfolio demonstrates well-being ▪ Using References and memberships to showcase social and community well-being ▪ How the Faculty & Employer bio and Academic Plan of Study show Purpose ▪ Navigating an ePortfolio with well-being in mind

Step 5 - Using Your Career Portfolio **1 session –**		**Instructional Time: 3 hours** **Assignment time: 5 hours** **Group Activity time: 3 hours**
Key Points ▪ Customizing and using the career portfolio to compete for internships ▪ Using career portfolios on an internship ▪ Using work samples to demonstrate personal well-being ▪ Using the internship as a job search tool	**Activities in the Book**	▪ Read Step 5 ▪ Previewing skills ▪ In-person interviews ▪ Phone interviews ▪ Follow-up to an interview
	Career Transition Workbook	▪ 13– Transferring Well-Being to Career Success
	College Prep Workbook	▪ None
	Personal Well-Being	▪ The connection between well-being and workplace engagement ▪ Using work samples to demonstrate how you interact and engage with others ▪ Teamwork, soft skills, and well-being ▪ How your experiences make you a more effective employee ▪ Using work samples to demonstrate how you interact and engage with others ▪ How your experiences make you a more effective employee ▪ Effective ways to communicate well-being through your work samples. ▪ Using LinkedIn™ to stay in touch with colleagues and employers

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Suggested Course Plan for a Self-Study Program

For a self-study program, we suggest following the same pattern as the full semester course, with much more time to complete exercises, with focus on creating a quality career portfolio designed for the specific needs of the student.

Career Portfolio Basics (Introduction) - 1 session

- What is a career portfolio?
- Benefits
- Ways to use it
- Steps in the process

Step 1 - Identify Your Skills & Plan Your Career - 2 sessions

Session 1: Where Do I Want to Be?

- Identifying interests
- Introducing KSAs and competencies
- Exploring the job market
- Reviewing target jobs and careers

Session 2: Where I am now, and how to reach my target job?

- Identifying skills
- Reviewing target jobs and careers
- Identifying skill gaps
- Setting career goals
- Creating a work philosophy

Step 2 - Collect and Organize Work Samples - 2 sessions

Session 1: Work samples and where to find them

- Types and sources of work samples
- Work samples and well-being

Session 2: Creating, capturing, and organizing work samples

- Creating and capturing samples
- Setting up a system to organize and track samples

Step 3 - Create Your Résumé and Your Online Presence - 2 sessions

Session 1: Résumés and cover letters

- Creating a résumé
- Writing cover letters

Session 2: Online profiles, bios and LinkedIn™

- Writing an online profile and bio
- Using LinkedIn™

Step 4 - Assembling Your Career Portfolio - 4 sessions

2 sessions of instruction, 2 sessions for workshopping assembly of the hard copy and ePortfolio

Session 1: Assembling a hard copy career portfolio

- Developing support materials for the career portfolio
- Choosing the right samples
- Assembling a hard copy career portfolio

Session 2: Developing an ePortfolio

- Choosing the right samples
- Navigating work samples
- Developing an ePortfolio

Workshop sessions

Set aside specific time to create, organize, develop work samples and create an ePortfolio and hard copy career portfolio.

Step 5 - Using Your Career Portfolio – 4 sessions

1 session of instruction, 2-4 sessions for mock interviews using the hard copy career portfolio and ePortfolio

Session 1: Customizing and using the career portfolio

- Using career portfolios in different settings
- Using career portfolios for different outcomes
- Using work samples to demonstrate personal well-being

Mock Interviews

- Find people to assist to practice using career portfolios and ePortfolios in different settings

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COURSE PLAN

SELF-STUDY PROGRAM

Career Portfolio Basics (Introduction) – 1 session		**Instructional Time: 3 hours** **Assignment time: 2 ½ hours** **Group Activity time: 0 hours**
Session: ▪ What is a career portfolio? ▪ Benefits ▪ Ways to use it ▪ Steps in the process	**Activities in the Book**	▪ Read Career Portfolio Basics
	Career Transition Workbook Exercises	▪ 1A–Who Do I Want to Be? ▪ 12A–What's My Attitude? ▪ 12B–Shifting My Attitude
	College Prep Workbook Exercises	▪ 2-Well-being Inventory ▪ 15A–What's My Attitude? ▪ 15B–Shifting My Attitude
	Personal Well-Being	▪ How personal well-being leads to workplace engagement ▪ Five major areas of well-being ▪ Current assessment of well-being

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Step 1 - Identify Your Skills & Plan Your Career **2 sessions**		**Instructional Time: 6 hours** **Assignment time: 12 hours** **Group Activity time: 4 ½ hours**
Session 1: Where Do I Want to Be? ▪ Identifying interests ▪ Introducing KSAs and competencies ▪ Exploring the job market ▪ Reviewing target jobs and careers	**Activities in the Book**	▪ Read Step 1 ▪ Career Planning Tool
	Career Transition Workbook	▪ 1B–What Do I Want to Do? ▪ 2 – Taking a look at the Job Market – Analyzing three jobs and the skills required to do the job. ▪ 3 – Reality Check: The Job Application
	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 7–Choosing Your Major ▪ 8–Focusing Your Skills Using Job Listings
	Personal Well-Being	▪ The connection between well-being, skills, and competencies

Session 2: Where I am now, and how to reach my target job? ▪ Identifying skills ▪ Reviewing target jobs and careers ▪ Identifying skill gaps ▪ Setting career goals ▪ Creating a work philosophy	**Activities in the Book**	▪ Read Step 1 ▪ Career Planning Tool ▪ Academic Planning Tool ▪ Course Tracking Tool ▪ Set Goals ▪ Create Work Philosophy
	Career Transition Workbook	▪ 4 – Taking Inventory – Dialing Down on My Skills ▪ 4A – Skills from Jobs, ▪ 4B – Skills from Education/Training, ▪ 4C – Skills from Other Sources ▪ 5 – SWOT Analysis
	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 3–Class Skills Inventory ▪ 4–Transferable Skills Inventory ▪ 5–Soft Skills Inventory ▪ 6-STEM Skills Inventory
	Personal Well-Being	▪ Purpose driven: Work philosophy and goals ▪ Educational Return on Investment: Financial well-being

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SELF-STUDY PROGRAM

Step 2 - Collect and Organize Work Samples **2 sessions**		**Instructional Time: 5 hours** **Assignment time: 8 hours** **Group Activity time: 2 ½ hours**
Session 1: Work samples and where to find them ▪ Types and sources of work samples ▪ Work samples and well-being	**Activities in the Book**	▪ Read Step 2 ▪ Career Planning Tool
	Career Transition Workbook	▪ 6–Job Matching and My Career Path
	College Prep Workbook	▪ 1 – Your College Prep Portfolio Planner ▪ 6–Focusing Your Skills Using Job Listings
	Personal Well-Being	▪ Work samples & works in Progress – ▪ Purpose driven: Reports, sample documents, skill set signoffs, photos, projects, planning documents, scheduling documents, performance reviews ▪ Social: internship evaluations, letters of support, performance reviews, skill set signoffs, photos, of events and activities, presentations ▪ Community: Community service, letters of support, photos of events and activities, sample documents created ▪ Financial: Degrees, certifications, licenses and awards ▪ Physical: Abilities

Session 2: Creating, capturing, and organizing work samples ▪ Creating and capturing samples ▪ Setting up a system to organize and track samples	**Activities in the Book**	▪ Read Step 2 ▪ Career Planning Tool ▪ Requesting letters of support ▪ Creating skill sets ▪ Capturing samples ▪ Setting up systems
	Career Transition Workbook	▪ 7–Planning for the Skills I Need

	College Prep Workbook	▪ 9–Planning for the Skills I Need
		  ▪ 9A–College Plan of Study
		  ▪ 9B–Jobs
		  ▪ 9C–Transferable Skills

	Personal Well-Being	▪ Requesting letters of support, skill sets and performance reviews that document social and community well-being ▪ Showing purpose driven well-being through soft skills, technical skills, and transferable skills

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		▪ How achievement of degrees, certifications, licenses and awards demonstrate financial well-being ▪ Social: internship evaluations, letters of support, performance reviews, skill set signoffs, photos, of events and activities, presentations ▪ Using volunteering to demonstrate community well-being through letters of support, photos of events and activities, sample documents created ▪ Using abilities to demonstrate physical well-being

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SELF-STUDY PROGRAM

Step 3 - Create Your Résumé and Your Online Presence **2 sessions**		**Instructional Time: 4 hours** **Assignment time: 8 hours** **Group Activity time: 3 ½ hours**
Session 1: Résumés and cover letters ▪ Creating a résumé ▪ Writing cover letters	**Activities in the Book**	▪ Read Step 3 ▪ Resource Guide 3-6 Action verbs, SCANS, Transferable skills ▪ Create a hard copy résumé ▪ Create an e-résumé ▪ Create an uploadable résumé ▪ Cover letters
	Career Transition Workbook	▪ 9–Creating My Résumé ▪ 9A–Résumé Planner ▪ 9B–Using Keywords in My Résumé
	College Prep Workbook	▪ 11A–Résumé Development – Résumé Organizer ▪ 11B–Résumé Development – Using Keywords in Your Résumé
	Personal Well-Being	▪ Using résumés, bios and LinkedIn™ to showcase personal well-being

Session 2: Online profiles, bios and LinkedIn™ ▪ Writing an online profile and bio ▪ Using LinkedIn™	**Activities in the Book**	▪ Read Step 3 ▪ Resource Guide 3-6 Action verbs, SCANS, Transferable skills ▪ Online profile ▪ Writing a bio ▪ Using LinkedIn™
	Career Transition Workbook	▪ 10– My Professional Profile on LinkedIn™
	College Prep Workbook	▪ None
	Personal Well-Being	▪ Using the résumé as an overview and introduction to workplace engagement ▪ Using LinkedIn™ as a way to network and connect (social and community well-being)

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Step 4 - Assembling Your Career Portfolio **2 sessions of instruction, 2 sessions for workshopping assembly of the hard copy and ePortfolio**		**Instructional Time: 4 hours** **Assignment time: 7 hours** **Group Activity time: 3 ½ hours**
Session 1: Assembling a hard copy career portfolio ▪ Developing support materials for the career portfolio ▪ Choosing the right samples ▪ Assembling a hard copy career portfolio	**Activities in the Book**	▪ Read Step 4 ▪ Developing support materials ▪ Assemble a career portfolio
	Career Transition Workbook	▪ 8–Gathering and Sorting Work Samples ▪ 8A–Setting Up My Tabs and Organizing Samples ▪ 8B–Creating Overview Cards for Work Samples ▪ 11–Assembling My Career Portfolio
	College Prep Workbook	▪ 12–Gathering, Sorting, and Refining Work Samples ▪ 14–Creating Your College Prep Portfolio – Assembly Checklist
	Personal Well-Being	▪ How the additional resources section of the career portfolio demonstrates well-being ▪ Using References and memberships to showcase social and community well-being ▪ How the Faculty & Employer bio and Academic Plan of Study show Purpose

Session 2: Developing an ePortfolio ▪ Choosing the right samples ▪ Navigating work samples ▪ Developing an ePortfolio	**Activities in the Book**	▪ Read Step 4 ▪ Resource Guide 8 ▪ Choosing the right samples ▪ Developing an ePortfolio
	Career Transition Workbook	▪ 10– My Professional Profile on LinkedIn™
	College Prep Workbook	▪ None
	Personal Well-Being	▪ Navigating an ePortfolio with well-being in mind

Workshop sessions
Set aside specific time to create, organize, develop work samples and create an ePortfolio and hard copy career portfolio.

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COURSE PLAN

SELF-STUDY PROGRAM

Step 5 - Using Your Career Portfolio **1 session of instruction**		**Instructional Time: 4 hours** **Assignment time: 2 hours** **Group Activity time: 8 hours**
Session 1: Customizing and using the career portfolio ▪ Using career portfolios in different settings ▪ Using career portfolios for different outcomes ▪ Using work samples to demonstrate personal well-being	**Activities in the Book**	▪ Read Step 5 ▪ Previewing skills ▪ In-person interviews ▪ Phone interviews ▪ Follow-up to an interview
	Career Transition Workbook	▪ 13– Transferring Well-Being to Career Success
	College Prep Workbook	▪ 10–Identifying Potential Colleges and Universities ▪ 14–Application Essay
	Personal Well-Being	▪ The connection between well-being and workplace engagement ▪ Using work samples to demonstrate how you interact and engage with others ▪ Teamwork, soft skills, and well-being ▪ How your experiences make you a more effective employee ▪ Effective ways to communicate well-being through your work samples.

Mock Interviews
Find several people to assist in practicing using career portfolios and ePortfolios in different settings

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Suggested Course Plan for a Full Program Integration

The most effective way to develop and promote career portfolio as a personal career tool is to integrate career portfolios into the full course curriculum for your program. Begin with an introduction to career portfolios in the freshman year and emphasize career portfolio use throughout the college curriculum. Integrate portfolio use, skill identification, and work sample tracking into every course, and add intensive career portfolio sessions into key courses throughout the program.

