

THE CAREER PORTFOLIO EXPERIENCE GUIDE

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Mahalo to the many Cooperative Education practitioners, employers, field supervisors, and resources who shared their professional expertise, ideas, and materials in the development of the Career Portfolio experience. It is our mutual hope that students will acknowledge the experience as a valuable step in their own career development.

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(12/07)

INTRODUCTION

Your goal is to design and execute a flawless professional career portfolio which gives added-value to your career potential and marketability. Your portfolio reflects you, the unique individual. Therefore, whatever you decide to include must be “real” for you.

Purpose and Value:

The career portfolio is

- a purposeful collection of material offering a comprehensive picture of your skills, qualifications, and experiences in a single document.
- an opportunity for dynamic authentic assessment beginning in the context of your work-based learning Co-op experience and continuing as your career evolves.
- a centralized repository of information about your education, employability, and field experiences to share with a prospective employer or future educational institution or others requesting such information.

General Guidelines:

- **Portfolio is due no later than 2 weeks after completing your field experience. Please submit a draft to your instructor for preliminary review and suggestions.**
- The portfolio is student-owned. Think carefully about what to include, who to request assistance from, or how to express or describe something.
- Certain basic documents will be required. However, the student makes those and additional material uniquely his/her own based on choices and content.
- Grading standards will include: (see the Portfolio Rubric)
 - Format - appearance, neatness, presentation, meeting deadline
 - Content - comprehensiveness; inclusion and significance of required and relevant material; organization; style; quality of reflection and description
 - Writing skills - basic grammar, usage, spelling, clarity
- The reader or audience for your career portfolio may vary from use to use, so it is important that the material contained is flawless and clear to the reader who will, in most instances, be a stranger

Contents and Format:

- See separate Career Portfolio Rubric and Career Portfolio Core Contents Grading I (for Level I students) or Career Portfolio Core Contents Grading II (for Level II and III students).
- A loose leaf 3-ring binder with labeled sections is useful; place material in sheet protectors.
- Word process or type text.

A career portfolio is a work in progress. Please review and update it annually. Once grading has been completed, you may retrieve your portfolio from the Cooperative Education office.

PORTFOLIO CORE CONTENTS CHECKLIST 2007-2008

- * indicates that employer's / supervisor's assistance may be needed.
- Students should check the Career Portfolio Per Credit Requirements (by Level) for specific details about the contents based on the number of credits they are registered for.

LEVEL I:

REQUIRED CORE CONTENTS:

- ___ Title Page with Statement of Originality and Confidentiality
- ___ Table of Contents (page numbers not required)
- ___ Personal Statement and Question(s)
- ___ Resume
- ___ Transcript
- ___ Assessment (Forms 11 and 12—Matrix of Competencies) *
- ___ Form 3 (Job Description and Learning/Performance Objectives) *
- ___ Form 5 (Employer/Supervisor Evaluation of Student's Work Performance) *
- ___ Form 6 (Student's Self-Evaluation of Work Performance)
- ___ Work Sample(s)

Your Choice(s)—you may select any one of the following items to include.

- ___ Journals and Case Studies or Other Assignments
- ___ Presentation Evaluations (Peer and Self)
- ___ Other Relevant Documents (letters of reference; certificates; awards, etc.)

LEVEL II/III:

REQUIRED CORE CONTENTS:

- ___ Title Page with Statement of Originality and Confidentiality
- ___ Table of Contents (page numbers not required)
- ___ Personal Statement (updated) and Question(s)
- ___ Transcript (updated)
- ___ Assessment (Form 11—Matrix of Competencies)
- ___ Form 3 (Job Description and Learning/Performance Objectives--current) *
- ___ Form 5 (Employer/Supervisor Evaluation of Student's Work Performance—current) *
- ___ Form 6 (Student's Self-Evaluation of Work Performance—current)
- ___ Information Interview
- ___ Other Advanced Assignment (or HOST Assignment)

Your Choice(s)—you may select any one of the following items to include

- ___ Work Sample(s)
- ___ Field Notes or Other Assignments
- ___ Presentation Evaluations (Peer and Self)
- ___ Other Relevant Documents (letters of reference; certificates; awards, etc.)

