Module 10

Duration: 55 minutes

Creating Your Career Portfolio

Career portfolios have become a well-accepted method of collecting and organizing information about one's self. Career portfolios may be print-based or electronic. The purpose of this lesson is to teach students about the content of their personal career portfolios (e-Profiles in Kuder Navigator®) and how they can build and maintain them.

Objectives

At the end of this module, students will be able to:

- List and describe the kinds of information they should place in their career portfolios.
- Describe how to use a portfolio to assist in career planning and job seeking.
- Maintain their personal career portfolio.

Module 10: Overview

Components

- **Introduction and Mini-Lecture: Career Portfolios**
  20 minutes

- **Activity 22: Building a Personal Career Portfolio**
  25 minutes

Facilitator Preparation

1. Read the lesson plan and resource material.

2. Become thoroughly knowledgeable of the e-Profile tool in Kuder Navigator and how students build and edit them.

3. Duplicate materials for Activity 22: Building an e-Profile and Activity 23: Sharing Your e-Profile.

4. Arrange for a computer and display device to show the PowerPoint presentation. This presentation can be accessed in the Kuder Navigator® admin experience.

ASCA National Standards for School Counseling Programs Addressed

- Indicator C:B1.6: Learn to use the Internet to access career planning information.

- Indicator C:B2.5: Maintain a career planning portfolio.

Homework Assignments

Students discuss their future career plans with their parents and complete Activity 23: Sharing Your e-Profile during this discussion. Students should show their e-Profile to their parents and talk about its content, including occupations selected for research and the kind of education needed to enter them.

The activity directs student to discuss the following topics with their parents or guardians:

- Looking at the results from the inventories taken, do parents think they provide information helpful for the student's career planning? What information would parents add?

- Looking at the occupations selected by the student for in-depth exploration, what are the parents' reactions? What other occupations might they suggest?

- Looking at these occupational options, are the implied future education plans (i.e., technical training, two-year college, four-year college, apprenticeship, military training) acceptable to parents and supported by them?

Module 10: **Lesson Plan**

Introduction and Mini-Lecture: Career Portfolios
(20 minutes) **(Slides 1 and 2)**

Share: We can capture important information and documents related to career planning by keeping a portfolio. Navigator enables you to build and keep an e-Profile that you can view and edit for the rest of your life. When you eventually apply for a job or some other activity, you can build your portfolio on a website that you can share with employers or others. Career portfolios help us remember and organize important information and experiences that relate to career planning.

In what ways do you think this portfolio would be helpful?

Listen to student feedback and then summarize with the following list. A career portfolio helps us to:

(Slides 3 and 4)
- Keep a record of the results of assessments and tests.
- Make plans for high school (or college) courses to be taken and record credits and grades.
- Keep track of choices about favorite pathways, clusters, and occupations and come back to explore or re-prioritize them further.
- Keep a list of schools attended and dates.
- Keep track of part-time and full-time jobs.
- Keep notes about career plans.
- Record in-school and out-of-school activities and dates.
- Develop, update, and store resumes that can be printed or sent electronically to potential employers (available when you enter high school).
- Post parts of your portfolio on a personal website where schools or employers can see it with your permission (available when you enter high school).
- Keep information important for career planning organized in one place where it is easy to access and edit.

It is important that you continue to add to and edit your e-Profile in Navigator so that you enter information while you still remember it. You can do this from home, school, or any other place where you can access the Internet. Your personal portfolio will always remain at navigator.kuder.com (or the URL of your state-specific site) and you can always access it by using the same user name and password that you created the first time you signed on to Navigator.

The remainder of the time in this class session can be used to give students time and assistance in updating information in their e-Profiles and in completing as many sections as possible at this time. If students have completed the Kuder Career Interests Assessment® and the Kuder Skills Confidence Assessment® online (as they would have done in Module 5), the results of these inventories are already stored in the portfolio, and it can be accessed by signing on to Navigator with the same username and password with which they first entered.

Now, help students work through the sections of the portfolio with the following instructions. Because it will be difficult to keep students together on this activity, you can give each student a copy of the instructions (Activity 22), leaving yourself free to walk around the room, monitor the activity, and provide assistance to individuals as needed.

Activity 22: Building an e-Profile
(35 minutes) **(Slide 5)**

- Log in to Navigator or your state's customized version of it.

- Click **My e-Profile** to update or complete any information in your personal account that was not previously entered or is now incorrect. You can also change your system password. To insert or change your photo, simply hover over the photo above the navigation menu.

- Check the completion of each of your portfolio components, including assessments, favorites, and education plan. Click on any of the headers to add or edit information.

Now that you have made good progress on building your personal portfolio, think about the following:

1. What information do you need to complete your e-Profile or portfolio for the present?
   Make a list of those items so that you can remember to find them.