Here is a suggested breakout to focus and integrate portfolios in a program:

Freshman Intro Class– Career portfolio overview	▪ Introduction to skills ▪ Setting goals ▪ Collecting and organizing work samples ▪ Career exploration ▪ Well-being and workplace engagement ▪ Setting career goals with a personal well-being focus
Sophomore Year– Review of career portfolio concepts	▪ Intensive focus on skills and work samples ▪ Résumé, bios, networking and making connections ▪ Finding a mentor ▪ Assembly for summer jobs ▪ Reviewing academic plan, class plans ▪ Well-being assessment, still in the right major? ▪ Choosing a career path or focus
Junior Year– Work Samples and Using Career Portfolios for Internships	▪ Résumé and bio refresh ▪ Assembling and using career portfolios to compete for internships ▪ Tracking work samples and skills on an internship ▪ Well-being and being a professional
Senior Year– Capstone Focus on Work Samples and Using Career Portfolios for a Job Search	▪ Résumé and bio refresh ▪ Applying for a job ▪ Customizing and using a career portfolio for a job search and internships ▪ Using the career portfolio in interview settings ▪ Demonstrating well-being and workplace engagement through work samples
Yearly– Career Counseling Sessions	▪ Use the Academic Planning Tool to set course schedules, track classes needed for graduation
For Each Core Class–	▪ Introduce the Course Planning Tool with the syllabus for each core course in the program ▪ Emphasize identifying the skills and areas of well-being impacted by each course ▪ Use the Career Planning Tool to document work samples, projects, well-being, etc.

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Need assistance integrating career portfolios into your current program?

Dr. Anna Graf Williams provides consulting services for institutions at all levels to develop and integrate:

- Career portfolios
- O*NET KSA Skill mapping
- Career GAP identification
- Personal well-being and workforce engagement
- Gainful employment
- Assessment

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Suggested Grading Rubrics for Assignments in *Creating Your Career Portfolio: At-A-Glance Guide for Students, 4ed.*

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Academic Planner Tool				
▪ Courses for each year are completely filled out and appropriate ▪ Course placements correctly reflect prerequisites classes ▪ Credits equal or exceed the requirements for graduation ▪ Career Choices and College Choices are complete ▪ No grammar or spelling errors	▪ Courses for each year are completely filled out and appropriate ▪ Course placements correctly reflect prerequisites classes ▪ Credits equal or exceed the requirements for graduation ▪ Career Choices and College Choices are complete ▪ No grammar or spelling errors	▪ Courses for each year are completely filled out and appropriate ▪ Credits equal or exceed the requirements for graduation ▪ No grammar or spelling errors	▪ Courses are partially filled out but not complete for each year ▪ Missing required courses ▪ Credits are not tracked	▪ Planner is not filled out ▪ Planner only contains courses already completed
Well-being ▪ 5 Elements of well-being are mapped into each class	▪ 3 Elements of well-being are mapped into each class	▪ 2 Elements of well-being are mapped into each class	▪ 1 Element of well-being is mapped into each class	▪ Elements of well-being are not present or mis-mapped in each class

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Career Planning Tool				
▪ Include 4 skills in 4 different Key Skill Areas ▪ Skills are in the correct Key Skill Area ▪ Includes 4 soft skills ▪ Includes skills from 3 or more different sources ▪ Skill type is correctly identified for each skill ▪ Work Sample is identified for each skill and includes date ▪ Source file location is identified	▪ Include 4 skills in 3 different Key Skill Areas ▪ Skills are in the correct Key Skill Area ▪ Includes 4 soft skills ▪ Includes skills from 3 or more different sources ▪ Skill type is correctly identified for each skill ▪ Work Sample is identified for each skill and includes date ▪ Source file location is identified	▪ Include 3 skills in 3 different Key Skill Areas ▪ Includes 3 soft skills ▪ Includes skills from 3 or more different sources ▪ Skill type is identified for each skill ▪ Source identified for each skill ▪ Work Sample is identified for each skill and includes date	▪ Include 3 skills in 2 different Key Skill Areas ▪ Includes 2 soft skills ▪ Includes skills from 2 or more different sources ▪ Source identified for each skill ▪ Work Sample is identified for each skill	▪ Includes less than 5 skills ▪ Does not include soft skills ▪ Work Sample information is incomplete
Well-being ▪ 3 Elements of well-being are mapped into each work sample	▪ 2 Elements of well-being are mapped into each work sample	▪ 1 Element of well-being is mapped into each work sample	▪ Some work samples are missing well-being mapping ▪ Mapping doesn't match sample	▪ Work samples are missing well-being mapping

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Course Tracking Tool				
▪ Completed for 4 or more classes ▪ Includes at least 6 projects or assignments per class ▪ Log is filled out completely for each assignment ▪ Key Skill Area is correct ▪ Skill type is correct ▪ Includes location of source files	▪ Completed for 4 or more classes ▪ Includes at least 6 projects or assignments per class ▪ Log is filled out completely for each assignment ▪ Key Skill Area is correct ▪ Skill type is correct ▪ Includes location of source files	▪ Completed for 3 or more classes ▪ Includes at least 4 projects or assignments per class ▪ Log is filled out completely for each assignment ▪ Key Skill Area is correctly identified ▪ Skill type is correctly identified	▪ Completed for 2 or more classes ▪ Includes at least 3 projects or assignments per class ▪ Log is partially filled out for each assignment ▪	▪ Completed for one class only ▪ Information is missing
Well-being ▪ 5 Elements of well-being are mapped into each class	▪ 3 Elements of well-being are mapped into each class	▪ 2 Elements of well-being are mapped into each class	▪ 1 Element of well-being is mapped into each class	▪ Elements of well-being are not present or mis-mapped in each class

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Career Goals				
▪ Includes 5 or more goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar/spelling error	▪ Includes 4 goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar/spelling error	▪ Includes 3 goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar/spelling	▪ Has less than 3 goals ▪ Goals do not meet all of the following: • are measurable include timelines • are achievable ▪ career oriented	▪ Goals are incomplete
Well-being ▪ All 5 elements of well-being are represented in a goal ▪ Each goal is tagged with at least 2 types of well-being	▪ 4 elements of well-being are represented in the goals ▪ Each goal is tagged with the types of well-being represented	▪ 3 elements of well-being are represented in the goals ▪ Each goal is tagged with at least one type of well-being represented	▪ Well-being is not demonstrated in goals ▪ Some goals are not mapped to well-being	▪ Well-being is not demonstrated in goals

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Work Philosophy				
▪ Include 4-5 statements describing personal beliefs about work and the industry ▪ No grammar or spelling errors	▪ Include 4-5 statements describing personal beliefs about work and the industry ▪ No grammar or spelling errors	▪ Include 2-3 statements describing personal beliefs about work and the industry ▪ No grammar or spelling errors	▪ Include fewer than 2 statements describing personal beliefs about work and the industry ▪	▪ Includes statements unrelated to work and the industry
Well-being ▪ 5 elements of well-being are represented in the work philosophy statements ▪ Each statement is tagged with at least 2 types of well-being	▪ 4 elements of well-being are represented in the work philosophy statements ▪ Each statement is tagged with at least 2 types of well-being	▪ 3 elements of well-being are represented in the work philosophy statements ▪ Each statement is tagged with at least 1 type of well-being	▪ Statements do not clearly demonstrate connection to well-being ▪ Statements are not tagged correctly to well-being	▪ Statements do not demonstrate well-being ▪ Statements are not tagged to well-being.

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Résumé				
▪ Résumé is complete, neat, and printed on professional paper ▪ Résumé completely describes education and work experiences in professional language ▪ Formatting is consistent ▪ Availability of career portfolio is noted ▪ No grammar/spelling error	▪ Résumé is complete, neat, and printed on professional paper ▪ Résumé completely describes education and work experiences in professional language ▪ Formatting is consistent ▪ Availability of career portfolio is noted ▪ No Grammar/spelling error	▪ Résumé is complete, neat, and printed on professional paper ▪ Résumé adequately describes education and work experiences ▪ Formatting is consistent ▪ No grammar or spelling errors	▪ Résumé is neat and printed ▪ Résumé is incomplete ▪ Résumé partially describes education and work experiences ▪ Formatting is inconsistent ▪	▪ Résumé is incomplete
Well-being ▪ Résumé contains items that demonstrate all 5 elements of well-being ▪ A copy of the résumé has notes showing where every type of well-being is represented ▪ Some elements reflect more than 1 type of well-being	▪ Résumé contains items that demonstrate at least 4 elements of well-being ▪ A printed copy of the résumé has notes showing where every type of well-being is represented	▪ Résumé contains items that demonstrate at least 3 elements of well-being ▪ A printed copy of the résumé has notes showing where every type of well-being is represented	▪ Résumé contains items that demonstrate at least 2 elements of well-being ▪ A printed copy of the résumé with notes showing where every type of well-being is represented is incomplete	▪ Résumé doesn't include items that demonstrate well-being ▪ A printed copy of the résumé with notes is incomplete

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Cover Letter				
▪ Completed letter, in business format, includes: ▪ Specific address ▪ Key summary of the résumé ▪ Explanation of desired job opportunities ▪ Availability of career portfolio is noted ▪ No grammar or spelling errors	▪ Completed letter, in business format, includes: ▪ Specific address ▪ Key summary of the résumé ▪ Explanation of desired job opportunities ▪ Availability of career portfolio is noted ▪ No grammar or spelling errors	▪ Completed letter, in business format, includes: ▪ Specific address ▪ Key summary of the résumé ▪ Explanation of desired job opportunities ▪ No grammar or spelling errors	▪ Completed letter missing any of the following components: ▪ Specific address ▪ Key summary of the résumé ▪ Explanation of desired job opportunities ▪ Business format	▪ Letter is incomplete
Well-being ▪ Cover letter includes references to purpose, social and community well-being. ▪ Cover letter contains 3 examples that demonstrate current well-being and how it will benefit the company	▪ Cover letter includes references to purpose, social and community well-being. ▪ Cover letter contains 2 examples that demonstrate current well-being and how it will benefit the company	▪ Cover letter includes references to purpose, social and community well-being. ▪ Cover letter contains 1 example that demonstrate current well-being and how it will benefit the company	▪ Cover letter doesn't reference well-being ▪ Example to demonstrate current well-being and how it will benefit the company is unclear or incomplete.	▪ Cover letter doesn't reference well-being

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Letter of Request				
▪ Completed letter in business letter format which includes: ▪ A list of specific skills to be addressed ▪ A requested return date ▪ Time period to be addressed ▪ Relationship to you ▪ No grammar or spelling errors	▪ Completed letter in business letter format which includes: ▪ A list of specific skills to be addressed ▪ A requested return date ▪ Time period to be addressed ▪ Relationship to you ▪ No grammar or spelling errors	▪ Completed letter which includes: ▪ A list of skills to be addressed ▪ Time period to be addressed ▪ No grammar or spelling errors	▪ Completed letter does not include: ▪ A clear list of skills to be addressed ▪ Time period to be addressed	▪ Letter is incomplete
Well-being ▪ **Letter requests at least two specific areas of well-being to be addressed and how they impacted the person**	▪ **Letter requests at least one specific areas of well-being to be addressed and how it was observed by the person**	▪ **Letter requests at least one specific areas of well-being to be addressed and how it was observed by the person**	▪ **Letter does not clearly request at least one specific areas of well-being to be addressed**	▪ **Letter does not request any areas of well-being to be addressed**

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Memberships/Extracurricular Activity List				
▪ Each list contains the following information: ▪ Organization name ▪ Dates of membership ▪ Offices, boards or committees held ▪ If participant holds memberships include: ▪ Letters of accomplishment noted ▪ Photos of event participation ▪ Copies of programs attended	▪ Each list contains the following information: ▪ Organization name ▪ Dates of membership ▪ Offices, boards or committees held ▪ If participant holds memberships include: ▪ Letters of accomplishment noted ▪ Photos of event participation	▪ Each list contains the following information: ▪ Organization name ▪ Dates of membership ▪ Offices, boards or committees held (or sought if no membership is held) ▪ No grammar or spelling errors	▪ Each list contains the following information: ▪ Organization name	▪ List is incomplete
Well-being ▪ Each item lists the type(s) of well-being it demonstrates	▪ Each item lists the type(s) of well-being it demonstrates	▪ Each item lists at least one type of well-being being demonstrated	▪ Some items on the list are missing the type of well-being being demonstrated	▪ The type of well-being demonstrated by each item on the list is missing.