LET'S GET STARTED!

GUIDELINES FOR REQUIRED CONTENTS

TITLE PAGE

Include your name, major, title of your position, employer or name of company, name of supervisor, semester and year of Co-op field experience; Statement of Originality and Confidentiality.

STATEMENT OF ORIGINALITY AND CONFIDENTIALITY

This portfolio has been prepared by _____. Certain documents, work samples, and / or other portions are the property of the organization whose name may appear on the item. Each has granted permission for it to be used in my career portfolio. Please do not copy, distribute, transmit, or store any and all parts without my permission.

TABLE OF CONTENTS

Use a standard format for listing the items included in your portfolio. It is not necessary to use page numbers. General sections will be adequate.

I. PERSONAL STATEMENT

Your portfolio deserves an introduction. The statement is an introduction to the reader, describing who you are as well as your work philosophy. You will also use this section to describe your field experience and its value and benefit in your education at MCC. The goal statement also presents an opportunity to demonstrate that you are able to write effectively. **3 pages double-spaced are required.**

Ideas which you may write about NOW -

- Who you are (personal information, if you wish to share it) and how you would describe yourself; what makes you the unique individual that you really are.
- What experiences have led you to where you are today - major life changes, crossroads and obstacles you faced.
- What's important to you: your values, personal characteristics, family, accomplishments, contributions, interests.
- Your work philosophy.
- Your educational goals: why you are at MCC; why you selected your major; when you will graduate; the value of the education you are receiving at MCC.
- Your professional goals and how you will reach them; your dreams, hopes, and plans for the future.
- People who have influenced or mentored you in your personal and professional life.

As you get closer to COMPLETION -

- Describe what your field experience and portfolio demonstrate or say about you.
- Summarize what you learned about yourself as a result of your field experience.
- Describe new outlooks or perspectives you may have developed about education, work, people, success or any other aspect of your life as a result of your field experience and preparing your portfolio.
- **Select a question(s) from the Appendix and write your response(s) in this section.**
- Write a brief summary which brings all of the above together and to a conclusion.

II. EMPLOYMENT READINESS

A. RESUME--A basic outline is available in Ka Lama 110.

B. TRANSCRIPT OF GRADES--Download a transcript from MyUH.

C. ASSESSMENT--MATRIX OF SKILLS AND COMPETENCIES Forms 11 and 12 **

- Objective evaluation of student's work-related skills and competencies as observed and validated by the field supervisor and student.
- An indication of areas where additional training and professional development are needed.

- Sources may include industry professional associations (e.g., for ECET from Electronic Industries Association Accreditation Skill Standards) and certification skill sets from a certification program (e.g., for HOST from the Educational Institute of the American Hotel and Motel Association).

III. COOPERATIVE EDUCATION FIELD EXPERIENCE

This is the most important section of your Career Portfolio because it includes evidence of your skills and competencies from your field site. Please review the guidelines carefully and begin NOW!

A. JOB DESCRIPTION AND LEARNING / PERFORMANCE OBJECTIVES - FORM 3

- The purpose is to describe the duties you performed in your field experience position and to describe the specific measurable goals and objectives and training plan you and your supervisor outlined for the field experience.

B. EVALUATION OF STUDENT'S WORK PERFORMANCE BY FIELD SUPERVISOR / EMPLOYER - FORM 5

- The purpose is to measure your work performance based on the standards of your field site.

C. STUDENT'S SELF EVALUATION OF WORK PERFORMANCE: FORM 6

- The purpose is to compare your self-assessment with your supervisor's evaluation of your work performance.

D. LEVEL I STUDENTS--WORK SAMPLES (EVIDENCE) WITH DESCRIPTIONS (REQUIRED)

- The purpose is to provide validation along with descriptive and / or visual evidence of learning from your field experience.
- May document a skill or competency you developed or a specific assignment you completed.
- May be something you actually created (a product); may include photos or other visuals.

HOW MANY?

- see Career Portfolio Per Credit Requirements for specific details.
- ask permission from your field site if you are using confidential or proprietary forms/documents.
- when in doubt, leave it out! More is not necessarily better. The work sample should be something you are proud of now, and in the future.