2. How will you get that information?

3. How often will you update your portfolio?

4. How will you use your portfolio?

Homework Assignment (Slide 6)

Show your e-Profile to your parents and ask for their feedback. Complete [Activity 23: Sharing Your e-Profile](#) while you discuss your e-Profile or career portfolio with them. Parents can view your portfolio online if they sign on to Kuder Navigator as a parent, set up an account with their username and password, then choose Student Portfolio. The activity will guide you through the following topics:

- Do your parents think the results of the assessments taken provide information helpful to your career planning? What information would they add?

- What are your parents' reactions to the occupations you added to your My Favorites section, for in-depth exploration? What other occupations might they suggest?

- Looking at these occupational options, in the Options After High School section, are your implied future education plans (i.e., vocational-technical training, two- year college, four-year college, apprenticeship, military training) acceptable to your parents and supported by them?

- How do your parents/guardians react to the education plan that you have placed in your e-Profile/career portfolio? What might they add or change?

Module 10: Resource Materials

The word **portfolio** (from the Latin words meaning "to carry" and "leaf") originally referred to a case to carry papers or drawings, but over the years its meaning has expanded to include a collection of similar items (as in a portfolio of stocks and other financial investments) or of best work (as in the portfolio of an artist, photographer, or computer programmer). In this lesson, the term is being used to refer to a way to accumulate self-information on an ongoing basis as a tool for career planning.

Though the nature and context of work are changing rapidly, its meaning to individuals and to society remains constant. Society's economic structure is supported by its workers. The wages from their employment contribute directly to the tax base, and the purchasing power which those wages afford stimulates the economy in self-sustaining ways. Still further, accumulated retirement funds serve as the backbone of the economy.

As we look for innovative ways to improve American schools, educators are embracing the concept of the student portfolio as an authentic, performance-based form of assessment and a new way to look at student achievement and goals. It is a concept that encourages students to reflect on their own experience, performance, and learning. It is a tool for collecting self-information under logical categories for the development of an education plan, career goals, and a resume.

In middle school, the e-Profile in Navigator has three sections, most of variable length, which collect information relevant to education and career planning. At the high school level, the portfolio contains six sections. The document is easy to edit and offers not only a summary of self-information, but also a succinct way in which to look at favorite occupations, majors, and schools in order to collect additional information or reprioritize them. Each section and its components are described in the lesson plan.

Updating your e-Profile or portfolio is a task that may require more time than is available on an ongoing basis during the school day. Therefore, it is important that students feel ownership of their career portfolios so that they will want to continue work on them outside of school in order to maintain them and continue to add to their content on an ongoing basis.

The e-Profile or Kuder portfolio accumulates information as students move from Kuder Galaxy® (pre-kindergarten through grade five), Kuder Navigator® (grades six through 12), and Kuder Journey® (postsecondary and adult populations). As the user progresses through these systems, additional sections are added to the e-Profile, such as favorite majors, schools, and scholarships; resumes; cover letters; and a list of references. Starting in the high school years, system users can upload and scan images and documents into their personal portfolios.

These include photos, scanned documents, Word and PDF files, and short videos. Also starting in the high school years, system users can post an e-Profile to a URL assigned to them.

The e-Profile can be comprised of parts of the Kuder portfolio and additional materials that are either uploaded or entered manually. This portfolio can be customized by the topics or content included. The system users may allow others (such as school admission officers or potential employers) to view their portfolios by releasing the URL via an e-mail to these viewers.

Kuder has made a commitment to the students and adults who use its career planning systems that they can have access to their personal and public e-Profiles for a lifetime. This fact makes it important for students to build and maintain these e-Profiles over the life span as a single repository of information needed for career planning and job hunting.

Activity 22: Building an e-Profile

- Log in to Navigator or your state's customized version of it.

- Click **My e-Profile** to update or complete any information in your personal account that was not previously entered or is now incorrect. You can also change your system password. To insert or change your photo, simply hover over the photo above the navigation menu.

- Check the completion of each of your portfolio components, including assessments, favorites, and education plan. Click on any of the headers to add or edit information.

Now that you have made good progress on building your personal portfolio, think about the following:

1. What information do you need to complete your e-Profile for the present?
   Make a list of those items so that you can remember to find them.

2. How will you get that information?

3. How often will you update your portfolio?

4. How will you use your portfolio?

Activity 23: Sharing Your Portfolio

Show your portfolio to your parent(s) or guardian(s) and ask for feedback. You can print the e-Profile or sign in to view your e-Profile in Kuder Navigator®.

Alternatively, parents can view portfolios through the parent section of the website. To do so, parents should go to **navigator.kuder.com**, sign on as a parent, and select Student Portfolio. Your parent(s) will need your username.

Do your parents/guardians think that the results of the assessments taken reflect your interests and skills? What information would they change or add?

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What are your parents' or guardians' reactions to the occupations you have placed in your My Favorites section? What other occupations might they suggest?

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Looking at these occupational options, are your implied future education plans (i.e., vocational-technical training, two-year college, four-year college, apprenticeship, military training) acceptable and supported by your parents/guardians? What suggestions might they add?

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How do your parents/guardians react to the education plan that you have placed in your portfolio? What might they add or change?

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