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Academic Plan of Study				
▪ Courses taken are copied from course catalog and formatted into a typed list organized by area	▪ Courses taken are copied from course catalog and formatted into a typed list organized by area	▪ Courses taken are copied from course catalog and formatted into a typed list	▪ Courses taken highlighted in the course catalog	▪ No course catalog supplied
Well-being ▪ Create a copy of the formatted list and add in the elements of well-being demonstrated in each course. (Can be found on the Academic Planner Tool)	▪ Create a copy of the formatted list and add in the elements of well-being demonstrated in each course. (Can be found on the Academic Planner Tool)	▪ Create a copy of the formatted list and add in the elements of well-being demonstrated in each course. (Can be found on the Academic Planner Tool)	▪ A printout of the Academic Planner Tool is attached to the course catalog	▪ Elements of well-being are not shown for courses taken

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Faculty and Employer Bio				
▪ Include 5 or more faculty/employer biographies ▪ Each faculty/employer bio lists the following information: ▪ Name and job title ▪ Organization name ▪ Contact information ▪ Area of specialty ▪ Date ▪ No grammar or spelling errors	▪ Include 4 or more faculty/employer biographies ▪ Each faculty/employer bio lists the following information: ▪ Name and job title ▪ Organization name ▪ Contact information ▪ Area of specialty ▪ Date ▪ No grammar or spelling errors	▪ Include at least 3 faculty/employer biographies ▪ Each faculty/employer bio lists the following information: ▪ Name and job title ▪ Organization name ▪ Contact information ▪ Area of specialty ▪ Date ▪ No grammar or spelling errors	▪ Include 2 or fewer faculty/employer biographies ▪ Each faculty/employer bio lists the following information: ▪ Name and job title ▪ Organization name ▪ Contact information ▪ Area of specialty ▪ Date	▪ Incomplete information included for 2 or fewer faculty/employer biographies
Well-being ▪ For each bio, indicate at least two type(s) of well-being they can talk about in reference to you ▪ All 5 types of well-being should be referenced on the sheet	▪ For each bio, indicate the type(s) of well-being they can talk about in reference to you ▪ At least 3 types of well-being should be referenced on the sheet	▪ For each bio, indicate at least one type of well-being they can talk about in reference to you ▪ At least 2 types of well-being should be referenced on the sheet	▪ Some bios indicate at least one type of well-being they can talk about in reference to you	▪ No well-being is referenced on the sheet

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Reference List				
▪ Include 4 references with full contact information – 1 of each reference type (character, academic, employment) ▪ Reference includes the skills that can be addressed ▪ No grammar or spelling errors	▪ Include 3 references with full contact information – 1 of each reference type (character, academic, employment) ▪ Reference includes the skills that can be addressed ▪ No grammar or spelling errors	▪ Include 3 references with full contact information ▪ No grammar or spelling errors	▪ Include 2 references with full contact information	▪ Less than 2 references ▪ Incomplete information on references
Well-being ▪ On a separate copy, indicate the type(s) of well-being the individual can tell about you.	▪ On a separate copy, indicate the type(s) of well-being the individual can tell about you.	▪ On a separate copy, indicate at least one type of well-being the individual can tell about you.	▪ The type of well-being the individual can tell about you is the wrong type	▪ No well-being is referenced on the sheet

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Skill Sets				
▪ Include 3 separate skill sets with 5 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Indicate the current skill level for each skill ▪ Skill levels are signed off by a qualified person ▪ No grammar or spelling errors	▪ Include 3 separate skill sets with 5 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Indicate the current skill level for each skill ▪ Skill levels are signed off by a qualified person ▪ No grammar or spelling errors	▪ Include 3 separate skill sets with 3-4 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Indicate the current skill level for each skill ▪ No grammar or spelling errors	▪ Include less than 3 separate skill sets with less than 3 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Did not indicate the current skill level for each skill	▪ Skill sets are incomplete
Well-being ▪ On a separate copy, indicate the element(s) of well-being demonstrated by each skill in each skill set.	▪ On a separate copy, indicate the element(s) of well-being demonstrated by each skill.	▪ On a separate copy, indicate at least one element of well-being demonstrated by each skill.	▪ On a separate copy, indicate the element of well-being demonstrated by each skill is incomplete	▪ On a separate copy, indicate the element of well-being demonstrated by each skill is missing

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Work Samples				
▪ Copies of 15 work samples labeled with the related skill ▪ No grammar or spelling errors	▪ Copies of 15 work samples labeled with the related skill ▪ No grammar or spelling errors	▪ Copies of 10 work samples labeled with the related skill ▪ No grammar or spelling errors	▪ Copies of 5 work samples labeled with the related skill ▪	▪ Fewer than 5 work samples
Well-being ▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least one element of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Some samples are missing the element of well-being. ▪ The note about how you will reference well-being in each sample in an interview setting is incomplete	▪ Elements of well-being demonstrated by each sample are missing. ▪ No note is included about how to reference well-being and work samples in an interview

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Statement of Originality And Confidentiality				
▪ Includes complete statement printed on professional paper ▪ No grammar or spelling errors	▪ Includes complete statement printed on professional paper ▪ No grammar or spelling errors	▪ Includes complete printed statement ▪ No grammar or spelling errors	▪ Statement does not include participant's name	▪ Statement is incomplete
Well-being ▪ Statement includes a reference to how personal well-being is demonstrated in the career portfolio.	▪ Statement includes a reference to how personal well-being is demonstrated in the career portfolio.	▪ Statement includes a reference to how personal well-being is demonstrated in the career portfolio.	▪ Statement has an incomplete or confusing reference to how personal well-being is demonstrated in the career portfolio.	▪ Statement does not reference how personal well-being is demonstrated in the career portfolio.

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Work Sample Overview Cards				
▪ Each overview card includes following information: ▪ Title of sample ▪ Purpose of sample ▪ Date of work ▪ Keywords indicating skills used ▪ Overview cards are attached to each work sample ▪ No grammar or spelling errors	▪ Each overview card includes following information: ▪ Title of sample ▪ Purpose of sample ▪ Date of work ▪ Keywords indicating skills used ▪ Overview cards are attached to each work sample ▪ No grammar or spelling errors	▪ Each overview card includes following information: ▪ Title of sample ▪ Purpose of sample ▪ Date of work ▪ Keywords indicating skills used ▪ No grammar or spelling errors	▪ Each overview card includes following information: ▪ Title of sample ▪ Purpose of sample ▪ Date of work	▪ Overview cards are incomplete
Well-being ▪ Each sample card indicates types of well-being demonstrated on the sample ▪ A card is completed for each sample ▪ Some samples have more than one well-being type	▪ Each sample card indicates types of well-being demonstrated on the sample ▪ A card is completed for each sample	▪ Each sample card indicates at least one type of well-being demonstrated on the sample ▪ A card is completed for each sample	▪ Some sample cards are missing well-being information	▪ Sample cards do not reference well-being

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Mock Interviews				
▪ Participant completely uses the portfolio to: ▪ Introduce themselves ▪ Answer a question ▪ Summarize their skills ▪ Appropriately dressed ▪ Prepared for the interview ▪ Asks appropriate questions	▪ Participant completely uses the portfolio to: ▪ Introduce themselves ▪ Answer a question ▪ Summarize their skills ▪ Appropriately dressed ▪ Prepared for the interview ▪ Asks appropriate questions	▪ Participant adequately uses the portfolio to do one of the following: ▪ Introduce themselves ▪ Answer a question ▪ Summarize their skills ▪ Appropriately dressed ▪ Prepared for the interview ▪ Asks appropriate questions	▪ Participant does not use the portfolio to do one of the following: ▪ Introduce themselves ▪ Answer a question ▪ Summarize their skills ▪ Inappropriately dressed ▪ Unprepared for the interview ▪ Unable to ask appropriate questions	▪ Participant does not have a completed portfolio ▪
Well-being ▪ Identify how each sample can be used in an interview to talk about personal well-being ▪ Pick 5 samples and use them in a mock interview to talk about how the sample reflects your well-being and how you will be able to meet the needs of the employer	▪ Identify how each sample can be used in an interview to talk about personal well-being ▪ Pick 4 samples and use them in a mock interview to talk about how the sample reflects your well-being and how you will be able to meet the needs of the employer	▪ Identify how each sample can be used in an interview to talk about personal well-being ▪ Pick 3 samples and use them in a mock interview to talk about how the sample reflects your well-being and how you will be able to meet the needs of the employer	▪ Some samples are missing how it can be used in an interview to talk about personal well-being ▪ The student did not talk about well-being in the mock interview	▪ The student did not complete the list of how each sample can be used to talk about well-being ▪ The student did not talk about well-being in the mock interview

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Suggested Grading Rubrics for Assignments in *Career Transitions Workbook, 2nd ed.*

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
#1a – Who Do I Want to Be?				
▪ Survey is complete and totaled. ▪ 5 complete sentences written, one for each type of well-being.	▪ Survey is complete and totaled. ▪ 5 complete sentences written, one for each type of well-being.	▪ Survey is completed ▪ Written sentences for at least 3 types of well-being.	▪ Survey is incomplete. ▪ Written sentences for at least 3 types of well-being.	▪ Survey is incomplete. ▪ Two or less sentences have been completed.
Well-being ▪ 5 areas of well-being are correctly documented in the sentences. ▪ An example is included for each type. ▪ Include an action item for each type.	▪ 5 areas of well-being are correctly documented in the sentences. ▪ An example is included for each type.	▪ 5 areas of well-being are correctly documented in the sentences.	▪ Fewer than 5 areas of well-being are included	▪ Fewer than 3 areas of well-being are included

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
#1b – What Kind of Job Do I Want to Be Doing?				
▪ List 5 jobs of interest ▪ List 5 favorite and least favorite classes in school ▪ Priorities are ranked ▪ Interest inventory was taken online – a copy was printed ▪ 4 careers are researched and a form completed for each job. ▪ Favorite Job form is completed ▪ 3 top career picks filled out	▪ List 5 jobs of interest ▪ List 5 favorite and least favorite classes in school ▪ Priorities are ranked ▪ Interest inventory was taken online – a copy was printed ▪ 4 careers are researched and a form completed for each job. ▪ Favorite Job form is completed ▪ 3 top career picks filled out	▪ List 4 jobs of interest ▪ List 4 favorite and least favorite classes in school ▪ Priorities are ranked ▪ Interest inventory was taken online – a copy was printed ▪ 3 careers are researched and a form completed for each job. ▪ Favorite Job form is completed ▪ 2 top career picks filled out	▪ List 3 jobs of interest ▪ List 3 favorite and least favorite classes in school ▪ Priorities are partially ranked ▪ Interest inventory was started but not completed ▪ 1 career is researched and a form completed for the job. ▪ Favorite Job form is partially completed ▪ 1 top career pick is filled out	▪ List two or less jobs of interest ▪ List two or less favorite and least favorite classes in school ▪ Priorities are not ranked ▪ Interest inventory was not taken online ▪ no careers are researched and no form is completed for each job. ▪ Favorite Job form is not completed ▪ Top career picks not completed
Well-being ▪ Identify the well-being type(s) associated with each priority.	▪ Identify the well-being type(s) associated with each priority. ▪ For 3 top careers, indicate the well-being areas influencing the	▪ Identify the well-being type(s) associated with each priority. ▪ For 2 top careers, indicate the well-being areas influencing the	▪ Identify the well-being type(s) associated with each priority. ▪ For 1 top career, indicate the well-being areas influencing the	▪ The well-being type(s) are not associated with each priority. ▪ For each top career, the well-being areas influencing the

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▪ For each top career, indicate the well-being areas influencing the Like/Don't Like question. ▪ Aptitudes, Interests, Temperament, and Physical capacity are all mapped to the correct areas of well-being.	Like/Don't Like question. ▪ Aptitudes, Interests, Temperament, and Physical capacity are all mapped to the correct areas of well-being.	Like/Don't Like question. ▪ Aptitudes, Interests, Temperament, and Physical capacity are all mapped to the correct areas of well-being.	Like/Don't Like question. ▪ Aptitudes, Interests, Temperament, and Physical capacity are partially mapped to the correct areas of well-being.	Like/Don't Like question are missing. ▪ Aptitudes, Interests, Temperament, and Physical capacity are not mapped to the correct areas of well-being.

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#2 – Taking a Look at the Job Market				
▪ Identify and complete a form for 3 job ads ▪ 100% of each form has been completed	▪ Identify and complete a form for 3 job ads ▪ 100% of each form has been completed	▪ Identify and complete a form for 2 job ads ▪ 80% of each form has been completed	▪ Identify and complete a form for 1 job ad ▪ 60% of each form has been completed	▪ Presents no form for any job ad ▪ Less than 50% of each form has been completed
Well-being ▪ The reality check likes and dislikes indicate the areas of well-being impacted	▪ The reality check likes and dislikes indicate the areas of well-being impacted	▪ The reality check likes and dislikes indicate the areas of well-being impacted	▪ The reality check likes and dislikes indicating the areas of well-being impacted are incomplete	▪ The reality check likes and dislikes indicating the areas of well-being impacted are missing

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#3 – Reality Check: The Job Application				
▪ Completely fill out personal Information, Position Desired, Education, and References ▪ Work experience – Complete work experience section for a minimum of four jobs ▪ Complete Special Job-Related Skills, Training Licenses identifying a minimum of 5 skills or licenses Work experience – Complete work experience section for a minimum of four jobs ▪ Complete Special Job-Related Skills, Training Licenses identifying a	▪ Completely fill out personal Information, Position Desired, Education, and References ▪ Work experience – Complete work experience section for a minimum of three jobs ▪ Complete Special Job-Related Skills, Training Licenses identifying a minimum of 4 skills or licenses ▪ Include at least 3 references	▪ Completely fill out personal Information, Position Desired, Education, and References ▪ Work experience – Complete work experience section for a minimum of three jobs ▪ Complete Special Job-Related Skills, Training Licenses identifying a minimum of 3 skills or licenses ▪ Include at least 3 references	▪ Completely fill out personal Information, Position Desired, Education, and References	▪ Personal Information, Position Desired, Education, and References are incomplete

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minimum of 5 skills or licenses ▪ Include at least 3 references				
Well-being ▪ Each reference lists the areas of personal well-being the individual can address about the student	▪ Each reference lists the areas of personal well-being the individual can address about the student	▪ Each reference lists the areas of personal well-being the individual can address about the student	▪ Some references are missing the areas of personal well-being the individual can address about the student	▪ References are missing the areas of personal well-being the individual can address about the student