WHAT SHOULD THE DESCRIPTION INCLUDE?

- 1-page double-spaced is an acceptable length for each work sample caption.
- may include the following -
 - A title
 - Information about the sample
 - How long did it take? (e.g., dates; length of time)
 - How did you do it? (e.g., steps; procedure; process)
 - What tools, equipment or materials did you use, if any?
 - Who did you work with ? (e.g., individually; part of a team; with supervisor)
 - What personal work habits and/or self-management skills did you use? (e.g., creativity; patience; team player; energetic)
 - What challenges, frustrations or problems did you face?
 - What were the results? (e.g., a product; an increase in accuracy, speed; greater proficiency; benefit to others; an increase in efficiency; number of people it affected)
 - An explanation of why this sample is an important part of your career portfolio and what you learned from it

LEVEL II/III STUDENTS—CHECK THE ADVANCED PORTFOLIO REQUIREMENTS GUIDE FOR SPECIFIC DETAILS ON PORTFOLIO CONTENTS FOR YOU.

E. YOUR CHOICE(S)—SEE PAGE 3 FOR IDEAS.

(SEE PORTFOLIO SAMPLES IN KA LAMA 110)

APPENDIX: QUESTIONS FOR PERSONAL STATEMENT SECTION

Instructions: See Career Portfolio Per Credit Requirements for your level and number of credits.

1. Identify any personal and / or professional strengths and weaknesses you discovered in yourself as a result of your field experience.
2. How valuable was the field experience to your own skill development? Consider the full range of technical, communications (speaking, listening, reading, writing), and human relations skills?
3. How did the field experience help you understand what is required to be successful in your field today?
4. How did your field experience help you to validate your career choice? Or have you changed your plans as a result of your experience?
5. Evaluate or explain the relevance of your field placement to your current career objectives.
6. Identify any noteworthy job-related accomplishments or achievements as a result of the field experience.
7. How closely aligned are the skills and concepts that you have learned in your major at MCC with what the field actually required and utilized?
8. Describe insights you have gained into human relationships and in teaming with others to attain mutual goals and objectives.
9. In what ways was your self-confidence enhanced by your field experience?
10. What do you consider to be the best or strongest features of your field site? What do you consider to be the less desirable features? Why?
11. What recommendations would you make to the host organization where you have been working about employing Co-op students in the future?
12. What specific suggestions or recommendations would you make to a future Co-op student who would like to work for this same employer?
13. Identify and describe a problem you observed at your field site. State your best solution to the problem using the problem-solving paradigm.
14. Consider an incident (positive or negative) that occurred at work. How were you involved? What did you do? How well did you understand the situation? What would you have done differently and why?
15. Based on your observations of your field supervisor as well as other supervisors at your site, describe the characteristics and behaviors that you believe a supervisor must possess and demonstrate in order to be effective.
16. Describe the "grunt work" types of duties that you performed and what you learned from doing them.
17. Describe the communication styles of your supervisors/managers? How did their styles contribute to their effectiveness?
18. Describe career opportunities that you have become aware of as a result of your field experience.
19. Given the well-equipped computer labs and sophisticated equipment that are available to you on campus, describe the level of the technology at your field site (hardware and software); the level of computer competence of the employees (novice, advanced, professionals, and anywhere in between); what the technology was used for; and how you handled any major differences you observed.
20. On the basis of your observations of your co-workers, how would you characterize the general attitude of the employees toward work? Do you believe this represents the typical work ethic in our current society?
21. Of all the experiences you gained at work, which was the most valuable to you and why?
22. What did you learn at work that you did not learn in any of your classes?
23. How does the industry you work in contribute to economic and/or workforce development in our community?
24. How have the seminars helped you with your field experience? How can they be improved and what else should be included in the seminar instructional component?
25. Would you recommend Co-op Education to your friends? Why or why not?
26. Explain other things besides job skills that you learned about people, work and organizations.
27. Design your own question and answer it !!!!! **REQUIRED FOR LEVEL II / III STUDENTS**