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#4A – Taking Inventory- Skills from Jobs				
▪ Identify 8 technical and 8 soft skills used on each job listed on the job application form ▪ Identify a minimum of 3 additional skills as determined by O-Net ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student	▪ Identify 8 technical and 8 soft skills used on each job listed on the job application form ▪ Identify a minimum of 3 additional skills as determined by O-Net ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student	▪ Identify 7 technical and 7 soft skills used on each job listed on the job application form ▪ Identify a minimum of 2 additional skills as determined by O-Net ▪ Evidence/Proof or plan to obtain the skill is identified for each skill	▪ Identify 5 technical and 5 soft skills used on each job listed on the job application form ▪ Identify a minimum of 1 additional skills as determined by O-Net ▪ Evidence/Proof or plan to obtain the skill is identified for each skill	▪ Identify less than 4 activities
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#4B – Taking Inventory- Skills from Education/Training				
▪ Complete the form for at least 5 different education or training experiences. If the individual does not have enough different educational experiences, complete the form for individual courses. ▪ Identify 5 technical and 5 soft skills from each education/ training experience listed on the job application form ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student ▪ Identify 4 job-related skills	▪ Complete the form for at least 5 different education or training experiences. If the individual does not have enough different educational experiences, complete the form for individual courses. ▪ Identify 5 technical and 5 soft skills from each education/ training experience listed on the job application form ▪ Evidence/Proof or plan to obtain the skill is identified for each skill ▪ Identify 3 job-related skills	▪ Complete the form for at least 4 different education or training experiences. If the individual does not enough different educational experiences, complete the form for individual courses. ▪ Identify 4 technical and 4 soft skills from each education/ training experience listed on the job application form ▪ Evidence/Proof or plan to obtain the skill is identified for each skill	▪ Complete the form for at least 2 different education or training experiences. If the individual does not enough different educational experiences, complete the form for individual courses. ▪ Identify 3 technical and 3 soft skills from each education/ training experience listed on the job application form	▪ Identify no course ▪ Completed no forms

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Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#4C – Taking Inventory- Your Transferable Skills				
▪ Identify 12 activities ▪ Identify 2 or more activities for all transferable skill areas ▪ Identify 6 skills for each activity ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student	▪ Identify 12 activities ▪ Identify 2 or more activities for all transferable skill areas ▪ Identify 6 skills for each activity ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student	▪ Identify 8 activities ▪ Identify 1 activity for at least 3 transferable skill areas ▪ Identify 5 skills for each activity ▪ Evidence/Proof or plan to obtain the skill is identified for each skill	▪ Identify 6 activities (3 hobbies, 3 jobs) at a minimum if they do not have memberships or community service. ▪ Identify 3 skills for each activity	▪ Identify less than 6 activities ▪ Identify less than 3 skills for each activity
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#5 – a SWOT Analysis				
▪ Completely distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 7-10 of each: • Strengths • Weaknesses • Opportunities • Threats ▪ Top three items indicated for each section	▪ Completely distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 7-10 of each: • Strengths • Weaknesses • Opportunities • Threats ▪ Top three items indicated for each section	▪ Adequately distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 3-5 of each: • Strengths • Weaknesses • Opportunities • Threats	▪ Partially distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 1-2 of each: • Strengths • Weaknesses • Opportunities • Threats	▪ SWOT analysis is incomplete
Well-being ▪ Each element of SWOT contains an example for all five areas of well-being	▪ Each element of SWOT contains at least 4 examples related to well-being ▪ Each area is identified on the SWOT form	▪ Each element of SWOT contains at least 4 examples related to well-being ▪ Each area is identified on the SWOT form	▪ Each element of SWOT contains at least 2 examples related to well-being ▪ Well-being area is not identified on the SWOT form	▪ SWOT does not contains an example related to well-being

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#6 – Job Matching and My Career Path				
▪ Identify and complete a form for 3 job ads ▪ 100% of each form has been completed ▪ Each job relates to the desired job	▪ Identify and complete a form for 3 job ads ▪ 100% of each form has been completed ▪ Each job relates to the desired job	▪ Identify and complete a form for 2 job ads ▪ 80% of each form has been completed ▪ Each job relates to the desired job	▪ Identify and complete a form for 1 job ad ▪ 60% of each form has been completed ▪ Jobs are not related	▪ Presents no form for any job ad ▪ Less than 50% of each form has been completed
Well-being ▪ Identify the type of well-being impacted for each reality check statement	▪ Identify the type of well-being impacted for each reality check statement.	▪ Identify the type of well-being impacted for each reality check statement	▪ The type of well-being impacted for each reality check statement is incomplete	▪ The type of well-being impacted for each reality check statement is missing

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#7 – Planning for The Skills You Need				
▪ Identify a minimum of 9 technical skills and 8 soft skills. ▪ Describe skill development for each skill ▪ Identify a timeline for developing skill ▪ Timeline for skill development is realistic ▪ Skills chosen match participant's career plan	▪ Identify a minimum of 9 technical skills and 8 soft skills. ▪ Describe skill development for each skill ▪ Identify a timeline for developing skill ▪ Timeline for skill development is realistic ▪ Skills chosen match participant's career plan	▪ Identify a minimum of 8 technical skills and 7 soft skills. ▪ Describe skill development for each skill ▪ Identify work sample for each skill ▪ Identify a timeline for developing skill ▪ Timeline for skill development is realistic	▪ Identify a minimum of 5 technical skills and 5 soft skills. ▪ Describe skill development for each skill ▪ Identify work sample for each skill ▪ Identify a timeline for developing skill	▪ Identify less than 4 technical and 4 soft skills
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#8A – Setting up Your Tabs and Organizing Samples				
▪ Three main skill areas are listed with 5 samples listed for each area ▪ List of all tabs in portfolio is created ▪ Work samples correctly sorted into a minimum of 3 tabbed areas	▪ Three main skill areas are listed with 5 samples listed for each area ▪ List of all tabs in portfolio is created ▪ Work samples correctly sorted into a minimum of 3 tabbed areas	▪ Three main skill areas are listed with 4 samples listed for each area ▪ List of all tabs in portfolio is created ▪ Work samples correctly sorted into a minimum of 3 tabbed areas	▪ Two main skill areas are listed with 3 samples listed for each area	▪ Two main skill areas are listed with only 1-2 samples.
Well-being ▪ Each skill area is tagged with at least 2 types of well-being	▪ Each skill area is tagged with at least 1 type of well-being	▪ Each skill area is tagged with at least 1 type of well-being	▪ Some skills areas are missing the type of well-being	▪ Skills areas are missing the type of well-being

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#8B – Creating Overview Cards				
▪ Overview cards created for each work sample ▪ Overview cards are labeled appropriately with title, purpose, date and skills ▪ Cross reference to index of section	▪ Overview cards created for each work sample ▪ Overview cards are labeled appropriately with title, purpose, date and skills ▪ Cross reference to index of section	▪ Overview cards created for each work sample ▪ Overview cards are labeled appropriately with title, purpose, date and skills	▪ Overview cards created for most work samples ▪ Overview cards are labeled	▪ No overview cards completed
Well-being ▪ Each sample card indicates types of well-being demonstrated on the sample ▪ A card is completed for each sample ▪ Some samples have more than one well-being type	▪ Each sample card indicates types of well-being demonstrated on the sample ▪ A card is completed for each sample	▪ Each sample card indicates at least one type of well-being demonstrated on the sample ▪ A card is completed for each sample	▪ Some sample cards are missing well-being information	▪ Sample cards do not reference well-being

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#9A – Creating My Résumé				
▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for a minimum of three jobs ▪ Complete section 3 identifying a minimum of 1 professional membership held or research and identify a minimum of 2 professional memberships for section 3 ▪ Complete section 4, identifying a minimum of 1 award earned or research and identify a minimum of 2 awards to achieve	▪ Complete section 3 identifying a minimum of 1 professional membership held or research and identify a minimum of 2 professional memberships for section 3 ▪ Complete section 4, identifying a minimum of 1 award earned or research and identify a minimum of 2 awards to achieve ▪ Complete section 5, identifying participation in a minimum of 1 volunteer activity or research and identify a minimum of 2 volunteer	▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for a minimum of three jobs ▪ Complete section 5, identifying participation in a minimum of 1 volunteer activity or research and identify a minimum of 2 volunteer activities to achieve for section 5 ▪ Include at least 3 references ▪ Create a functional résumé without spelling or grammatical errors	▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for a minimum of three jobs ▪ Include at least 1 reference	▪ Sections 1, 2, or 6 are incomplete

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
▪ Complete section 5, identifying participation in a minimum of 1 volunteer activity or research and identify a minimum of 2 volunteer activities to achieve for section 5 ▪ Include at least 3 references ▪ Create a functional résumé without spelling or grammatical errors ▪ Résumé contains a highly- detailed level of skills	activities to achieve for section 5 ▪ Include at least 3 references ▪ Create a functional résumé without spelling or grammatical errors ▪ Résumé contains a highly- detailed level of skills			
Well-being ▪ Résumé contains items that demonstrate all 5 elements of well-being ▪ A copy of the résumé has notes	▪ Résumé contains items that demonstrate at least 4 elements of well-being ▪ A printed copy of the résumé has notes showing	▪ Résumé contains items that demonstrate at least 3 elements of well-being ▪ A printed copy of the résumé has notes showing	▪ Résumé contains items that demonstrate at least 2 elements of well-being ▪ A printed copy of the résumé with notes showing	▪ Résumé doesn't include items that demonstrate well-being ▪ A printed copy of the résumé with notes is incomplete

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CAREER TRANSITIONS WORKBOOK EXERCISES

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showing where every type of well-being is represented ▪ Some elements reflect more than 1 type of well-being	where every type of well-being is represented	where every type of well-being is represented	where every type of well-being is represented is incomplete	

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CAREER TRANSITIONS WORKBOOK EXERCISES

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#9B –Using Keywords in Your Résumé				
▪ Complete work experience for one job ▪ Identify 3 skills and 9 keywords ▪ Complete professional memberships by identifying a minimum of 1 professional membership held or list a desired professional membership and list 3 keywords ▪ Complete awards section by identifying a minimum of 1 award received with 3 keywords or list a desired award with 3 keywords ▪ Complete volunteerism	▪ Complete work experience for one job ▪ Identify 3 skills and 9 keywords ▪ Complete professional memberships by identifying a minimum of 1 professional membership held or list a desired professional membership and list 3 keywords ▪ Complete awards section by identifying a minimum of 1 award received with 3 keywords **or** list a desired award with 3 keywords •Complete volunteerism	▪ Complete work experience for one job ▪ Identify 3 skills and 3 keywords ▪ Complete volunteerism section by identifying a minimum of 1 volunteer activity or list a potential volunteer activity and list 3 keywords	▪ Complete work experience for one job ▪ Identify 1 skill and 1 keyword	▪ Did not complete work experience section for one job

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section by identifying a minimum of 1 volunteer activity and list 3 keywords or list a potential volunteer activity and list 3 keywords	section by identifying a minimum of 1 volunteer activity and list 3 keywords **or** list a potential volunteer activity and list 3 keywords			
Well-being ▪ Include 6 keywords that describe an aspect of well-being	▪ Include 5 keywords that describe an aspect of well-being	▪ Include 4 keywords that describe an aspect of well-being	▪ Include less than 4 keywords that describe an aspect of well-being	▪ No keywords referencing well-being is referenced

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#10– My Professional Profile on LinkedIn™				
▪ Includes a professional photo ▪ Includes at least 12 keywords to use in profile ▪ Jobs for Transferable Skills – Complete a minimum of three jobs ▪ Each job contains a detailed description including appropriate keywords ▪ Include at least 6 specialties ▪ Subheading is complete and compelling ▪ List at least 6 networking connections ▪ Includes a personal URL	▪ Includes a professional photo ▪ Includes at least 12 keywords to use in profile ▪ Jobs for Transferable Skills – Complete a minimum of three jobs ▪ Each job contains a detailed description including appropriate keywords ▪ Include at least 6 specialties ▪ Subheading is complete and compelling ▪ List at least 6 networking connections ▪ Includes a personal URL	▪ Includes a professional photo ▪ Includes at least 10 keywords to use in profile ▪ Jobs for Transferable Skills – Complete a minimum of two jobs ▪ Each job contains a detailed description including appropriate keywords ▪ Include at least 5 specialties ▪ Subheading is complete ▪ List at least 5 network connections	▪ Includes a professional photo ▪ Includes at least 8 keywords to use in profile ▪ Jobs for Transferable Skills – Complete a minimum of two job ▪ Job contains a detailed description ▪ Include at least 4 specialties ▪ Subheading is complete ▪ List at least 4 network connections ▪ Includes a personal URL ▪ Includes at least one recommendation	▪ No photo included ▪ Less than 7 keywords listed ▪ Jobs for Transferable Skills- completed for one job or missing ▪ Less than 4 specialties ▪ No subheading ▪ Includes less than 4 network connections ▪ No personal URL ▪ No recommendations

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▪ Includes at least three recommendation	▪ Includes at least two recommendations			
Well-being ▪ Include 5 keywords that describe an aspect of well-being ▪ The profile contains an example of well-being that shows workplace engagement	▪ Include 5 keywords that describe an aspect of well-being ▪ The profile contains an example of well-being that shows workplace engagement	▪ Include 4 keywords that describe an aspect of well-being	▪ Include less than 4 keywords that describe an aspect of well-being	▪ No keywords referencing well-being is referenced

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CAREER TRANSITIONS WORKBOOK EXERCISES

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#11 – Assembling Your Career Portfolio				
▪ Checklist is fully completed including: • Work philosophy • Minimum of 5 goals ▪ Minimum of 4 tabbed areas	▪ Checklist is fully completed including: • Work philosophy • Minimum of 5 goals • Minimum of 4 tabbed areas	▪ Checklist is fully completed including: • Work philosophy • Minimum of 4 goals • Minimum of 3 tabbed areas	▪ Checklist is fully completed including: • Work philosophy • Minimum of 3 goals • Minimum of 2 tabbed areas	▪ Checklist is incomplete
Well-being ▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least one element of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Some samples are missing the element of well-being. ▪ The note about how you will reference well-being in each sample in an interview setting is incomplete	▪ Elements of well-being demonstrated by each sample are missing. ▪ No note is included about how to reference well-being and work samples in an interview

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#12A – What's Your Attitude?				
▪ Attitude survey is completed ▪ 10 quotable quotes completed ▪ 3 attitudes completed 6 attitudes to be changed completed ▪ 3 attitudes completed	▪ Attitude survey is completed ▪ 10 quotable quotes completed ▪ 3 attitudes completed	▪ Attitude survey is completed ▪ 7 quotable quotes completed ▪ 3 attitudes completed	▪ Attitude survey is completed ▪ 7 quotable quotes completed ▪ 2 attitudes completed	▪ Attitude survey is incomplete ▪ Less than 7 quotable quotes completed ▪ 1 or less attitudes completed
Well-being ▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least one element of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Some samples are missing the element of well-being. ▪ The note about how you will reference well-being in each sample in an interview setting is incomplete	▪ Elements of well-being demonstrated by each sample are missing. ▪ No note is included about how to reference well-being and work samples in an interview

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#12B – Shifting Your Attitude				
▪ 3 attitudes and affirmations completed ▪ 6 attitudes to be changed completed ▪ 3 attitudes completed	▪ 3 attitudes and affirmations completed ▪ 6 attitudes to be changed completed ▪ 3 attitudes completed	▪ 3 attitudes and affirmations completed ▪ 4 attitudes to be changed completed ▪ 2 attitudes completed	▪ 2 attitudes and affirmations completed ▪ 3 attitudes to be changed completed ▪ 1 attitudes completed	▪ Less than 2 attitudes and affirmations completed ▪ Less than 3 attitudes to be changed completed ▪ Less than 1 attitudes completed
Well-being ▪ 3 affirmations relate to well-being ▪ Indicate the well-being area impacted by each attitude change	▪ 3 affirmations relate to well-being ▪ 5 attitudes to be changed indicate the type of well-being affected	▪ 3 affirmations relate to well-being ▪ 4 attitudes to be changed indicate the type of well-being affected	▪ affirmations do not clearly relate to well-being ▪ 3 or less attitudes to be changed indicate the type of well-being affected	▪ Affirmations do not relate to well-being ▪ Attitudes to be changed do not indicate the type of well-being affected

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CAREER TRANSITIONS WORKBOOK EXERCISES

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#13 – Transferring Well-Being to Career Success				
Well-being ▪ Identify 2-3 examples of well-being for each sample ▪ Identify 1 way each sample can be improved ▪ List 6 ways to integrate well-being into work samples	▪ Identify 2-3 examples of well-being for each sample ▪ Identify 1 way each sample can be improved ▪ List 6 ways to integrate well-being into work samples	▪ Identify 1-2 examples of well-being for each sample ▪ Identify 1 way each sample can be improved ▪ List 4 ways to integrate well-being into work samples	▪ Identify 1 example of well-being for each sample ▪ Identify 1 way each sample can be improved ▪ List 3 ways to integrate well-being into work samples	▪ Example of well-being for each sample is incomplete ▪ Identify 1 way each sample can be improved is incomplete ▪ List 3 less than ways to integrate well-being into work samples

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Suggested Grading Rubrics for Exercises in *College Prep Workbook*

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
#1 – Your College Prep Portfolio Planner				
▪ All skills are listed from each of the other exercises ▪ Skill type is **correctly** identified for each skill ▪ Source identified for each skill ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student ▪ The plan to obtain the skill contains achievement dates ▪ Tabbed area identified for each skill	▪ All skills are listed from each of the other exercises ▪ Skill type is **correctly** identified for each skill ▪ Source identified for each skill ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student ▪ The plan to obtain the skill contains achievement dates ▪ Tabbed area identified for each skill	▪ All skills are listed from each of the other exercises ▪ Skill type is identified for each skill ▪ Source identified for each skill ▪ Evidence/Proof or plan to obtain the skill is identified for each skill ▪ Tabbed area identified for each skill	▪ 80% of the skills are listed from each of the other exercises ▪ Source identified for each skill ▪ Evidence/Proof or plan to obtain the skill is identified for each skill ▪ Tabbed area identified for each skill	▪ 50% or less of the skills are listed from each of the other exercises

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COLLEGE PREP WORKBOOK EXERCISES

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Well-being ▪ 3 Elements of well-being are mapped into each work sample	▪ 2 Elements of well-being are mapped into each work sample	▪ 1 Element of well-being is mapped into each work sample	▪ Some work samples are missing well-being mapping ▪ Mapping doesn't match sample	▪ Work samples are missing well-being mapping
#2 – Well-Being Inventory				
▪ Survey is complete and totaled. ▪ 5 complete sentences written, one for each type of well-being.	▪ Survey is complete and totaled. ▪ 5 complete sentences written, one for each type of well-being.	▪ Survey is completed ▪ Written sentences for at least 3 types of well-being.	▪ Survey is incomplete. ▪ Written sentences for at least 3 types of well-being.	▪ Survey is incomplete. ▪ Two or less sentences have been completed.
Well-being ▪ 5 areas of well-being are correctly documented in the sentences. ▪ An example is included for each type. ▪ Include an action item for each type.	▪ 5 areas of well-being are correctly documented in the sentences. ▪ An example is included for each type.	▪ 5 areas of well-being are correctly documented in the sentences.	▪ Fewer than 5 areas of well-being are included	▪ Fewer than 3 areas of well-being are included

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COLLEGE PREP WORKBOOK EXERCISES

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#3 – Class Skills Inventory				
▪ Identify the career field ▪ List 9 skills learned ▪ List 3 or more courses ▪ Describe how each skill would be used in the career field	▪ Identify the career field ▪ List 9 skills learned ▪ List 3 or more courses ▪ Describe how each skill would be used in the career field	▪ Identify the career field ▪ List 6 skills learned ▪ List 2 or more courses ▪ Describe how each skill would be used in the career field	▪ Identify the career field ▪ List 3 skills learned ▪ List 1 or more courses ▪ Describe how each skill would be used in the career field	▪ Less than 3 skills learned ▪ List no courses ▪ Does not describe how each skill would be used in the career field
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#4 – Soft Skills Inventory				
▪ Minimum of 6 soft skills areas ▪ Minimum of 3 observable skills for each area ▪ Minimum of 1 method of proof for each skill ▪ Method of proof contains achievement dates	▪ Minimum of 6 soft skills areas ▪ Minimum of 3 observable skills for each area ▪ Minimum of 1 method of proof for each skill ▪ Method of proof contains achievement dates	▪ Minimum of 5 soft skills areas ▪ Minimum of 3 observable skills for each area ▪ Minimum of 1 method of proof for each skill	▪ Minimum of 3 soft skills areas ▪ Minimum of 2 observable skills for each area ▪ Minimum of 1 method of proof for each skill	▪ Less than 3 soft skills areas ▪ Less than 2 observable skills for each area
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#5 – Transferable Skill Inventory				
▪ List 12 activities ▪ List 2 or more activities for all transferable skill areas ▪ List 6 skills for each activity	▪ List 12 activities ▪ List 2 or more activities for all transferable skill areas ▪ List 6 skills for each activity	▪ List 8 activities ▪ List 1 activity for at least 3 transferable skill areas ▪ List 5 skills for each activity	▪ List 6 activities(3 hobbies, 3 jobs at Minimum if they do not have memberships or community service. ▪ List 3 skills for each activity	▪ Less than 6 activities ▪ Less than 3 skills for each activity
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#6 – STEM Skills Inventory				
▪ Each skill has 3-4 work samples ▪ 9 or more different work samples are listed ▪ No less than 5 areas are blank	▪ Each skill has 2-3 work samples ▪ 8 or more different work samples are listed ▪ No less than 6 areas are blank	▪ Most skills have 2-3 work samples ▪ 5 or more different work samples are listed No less than 7 areas are blank	▪ Most skills have 1-2 work samples ▪ 3 or more different work samples are listed ▪ No less than 9 areas are blank	▪ Less than 1 work sample for skills ▪ More than 10 areas are blank
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#7 – Choosing Your Major				
▪ Identified minimum of 5 top skills ▪ Identified minimum of 5 jobs ▪ Minimum of 5 favorite and least favorite classes ▪ Identified minimum of 3 majors ▪ 100% completeness on all three forms as compared to looking at the evidence provided by student.	▪ Identified minimum of 5 top skills ▪ Identified minimum of 5 jobs ▪ Minimum of 5 favorite and least favorite classes ▪ Identified minimum of 3 majors ▪ 100% completeness on all three forms as compared to looking at the evidence provided by student.	▪ Identified Minimum of 4 top skills ▪ Identified Minimum of 4 jobs ▪ Minimum of 4 favorite and least favorite classes ▪ Identified Minimum of 3 majors ▪ All areas of the form are completed ▪ 100% completeness on one or more forms as compared to looking at the proof provided by student.	▪ Identified Minimum of 3 top skills ▪ Identified Minimum of 3 jobs ▪ Minimum of 3 favorite and least favorite classes ▪ Identified Minimum of 3 majors ▪ All areas of the form are complete 70% ▪ 70% completeness on all three forms as compared to looking at the evidence provided by student.	▪ Identified Less than 3 top skills ▪ Identified Less than 3 jobs ▪ Less than 3 favorite and least favorite classes ▪ Identified Less than 3 majors ▪ Less than 70% completeness on all three forms as compared to looking at the evidence provided.
Well-being ▪ For each top career, indicate the well-being areas influencing the Like/Don't Like question. ▪ The reality check likes and dislikes indicate	▪ For 3 top careers, indicate the well-being areas influencing the Like/Don't Like question. ▪ The reality check likes and dislikes indicate the areas of well-being impacted	▪ For 2 top careers, indicate the well-being areas influencing the Like/Don't Like question. ▪ The reality check likes and dislikes indicate the areas of well-being impacted	▪ For 1 top career, indicate the well-being areas influencing the Like/Don't Like question. ▪ The reality check likes and dislikes indicating the areas of well-being impacted are incomplete	▪ For each top career, the well-being areas influencing the Like/Don't Like question are missing ▪ The reality check likes and dislikes indicating the areas of well-being impacted are missing

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the areas of well-being impacted				
#8 – Focusing Your Skills Using Job Listings				
▪ Attach 3 job ads ▪ 9 keywords for each ad ▪ Underline keywords in ad ▪ All job ads are in the same career field	▪ Attach 3 job ads ▪ 9 keywords for each ad ▪ Underline keywords in ad ▪ All job ads are in the same career field	▪ Attach 2 job ads ▪ List 3 keywords for each ad ▪ Underline keywords in ad	▪ Attach 1 job ad ▪ List 3 keywords	▪ Presents no job ads ▪ Does not have keywords ▪ Does not list any skills
Well-being ▪ Identify the type of well-being impacted for each reality check statement	▪ Identify the type of well-being impacted for each reality check statement.	▪ Identify the type of well-being impacted for each reality check statement	▪ The type of well-being impacted for each reality check statement is incomplete	▪ The type of well-being impacted for each reality check statement is missing

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
#9A – Planning For The Skills You Need – College Plan Of Study				
▪ List 6-7 skills ▪ **Correctly** list skill type for each skill ▪ Explain why each skill would be gained	▪ List 6-7 skills ▪ **Correctly** list skill type for each skill ▪ Explain why each skill would be gained	▪ List 4-5 skills ▪ List skill type for each skill ▪ Explain why each skill would be gained	▪ Minimum of 3 skills ▪ List skill type for each skill ▪ Explain why each skill would be gained	▪ Identify less than 3 skills
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#9B – Planning For The Skills You Need – Jobs				
▪ Minimum of 12 skills ▪ Describe skill development for each skill ▪ Identify a timeline for developing skill ▪ Timeline for skill development is realistic ▪ List work sample for each skill ▪ List other participants needed to develop skill ▪ Skills chosen match participant's career plan	▪ Minimum of 12 skills ▪ Describe skill development for each skill ▪ Identify a timeline for developing skill ▪ Timeline for skill development is realistic ▪ List work sample for each skill ▪ List other participants needed to develop skill ▪ Skills chosen match participant's career plan	▪ Minimum of 10 skills ▪ Describe skill development for each skill ▪ Include a timeline for developing skill ▪ Timeline for skill development is realistic ▪ List work sample for each skill ▪ List other participants needed to develop skill	▪ Minimum of 7 skills ▪ Describe skill development for each skill ▪ List a timeline for developing skill ▪ Identify a work sample for each skill	▪ Identify less than 5 skills
Well-being ▪ Each skill listed is tagged with at least 2 types of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Each skill listed is tagged with at least 1 type of well-being	▪ Some skills are missing the type of well-being	▪ Skills are missing the type of well-being

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#9C – Planning For The Skills You Need – Transferable Skills				
▪ Minimum of 15 skills ▪ Identify transferable skill area for each skill ▪ Describe skill development for each skill ▪ List other participants needed to develop skill ▪ Include timeline for developing skill ▪ Timeline for skill development is realistic ▪ Work sample for each skill ▪ Skills chosen match participant's career plan	▪ Minimum of 15 skills ▪ Identify transferable skill area for each skill ▪ Describe skill development for each skill ▪ List other participants needed to develop skill ▪ Include timeline for developing skill ▪ Timeline for skill development is realistic ▪ Work sample for each skill ▪ Skills chosen match participant's career plan	▪ Minimum of 12 skills ▪ Identify transferable skill area for each skill ▪ Describe skill development for each skill ▪ Include work sample for each skill ▪ Include a timeline for developing skill ▪ Timeline for skill development is realistic ▪ Identify other participants needed to develop skill	▪ Minimum of 9 skills ▪ Identify transferable skill area for each skill ▪ Describe skill development for each skill ▪ Include work sample for each skill ▪ Include a timeline for developing skill	▪ Less than 7 skills

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Well-being ▪ Each item lists the type(s) of well-being it demonstrates	▪ Each item lists the type(s) of well-being it demonstrates	▪ Each item lists at least one type of well-being being demonstrated	▪ Some items on the list are missing the type of well-being being demonstrated	▪ The type of well-being demonstrated by each item on the list is missing.
#10 –Identifying Potential Colleges and Universities				
▪ Each item is ranked. ▪ 100% of the comparison form is completed. ▪ Institution is ranked and explanation is complete.	▪ Each item is ranked. ▪ 100% of the comparison form is completed. ▪ Institution is ranked and explanation is complete.	▪ Each item is ranked. ▪ 90% of the comparison form is completed. ▪ Institution is ranked and explanation is complete.	▪ Each item is ranked. ▪ 70% of the form is complete. ▪ Institution is ranked and explanation is complete.	▪ Ranking not complete. ▪ Less than 70% of the form is complete ▪ Institution is not ranked or explained.
Well-being ▪ Indicate the well-being area(s) impacted by each criteria area. ▪ Identify your most important well-being considerations when making a decision on the institution	▪ Indicate the well-being areas impacted by each criteria area. ▪ Identify your most important well-being considerations when making a decision on the institution	▪ Indicate the well-being areas impacted by each criteria area. ▪ Identify your most important well-being considerations when making a decision on the institution	▪ The well-being areas impacted by each criteria area are missing or incomplete	▪ The well-being areas impacted by each criteria area are missing

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#11A – Résumé Development – Résumé Organizer				
▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section as if they had one of those jobs ▪ Complete section 3 include minimum of 1 professional membership held or research and minimum of 2 professional memberships for section 3 ▪ Complete section 4, include minimum of 1 award earned or	▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section as if they had one of those jobs ▪ Complete section 3 include minimum of 1 professional membership held or research and minimum of 2 professional memberships for section 3 ▪ Completely fill out sections 1, 2, and 6	▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section as if they had one of those jobs ▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section	▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section as if they had one of those jobs ▪ Include at least 1 reference	▪ Sections 1, 2, or 6 are incomplete

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research and a minimum of 2 awards to achieve ▪ Complete section 5, include participation in a minimum of 1 volunteer activity or research and minimum of 2 volunteer activities to achieve for section 5 ▪ Include at least 3 references ▪ Create a functional résumé without spelling or grammatical errors ▪ Résumé contains a highly- detailed level of skills	▪ Work experience – Complete work experience section for minimum of three jobs ▪ If no job experience, complete Exercise #2 and #6B and then complete the work experience section as if they had one of those jobs	as if they had one of those jobs ▪ Include at least 1 reference		
Well-being ▪ Résumé contains items that demonstrate all 5 elements of well-being	▪ Résumé contains items that demonstrate at least 4 elements of well-being	▪ Résumé contains items that demonstrate at least 3 elements of well-being	▪ Résumé contains items that demonstrate at least 2 elements of well-being	▪ Résumé doesn't include items that demonstrate well-being

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▪ A copy of the résumé has notes showing where every type of well-being is represented ▪ Some elements reflect more than 1 type of well-being	▪ A printed copy of the résumé has notes showing where every type of well-being is represented	▪ A printed copy of the résumé has notes showing where every type of well-being is represented	▪ A printed copy of the résumé with notes showing where every type of well-being is represented is incomplete	▪ A printed copy of the résumé with notes is incomplete
#11B – Résumé Development – Using Keywords In Your Résumé				
▪ Complete work experience for one job ▪ 3 skills and 9 keywords ▪ Complete professional memberships by including a minimum of 1 professional membership held or list a desired professional membership and list 3 keywords	▪ Complete work experience for one job ▪ 3 skills and 9 keywords ▪ Complete professional memberships by including a minimum of 1 professional membership held or list a desired professional membership and list 3 keywords	▪ Complete work experience for one job ▪ 3 skills and 3 keywords ▪ Complete volunteerism section by including a minimum of 1 volunteer activity **or** list a potential volunteer activity and list 3 keywords	▪ Complete work experience for one job ▪ 1 skill and 1 keyword	▪ Did not complete work experience section for one job

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COLLEGE PREP WORKBOOK EXERCISES

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
▪ Complete awards section by including a minimum of 1 award received with 3 keywords **or** list a desired award with 3 keywords ▪ Complete volunteerism section by including a minimum of 1 volunteer activity and list 3 keywords **or** list a potential volunteer activity and list 3 keywords	▪ Complete awards section by including a minimum of 1 award received with 3 keywords **or** list a desired award with 3 keywords ▪ Complete volunteerism section by including a minimum of 1 volunteer activity and list 3 keywords **or** list a potential volunteer activity and list 3 keywords			
Well-being ▪ Include 6 keywords that describe an aspect of well-being	▪ Include 5 keywords that describe an aspect of well-being	▪ Include 4 keywords that describe an aspect of well-being	▪ Include less than 4 keywords that describe an aspect of well-being	▪ No keywords referencing well-being is referenced

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+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
#12 – Gathering, Sorting And Refining Work Samples				
▪ Complete the tabbed area column in Exercise #1 ▪ Create tabs for each area of the portfolio ▪ Work samples correctly sorted into a minimum of 4 tabbed areas ▪ Best work samples are displayed in the portfolio ▪ Overview cards created for each work sample	▪ Complete the tabbed area column in Exercise #1 ▪ Create tabs for each area of the portfolio ▪ Work samples correctly sorted into a minimum of 4 tabbed areas ▪ Best work samples are displayed in the portfolio ▪ Overview cards created for each work sample	▪ Complete the tabbed area column in Exercise #1 ▪ Create tabs for each area of the portfolio ▪ Work samples correctly sorted into a minimum of 3 tabbed areas ▪ Best work samples are displayed in the portfolio ▪ Overview cards created for each work sample	▪ Complete the tabbed area column in Exercise #1	▪ Tabbed area column in Exercise #1 is incomplete
Well-being ▪ Each skill area is tagged with at least 2 types of well-being ▪ Each sample card indicates types of well-being demonstrated on the sample ▪ A card is completed for each sample	▪ Each skill area is tagged with at least 1 type of well-being ▪ Each sample card indicates types of well-being demonstrated on the sample ▪ A card is completed for each sample	▪ Each skill area is tagged with at least 1 type of well-being ▪ Each sample card indicates at least one type of well-being demonstrated on the sample ▪ A card is completed for each sample	▪ Some skills areas are missing the type of well-being ▪ Some sample cards are missing well-being information	▪ Skills areas are missing the type of well-being ▪ Sample cards do not reference well-being

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COLLEGE PREP WORKBOOK EXERCISES

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▪ Some samples have more than one well-being type				
#13 – Creating Your Career Portfolio – Assembly Checklist				
▪ Checklist is fully completed including: • Work philosophy • Minimum of 5 goals • Minimum of 4 tabbed areas	▪ Checklist is fully completed including: • Work philosophy • Minimum of 5 goals • Minimum of 4 tabbed areas	▪ Checklist is fully completed including: • Work philosophy • Minimum of 4 goals • Minimum of 3 tabbed areas	▪ Checklist is fully completed including: • Work philosophy • Minimum of 3 goals • Minimum of 2 tabbed areas	▪ Checklist is incomplete
Well-being ▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least one element of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Some samples are missing the element of well-being. ▪ The note about how you will reference well-being in each sample in an interview setting is incomplete	▪ Elements of well-being demonstrated by each sample are missing. ▪ No note is included about how to reference well-being and work samples in an interview

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#14 – Application Essay				
▪ Fully written essay ▪ No spelling or grammar errors ▪ High energy, captures the reader, maintains the point ▪ Information is filled out on the notes form – strengths, why this school, interesting story ideas.	▪ Fully written essay ▪ No spelling or grammar errors ▪ High energy, captures the reader, maintains the point ▪ Information is filled out on the notes form – strengths, why this school, interesting story ideas.	▪ Working draft of the essay ▪ No spelling or grammar errors ▪ Information is filled out on the notes form – strengths, why this school, interesting story ideas.	▪ Rough outline of the essay ▪ Information is filled out on the notes form – strengths, why this school, interesting story ideas. ▪ No spelling or grammar errors in the rough draft ▪ Essay is descriptive of the student and stays focused.	▪ Rough outline not complete ▪ Information on notes form not completed ▪ Errors in spelling and grammar
Well-being ▪ Statement includes a reference to how personal well-being is demonstrated in the career portfolio. ▪ Essay includes a story that demonstrates personal well-	▪ Statement includes a reference to how personal well-being is demonstrated in the career portfolio. ▪ Essay includes a story that demonstrates personal well-being and how it makes you a better employee	▪ Statement includes a reference to how personal well-being is demonstrated in the career portfolio. ▪ Essay includes a story that demonstrates personal well-being and how it makes you a better employee	▪ Statement has an incomplete or confusing reference to how personal well-being is demonstrated in the career portfolio. ▪ Connection to well-being is not clear in the essay	▪ Statement does not reference how personal well-being is demonstrated in the career portfolio.

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COLLEGE PREP WORKBOOK EXERCISES

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
being and how it makes you a better employee				
#15A – What's Your Attitude?				
▪ Attitude survey is completed ▪ 10 quotable quotes completed ▪ 3 attitudes completed	▪ Attitude survey is completed ▪ 10 quotable quotes completed ▪ 3 attitudes completed	▪ Attitude survey is completed ▪ 7 quotable quotes completed ▪ 3 attitudes completed	▪ Attitude survey is completed ▪ 7 quotable quotes completed ▪ 2 attitudes completed	▪ Attitude survey is incomplete ▪ Less than 7 quotable quotes completed ▪ Less than 3 attitudes completed
Well-being ▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least two elements of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Identify at least one element of well-being demonstrated by each sample. ▪ Include a note about how you will reference well-being for each sample in an interview setting	▪ Some samples are missing the element of well-being. ▪ The note about how you will reference well-being in each sample in an interview setting is incomplete	▪ Elements of well-being demonstrated by each sample are missing. ▪ No note is included about how to reference well-being and work samples in an interview

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#15B – Shifting Your Attitude				
▪ 3 attitudes and affirmations completed ▪ 6 attitudes to be changed completed ▪ 3 attitudes completed	▪ 3 attitudes and affirmations completed ▪ 6 attitudes to be changed completed ▪ 3 attitudes completed	▪ 3 attitudes and affirmations completed ▪ 4 attitudes to be changed completed ▪ 2 attitudes completed	▪ 2 attitudes and affirmations completed ▪ 3 attitudes to be changed completed ▪ 1 attitudes completed	▪ Less than 2 attitudes and affirmations completed ▪ Less than 3 attitudes to be changed completed ▪ Less than 1 attitudes completed
Well-being ▪ 3 affirmations relate to well-being ▪ Indicate the well-being area impacted by each attitude change	▪ 3 affirmations relate to well-being ▪ 5 attitudes to be changed indicate the type of well-being affected	▪ 3 affirmations relate to well-being ▪ 4 attitudes to be changed indicate the type of well-being affected	▪ affirmations do not clearly relate to well-being ▪ 3 or less attitudes to be changed indicate the type of well-being affected	▪ Affirmations do not relate to well-being ▪ Attitudes to be changed do not indicate the type of well-being affected

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COLLEGE PREP WORKBOOK EXERCISES

Notes:

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Suggested Grading Rubrics for the Hard Copy Career Portfolio

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Appearance				
▪ 3-ring notebook ▪ materials are in sheet protectors ▪ tabbed ▪ materials are in order ▪ neat, clean and orderly ▪ appearance of sections are consistent ▪ materials are printed on professional paper	▪ 3-ring notebook ▪ materials are in sheet protectors ▪ tabbed ▪ materials are in order ▪ neat, clean and orderly ▪ appearance of sections are consistent ▪ materials are printed on professional paper	▪ 3-ring notebook ▪ materials are in sheet protectors ▪ tabbed ▪ materials are in order ▪ neat, clean and orderly ▪ all required components are included	▪ Missing 1 of the following components: ▪ 3-ring notebook ▪ materials are in sheet protectors ▪ tabbed ▪ materials are in order ▪ materials are not neat and well ordered	▪ Career portfolio is incomplete
Tabs				
▪ Includes a minimum of 5 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read	▪ Includes a minimum of 5 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read	▪ Includes a minimum of 4 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read	▪ Includes a minimum of 3 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read	▪ Fewer than 3 tabbed areas ▪ Tabs are not printed ▪ Tabs are difficult to read

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GRADING RUBRICS

HARD COPY CAREER PORTFOLIO

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Completeness				
▪ Portfolio includes: ▪ Statement of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Tabs ▪ 15-20 work samples with overview cards ▪ References ▪ Includes instructions for using the electronic portfolio	▪ Portfolio includes: ▪ Statement of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Tabs ▪ 15-20 work samples with overview cards ▪ References ▪ Includes instructions for using the electronic portfolio	▪ Portfolio includes: ▪ Statement of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Tabs ▪ 10 work samples with overview cards ▪ References ▪ Includes instructions for using the electronic portfolio	▪ Portfolio includes: ▪ Statement of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Tabs ▪ 5 work samples with overview cards ▪ References	▪ Items are incomplete or missing
Work Samples				
▪ Includes 15-20 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Overview card is present for each sample ▪ Work samples are in the appropriate tabbed area	▪ Includes 15-20 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Overview card is present for each sample ▪ Work samples are in the appropriate tabbed area	▪ Includes 10 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Overview card is present for each sample ▪ Work samples are in the appropriate tabbed area	▪ Includes 5 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Missing some of the following components: ▪ Overview card is present for each sample	▪ Fewer than 5 work samples ▪ Items are incomplete or missing

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HARD COPY CAREER PORTFOLIO

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
▪ Minimum of 4 of the following types of work samples are included: ▪ Letters of recommendation ▪ Skill sets ▪ Job sample ▪ Class assignment or project ▪ Certificates and degrees ▪ Awards ▪ Community Service ▪ Memberships/ Extracurricular Activities ▪ Plan of study ▪ Faculty/Employee Bios	▪ Minimum of 4 of the following types of work samples are included: ▪ Letters of recommendation ▪ Skill sets ▪ Job sample ▪ Class assignment or project ▪ Certificates and degrees ▪ Awards ▪ Community Service ▪ Memberships/ Extracurricular Activities ▪ Plan of study ▪ Faculty/Employee Bios	▪ Minimum of 3 of the following types of work samples are included: ▪ Letters of recommendation ▪ Skill sets ▪ Job sample ▪ Class assignment or project ▪ Certificates and degrees ▪ Awards ▪ Community Service ▪ Memberships/ Extracurricular Activities ▪ Plan of study ▪ Faculty/Employee Bios	▪ Work samples may not fit in the appropriate tabbed area ▪ Less than 2 of the following types of work samples are included: ▪ Letters of recommendation ▪ Skill sets ▪ Job sample ▪ Class assignment or project ▪ Certificates and degrees ▪ Awards ▪ Community Service ▪ Memberships/ Extracurricular Activities ▪ Plan of study ▪ Faculty/Employee Bios	

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HARD COPY CAREER PORTFOLIO

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Well-Being				
▪ Each key skill area contains 3 samples that demonstrate well-being. ▪ Each goal is tagged with at least 2 types of well-being ▪ The work philosophy has at least 3 points that reference well-being ▪ The student can describe how 100% of their samples demonstrate well-being	▪ Each key skill area contains 2 samples that demonstrate well-being. ▪ Each goal is tagged with at least 1 types of well-being ▪ The work philosophy has at least 2 points that reference well-being ▪ The student can describe how 80% of their samples demonstrate well-being	▪ Each key skill area contains 1 sample that demonstrate well-being. ▪ Each goal is tagged with at least 1 types of well-being ▪ The work philosophy has at least 1 point that references well-being ▪ The student can describe how 70% of their samples demonstrate well-being	▪ Key skill areas have less than 2 samples that demonstrate well-being. ▪ The goals are missing references to well-being ▪ The work philosophy doesn't reference well-being ▪ The student can describe how fewer than 60% of their samples demonstrate well-being	▪ Key skill areas have no samples that demonstrate well-being. ▪ The goals are missing references to well-being ▪ The work philosophy doesn't reference well-being ▪ The student can describe how fewer than 50% of their samples demonstrate well-being

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Suggested Grading Rubrics for the Electronic Career Portfolio

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Appearance				
▪ All pages have a professional and consistent look and style ▪ Easy to navigate ▪ Materials are logically organized ▪ All required components are included ▪ Graphically appealing	▪ All pages have a professional and consistent look and style ▪ Easy to navigate ▪ Materials are logically organized ▪ All required components are included ▪ Graphically appealing	▪ All pages have a consistent look and style ▪ Easy to navigate ▪ Materials are logically organized ▪ All required components are included ▪ Graphically appealing	▪ Missing 1 of the following components: • materials are in order • materials are not neat and well ordered	▪ Career portfolio is missing components ▪ Site is difficult to navigate or navigation is missing
Navigation				
▪ Navigation is complete and clear ▪ All navigation buttons and links work correctly ▪ Pages are logically grouped by skill area ▪ Navigation is consistent on each page	▪ Navigation is complete and clear ▪ All navigation buttons and links work correctly ▪ Pages are logically grouped by skill area ▪ Navigation is consistent on each page	▪ Navigation is adequate and clear ▪ All navigation buttons and links work correctly ▪ Pages are logically grouped by skill area ▪ Navigation is consistent on each page	▪ Navigation is adequate ▪ Most navigation buttons and links work correctly ▪ Pages are logically grouped by skill area ▪	▪ Navigation does not work ▪ Difficult to find sub pages ▪ Pages are not organized

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ELECTRONIC CAREER PORTFOLIO

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
▪ Navigation toolbars parallel the tabs in the hard copy portfolio	▪ Navigation toolbars parallel the tabs in the hard copy portfolio			
Completeness				
▪ Includes all required components: ▪ Stmt. of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Navigation buttons/ text ▪ Includes 15-20 work samples with captions ▪ References ▪ Contact information ▪ Includes instructions for using the electronic portfolio	▪ Includes all required components: ▪ Stmt. of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Navigation buttons/ text ▪ Includes 15-20 work samples with captions ▪ References ▪ Contact information ▪ Includes instructions for using the electronic portfolio	▪ Includes all required components: ▪ Stmt. of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Navigation buttons/ text ▪ Includes 10 work samples with captions ▪ References ▪ Contact information ▪ Includes instructions for using the electronic portfolio	▪ Statement of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Navigation buttons or text ▪ Includes 5 work samples with captions ▪ References ▪ Contact information	▪ Items are incomplete or missing
Work Samples				
▪ Include 15-20 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills	▪ Include 15-20 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills	▪ Include a minimum of 10 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills	▪ Include a minimum of 5 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills	▪ Fewer than 5 work samples ▪ Items are incomplete or missing

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ELECTRONIC CAREER PORTFOLIO

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
▪ Captions on each sample ▪ Work samples are in the appropriate skill area ▪ At least 4 of the following types of work samples are included: ▪ Letters of recommendation ▪ Skill sets ▪ Job sample ▪ Class assignment or project ▪ Certificates and degrees ▪ Awards ▪ Community Service ▪ Memberships/ Extracurricular Activities ▪ Plan of study ▪ Faculty/Employee Bios	▪ Captions on each sample ▪ Work samples are in the appropriate skill area ▪ At least 4 of the following types of work samples are included: ▪ Letters of recommendation ▪ Skill sets ▪ Job sample ▪ Class assignment or project ▪ Certificates and degrees ▪ Awards ▪ Community Service ▪ Memberships/ Extracurricular Activities ▪ Plan of study ▪ Faculty/Employee Bios	▪ Captions on each sample ▪ Work samples are organized into the appropriate skill area ▪ At least 3 of the following types of work samples are included: ▪ Letters of recommendation ▪ Skill sets ▪ Job sample ▪ Class assignment or project ▪ Certificates and degrees ▪ Awards ▪ Community Service ▪ Memberships/ Extracurricular Activities ▪ Plan of study ▪ Faculty/Employee Bios	▪ Missing some of the following components: ▪ Captions on each sample ▪ Work samples do not fit in the appropriate skill area ▪ Less than 2 of the following types of work samples are included: ▪ Letters of recommendation ▪ Skill sets ▪ Job sample ▪ Class assignment or project ▪ Certificates and degrees ▪ Awards ▪ Community Service ▪ Memberships/ Extracurricular Activities ▪ Plan of study ▪ Faculty/Employee Bios	

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ELECTRONIC CAREER PORTFOLIO

+++ Mastery of Standard	++ Exceeds Standard	+ Meets Standard	– Partially Meets Standard	– – Doesn't Meet Standard
Well-Being				
▪ Each key skill area contains 3 samples that demonstrate well-being. ▪ Each goal is tagged with at least 2 types of well-being ▪ The work philosophy has at least 3 points that reference well-being ▪ The student can describe how 100% of their samples demonstrate well-being	▪ Each key skill area contains 2 samples that demonstrate well-being. ▪ Each goal is tagged with at least 1 types of well-being ▪ The work philosophy has at least 2 points that reference well-being ▪ The student can describe how 80% of their samples demonstrate well-being	▪ Each key skill area contains 1 sample that demonstrate well-being. ▪ Each goal is tagged with at least 1 types of well-being ▪ The work philosophy has at least 1 point that references well-being ▪ The student can describe how 70% of their samples demonstrate well-being	▪ Key skill areas have less than 2 samples that demonstrate well-being. ▪ The goals are missing references to well-being ▪ The work philosophy doesn't reference well-being ▪ The student can describe how fewer than 60% of their samples demonstrate well-being	▪ Key skill areas have no samples that demonstrate well-being. ▪ The goals are missing references to well-being ▪ The work philosophy doesn't reference well-being ▪ The student can describe how fewer than 50% of their samples demonstrate well-being

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*O*NET Knowledge, Skills & Abilities (KSAs) Mapping*

We recognize the importance of identifying and tracking the knowledge, skills, and abilities (KSAs) of each person. It is the individual's own knowledge of their KSAs that helps them make good career decisions.

KSA	Examples
KNOWLEDGE– something you have learned or discovered.	Knowledge comes from education, training, or experience. You can take a class, you watch someone do something, you read about it.
SKILL–-the ability to perform a task- usually something learned.	Skill is the ability to perform a task - whether that is riding a bike, driving a forklift, surfing the Internet, performing surgery, making a speech, or managing a team.
ABILITY– qualities that enable you to perform a task – something you have within you that helps you do the skill.	Ability is something you have that helps you perform the task. The physical strength to lift boxes, being able to read and write, being able to pay attention, or being able to do math to give back change.
COMPETENCY– the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting.	Competency is being able to do productive work using your knowledge, skills, and abilities. A job description is a group of competencies you need to do a specific job.

Every occupation requires a different mix of knowledge, skills, and abilities, and is performed using a variety of activities and tasks. The US Department of Labor has identified the KSAs utilized in over 974 different occupations, presented in their O*NET database. **The KSAs of each key outcome in the career portfolio process in the At-A-Glance Guide and the Transitions workbook have been mapped to the O*NET KSA definitions, and appear in this section.**

Completion of this curriculum will help individuals build transferrable skills that will crosswalk into existing workplace demands. Participants will be learning the specific knowledge, skills, and abilities listed as they engage in the learning process through active discussion, and completion of workbook exercises and the creation of a career portfolio. All materials are designed to build work readiness and employability skills that relate to existing employment opportunities within the local community and workforce economy.

The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations, and is available online at http://onetonline.com.
Job seekers use O*NET to:

- Find out which jobs fit with their interests, skills, and experience.
- Explore growth career profiles using the latest available labor market data.
- Research what it takes to get their dream job.
- Maximize earning potential and job satisfaction.
- Know what it takes to be successful in their field and in related occupations.

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O*NET KSA MAPPING

The O*NET Codes for Knowledge, Skills, and Abilities are found on the next two pages. Use these charts to identify the codes used in the mapping of career portfolio and workbook exercises.

O*Net Knowledge Indicators
Element ID - Element Name
2.C.1.a - Administration and Management
2.C.1.b - Clerical
2.C.1.c - Economics and Accounting
2.C.1.d - Sales and Marketing
2.C.1.e - Customer and Personal Service
2.C.1.f - Personnel and Human Resources
2.C.2.a - Production and Processing
2.C.2.b - Food Production
2.C.3.a - Computers and Electronics
2.C.3.b - Engineering and Technology
2.C.3.c - Design
2.C.3.d - Building and Construction
2.C.3.e - Mechanical
2.C.4.a - Mathematics
2.C.4.b - Physics
2.C.4.c - Chemistry
2.C.4.d - Biology
2.C.4.e - Psychology
2.C.4.f - Sociology and Anthropology
2.C.4.g - Geography
2.C.5.a - Medicine and Dentistry
2.C.5.b - Therapy and Counseling
2.C.6.a - Education and Training
2.C.7.a - English Language
2.C.7.b - Foreign Language
2.C.7.c - Fine Arts
2.C.7.d - History and Archeology
2.C.7.e - Philosophy and Theology
2.C.8.a - Public Safety and Security
2.C.8.b - Law and Government
2.C.9.a - Telecommunications
2.C.9.b - Communications and Media
2.C.10 - Transportation

O*Net Skill Indicators
Element ID - Element Name
2.A.1.a - Reading Comprehension
2.A.1.b - Active Listening
2.A.1.c - Writing
2.A.1.d - Speaking
2.A.1.e - Mathematics
2.A.1.f - Science
2.A.2.a - Critical Thinking
2.A.2.b - Active Learning
2.A.2.c - Learning Strategies
2.A.2.d - Monitoring
2.B.1.a - Social Perceptiveness
2.B.1.b - Coordination
2.B.1.c - Persuasion
2.B.1.d - Negotiation
2.B.1.e - Instructing
2.B.1.f - Service Orientation
2.B.2.i - Complex Problem Solving
2.B.3.a - Operations Analysis
2.B.3.b - Technology Design
2.B.3.c - Equipment Selection
2.B.3.d - Installation
2.B.3.e - Programming
2.B.3.g - Operation Monitoring
2.B.3.h - Operation and Control
2.B.3.j - Equipment Maintenance
2.B.3.k - Troubleshooting
2.B.3.l - Repairing
2.B.3.m - Quality Control Analysis
2.B.4.e - Judgment and Decision Making
2.B.4.g - Systems Analysis
2.B.4.h - Systems Evaluation
2.B.5.a - Time Management
2.B.5.b - Management of Financial Resources
2.B.5.c - Management of Material Resources
2.B.5.d - Management of Personnel Resources

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O*Net Ability Indicators		
Element ID– Element Name		**Element ID - Element Name**
1.A.1.a.1– Oral Comprehension		1.A.2.b.3 - Response Orientation
1.A.1.a.2– Written Comprehension		1.A.2.b.4 - Rate Control
1.A.1.a.3– Oral Expression		1.A.2.c.1 - Reaction Time
1.A.1.a.4– Written Expression		1.A.2.c.2 - Wrist-Finger Speed
1.A.1.b.1– Fluency of Ideas		1.A.2.c.3 - Speed of Limb Movement
1.A.1.b.2 - Originality		1.A.3.a.1 - Static Strength
1.A.1.b.3 - Problem Sensitivity		1.A.3.a.2 - Explosive Strength
1.A.1.b.4– Deductive Reasoning		1.A.3.a.3 - Dynamic Strength
1.A.1.b.5 - Inductive Reasoning		1.A.3.a.4 - Trunk Strength
1.A.1.b.6 - Information Ordering		1.A.3.b.1 - Stamina
1.A.1.b.7 - Category Flexibility		1.A.3.c.1 - Extent Flexibility
1.A.1.c.1 - Mathematical Reasoning		1.A.3.c.2 - Dynamic Flexibility
1.A.1.c.2 - Number Facility		1.A.3.c.3 - Gross Body Coordination
1.A.1.d.1 - Memorization		1.A.3.c.4 - Gross Body Equilibrium
1.A.1.e.1 - Speed of Closure		1.A.4.a.1 - Near Vision
1.A.1.e.2 - Flexibility of Closure		1.A.4.a.2 - Far Vision
1.A.1.e.3 - Perceptual Speed		1.A.4.a.3 - Visual Color Discrimination
1.A.1.f.1 - Spatial Orientation		1.A.4.a.4 - Night Vision
1.A.1.f.2 - Visualization		1.A.4.a.5 - Peripheral Vision
1.A.1.g.1 - Selective Attention		1.A.4.a.6 - Depth Perception
1.A.1.g.2 - Time Sharing		1.A.4.a.7 - Glare Sensitivity
1.A.2.a.1 - Arm-Hand Steadiness		1.A.4.b.1 - Hearing Sensitivity
1.A.2.a.2 - Manual Dexterity		1.A.4.b.2 - Auditory Attention
1.A.2.a.3 - Finger Dexterity		1.A.4.b.3 - Sound Localization
1.A.2.b.1 - Control Precision		1.A.4.b.4 - Speech Recognition
1.A.2.b.2 – Multi-limb Coordination		1.A.4.b.5 - Speech Clarity

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O*NET KSA MAPPING

O*NET KSAS FROM CREATING YOUR CAREER PORTFOLIO AT-A-GLANCE GUIDE FOR STUDENTS, 4TH ED.

Creating Your Career Portfolio At-A-Glance Guide for Students, 4th Ed. – Chapter Activities			
Area	**Knowledge**	**Skills**	**Abilities**
Step 1 - Identify Your Skills & Plan Your Career			
Career Planning Tool – Tracking skills and abilities.	2.C.1.f - Personnel and Human Resources 2.C.6.a - Education and Training	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering
Identify a target job and do a Career Gap Analysis	2.C.1.f - Personnel and Human Resources 2.C.6.a - Education and Training	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering
Setting goals to reach a target job	2.C.5.b - Therapy and Counseling 2.C.6.a - Education and Training	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering
Academic Planning Tool – Filling out a course plan	2.C.1.b - Clerical 2.C.5.b - Therapy and Counseling 2.C.6.a - Education and Training	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering

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Area	**Knowledge**	**Skills**	**Abilities**
		2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	
Coursework Tracking Tool– tracking skills and samples from classes	2.C.1.b - Clerical 2.C.6.a - Education and Training	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.A.2.d - Monitoring 2.B.1.b - Coordination 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering
Write a work philosophy statement	2.C.5.b - Therapy and Counseling 2.C.6.a - Education and Training	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas
Step 2 - Collect and Organize Work Samples			
Start **collecting work samples**	2.C.1.a - Administration and Management 2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering

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Creating Your Career Portfolio At-A-Glance Guide for Students, 4th Ed. – Chapter Activities			
Area	**Knowledge**	**Skills**	**Abilities**
Scan your hard copy documents and save your originals in a safe place	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering
Set up a filing system for hard copy samples and electronic copies	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering
Request any letters of recommendation	2.C.1.f - Personnel and Human Resources	2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.d - Management of Personnel Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering

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Area	**Knowledge**	**Skills**	**Abilities**
Create your own **skill sets** as needed.	2.C.5.b - Therapy and Counseling	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Create **overview cards** for each sample.	2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Step 3 - Create Your Résumé and Your Online Presence			
Hard copy résumé	2.C.1.b - Clerical 2.C.3.c - Design	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
eRésumé	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics 2.C.3.c - Design 2.C.9.b - Communications and Media	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering

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Area	**Knowledge**	**Skills**	**Abilities**
		2.B.5.c - Management of Material Resources	
Cover letter	2.C.1.b - Clerical 2.C.1.d - Sales and Marketing 2.C.9.b - Communications and Media	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.1.c - Persuasion 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Create your **online profile**	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics 2.C.3.c - Design 2.C.9.b - Communications and Media	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Set up your **LinkedIn™** account and profile	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics 2.C.3.c - Design 2.C.9.b - Communications and Media	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Write your **bios**	2.C.1.a - Administration and Management	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas

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Area	**Knowledge**	**Skills**	**Abilities**
		Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.b.6 - Information Ordering
Google™ yourself… look at how you appear online	2.C.3.a - Computers and Electronics 2.C.9.b - Communications and Media	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.d - Monitoring 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Step 4- Assembling Your Career Portfolio			
Gather supplies	2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.B.3.a - Operations Analysis 2.B.3.c - Equipment Selection 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.b - Management of Financial Resources 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.b.6 - Information Ordering
Develop and print support materials including:			
Statement of originality	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering

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Creating Your Career Portfolio At-A-Glance Guide for Students, 4th Ed. – Chapter Activities			
Area	**Knowledge**	**Skills**	**Abilities**
Summary Sheets	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Academic Plan of Study	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Faculty & Employer Bios	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
References	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Assemble Hard Copy Career Portfolio	2.C.1.b - Clerical 2.C.1.d - Sales and Marketing 2.C.1.f - Personnel and Human Resources	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering

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Area	**Knowledge**	**Skills**	**Abilities**
		2.B.5.a - Time Management	
ePortfolio- Review the features of your ePortfolio program	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
ePortfolio- Check labels on all work samples	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
ePortfolio- Select the best work samples	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
ePortfolio- Customize links for specific person	2.C.1.b - Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering

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Creating Your Career Portfolio At-A-Glance Guide for Students, 4th Ed. – Chapter Activities			
Area	**Knowledge**	**Skills**	**Abilities**
Practice using your career portfolios!	2.C.1.a - Administration and Management 2.C.9.b - Communications and Media	2.A.1.d - Speaking 2.B.1.a - Social Perceptiveness 2.B.1.c - Persuasion 2.B.1.e - Instructing 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.1– Oral Comprehension 1.A.1.a.3– Oral Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.2 - Originality 1.A.1.b.6 - Information Ordering 1.A.1.f.2 - Visualization
Step 5 - Using Your Career Portfolio			
Customize your career portfolio for your current need	2.C.1.a - Administration and Management 2.C.1.b – Clerical 2.C.1.f - Personnel and Human Resources	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Practice using your career portfolios!	2.C.1.a - Administration and Management 2.C.9.b - Communications and Media	2.A.1.d - Speaking 2.B.1.a - Social Perceptiveness 2.B.1.c - Persuasion 2.B.1.e - Instructing 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.1– Oral Comprehension 1.A.1.a.3– Oral Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.2 - Originality 1.A.1.b.6 - Information Ordering 1.A.1.f.2 - Visualization
Develop a plan for **keeping your career portfolio up-to-date**	2.C.1.a - Administration and Management 2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Appendix A: Portfolio for College Credit (PCC)			
Assemble documents	2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.A.1.c - Writing	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written

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Area	**Knowledge**	**Skills**	**Abilities**
		2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Keep materials organized	2.C.1.b – Clerical 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management 2.B.5.c - Management of Material Resources	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering
Title Sheet	2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.6 - Information Ordering
Confidentiality Statement	2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Autobiography	2.C.1.b – Clerical 2.C.3.a - Computers and Electronics 2.C.1.a - Administration and Management	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas

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Area	**Knowledge**	**Skills**	**Abilities**
		Decision Making 2.B.5.a - Time Management	1.A.1.b.6 - Information Ordering
Goals	2.C.1.f - Personnel and Human Resources	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Professional Résumé	2.C.1.f - Personnel and Human Resources 2.C.1.a - Administration and Management 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Work Experience Résumé	2.C.1.f - Personnel and Human Resources 2.C.1.a - Administration and Management 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Educational/Training Résumé	2.C.1.f - Personnel and Human Resources 2.C.1.a - Administration and Management 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering

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Area	**Knowledge**	**Skills**	**Abilities**
Learning Narratives/Chapters	2.C.1.f - Personnel and Human Resources 2.C.1.a - Administration and Management 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Documentation of Learning	2.C.1.f - Personnel and Human Resources 2.C.1.a - Administration and Management 2.C.3.a - Computers and Electronics	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Letters of Support	2.C.1.f - Personnel and Human Resources	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Appendix	2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering
Signature Sheets	2.C.1.b - Clerical	2.A.1.a - Reading Comprehension 2.A.1.c - Writing	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written

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Area	**Knowledge**	**Skills**	**Abilities**
		2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.4.e - Judgment and Decision Making 2.B.5.a - Time Management	Expression 1.A.1.b.1– Fluency of Ideas 1.A.1.b.6 - Information Ordering

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Career Transitions Workbook, 2nd Ed. – Exercises			
Area	**Knowledge**	**Skills**	**Abilities**
Where Do I Want to Be?			
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4A–Skills from Jobs 30	2.C.1.b - Clerical 2.C.1.f - Personnel and Human Resources	2.A.1.a - Reading Comprehension 2.A.1.c - Writing 2.A.2.a - Critical Thinking 2.B.3.a - Operations Analysis 2.B.5.a - Time Management	1.A.1.a.2– Written Comprehension 1.A.1.a.4– Written Expression 1.A.1.b.5 - Inductive Reasoning 1.A.1.b.6 - Information Ordering

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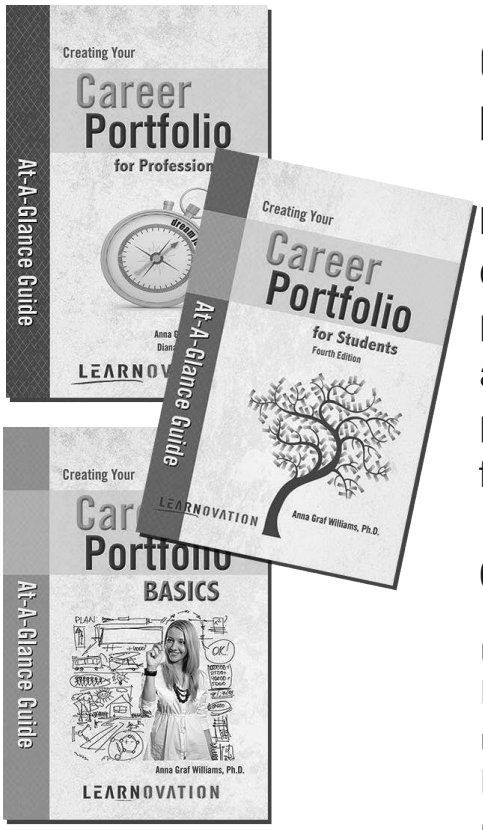

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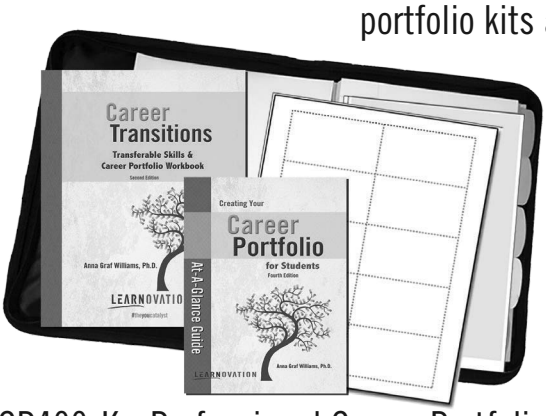

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