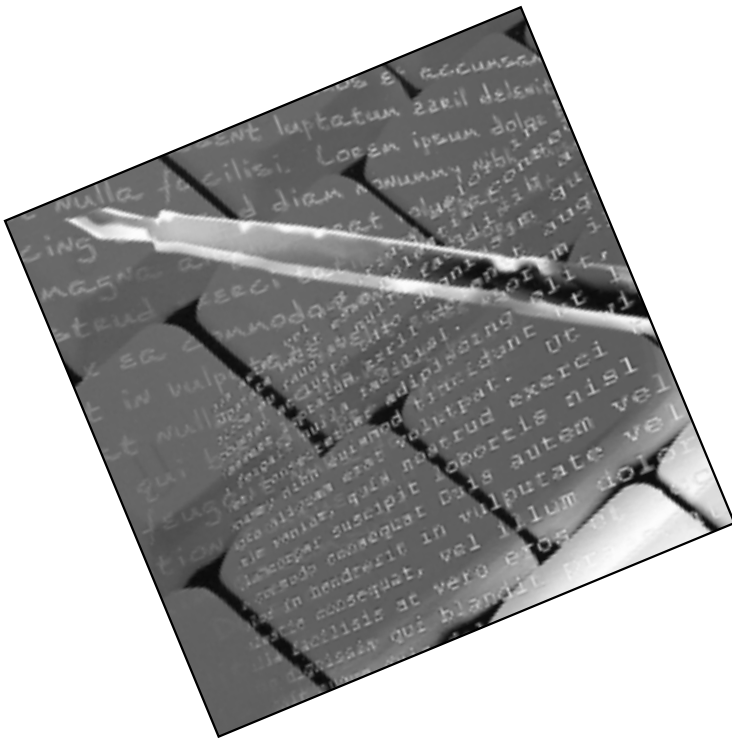


Office **2000** Beginning

Portfolio Builder



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**Office 2000, A Comprehensive Approach: Beginning Course
Portfolio Builder**

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Introduction

More often than not, testing is an occasion for anxiety. Perhaps a little adrenaline is good for students who are ready to prove their ability in a short, representative demonstration.

Teachers of computer applications, however, have long recognized that tests alone rarely provide complete representations of their students' skills. Not only are tests limited by practical time constraints, but they often cannot capture the authentic performance required on the job. Tests may fail to capture work process skills, and, unless a make-up test hovers in the future, they rarely encourage students to reflect on their learning.

For these and other reasons many teachers grade students on a variety of elements, including tests, short assignments, and longer projects. Some teachers have successfully guided students to assemble their work and to reflect on its quality by assigning a portfolio project.

What Is a Portfolio?

A *portfolio* is an organized collection of materials designed to fulfill a goal. Some portfolios aim at showing both competence and progress toward an educational goal. Such a *developmental portfolio* documents the student's growth over time. It gives students a chance to assess their own progress and to plan to improve. Other portfolios aim to demonstrate competency—for instance, presenting evidence about one's ability to do a job or succeed in an educational program. Such a *representational portfolio* includes the individual's best work in a number of areas related to his or her career goals.

Advantages of Evaluation Using a Developmental Portfolio

A developmental portfolio should encourage students to reflect on their important achievements and goals. Students can comment on the assignments that they include in the portfolio. They can seek input from their peers and instruc-

tor, and can revise materials as needed. This process gives students the freedom to make mistakes and to change. As they learn more advanced skills, students are expected to reflect on alternative approaches to creating the documents from earlier in the course. As a result of the portfolio assignment, students become critical learners, regularly connecting classroom skills with practical applications and routinely critiquing their own work as they strive for excellence.

Advantages of Evaluation Using a Representational Portfolio

A representational portfolio is often used as a capstone assignment for a course or program. It is career-oriented, aimed at helping the student obtain a job or move to the next level of formal training. Because students must include only high-quality work in this portfolio, they are motivated to look critically at their work and to seek input from peers and instructors to improve the final documents. Furthermore, a representational portfolio is generally introduced by an essay or cover letter that indicates the purpose of each element from the reader's point of view. Students are forced to consider which materials best represent the scope of their skills, and what documents hold the greatest interest for employers.

Implementing a Portfolio Evaluation Approach in the Classroom

Whether your goal is representational or developmental in nature, you can consider the following basic steps when implementing a portfolio evaluation approach in the classroom:

- Establish criteria for selecting material.
- Establish evaluation criteria for materials and/or for the portfolio as a whole.
- Decide who evaluates material, how often, and for what purpose.
- Establish a total point value and/or weight for the assignment.
- Make the assignment early enough to permit gradual completion.
- Set due dates early enough to allow adequate review.

You may want to include students in the process of establishing criteria for the selection and evaluation of the portfolio and its elements. Such an exercise will encourage them to consider formally what makes a good business document and what kinds of documents best show their skills and prove their familiarity with their field. Including students at this point also fosters a sense of ownership of the assignment by the students themselves.

Assigning and Managing a Developmental Portfolio

The forms and transparency masters in this book were designed for managing a developmental portfolio assignment using the text *Office 2000: Beginning Course*. These documents are also included on disk for easy modification.

Forms to Distribute

After you have determined the number of elements that will be required in the portfolio, you can distribute the forms needed to begin the assignment:

- Enough copies of *Form 1, Portfolio Contents and Evaluation Log*, to accommodate the number of assignments to be included.
- One copy of *Form 2, Portfolio Assignment Sheet*. You may indicate the required number of assignments on this form before duplicating it, or have students fill it in.
- One copy of *Form 3, Portfolio Evaluation Criteria*.
- One copy of *Form 4, List of Recommended Exercises*.
- Several copies of *Form 5, Comments* which students will attach to each document they include. (Students will need more as they include more documents, so it is helpful to place a pile of these forms in a convenient place for later use.)
- One copy of the sample completed *Form 5*.

Introducing the Assignment

You may use the three transparency masters in Section 1 to present the portfolio assignment.

You may wish to adjust the forms your students are using to fit with your school and class more closely (the Forms are provided as files with this Guide.) In particular, you should fill in Form 2, indicating the number of documents per lesson, the total number of documents, and the number of “extra-credit” documents that may be included.

A possible introduction could include the following points:

- Hand out copies of *Forms 1, 2, 3, 4, and 5*.
- Ask students to read *Form 2, Assignment Sheet*.
- Show *Transparency Master 1*. This Transparency shows how to manage portfolio forms. Students prepare a folder to contain portfolio items. They staple *Forms 1, 2, 3, and 4* to the inside cover of the folder. (They may need more than one copy of *Form 1*.)
- Hand out portfolio folders and tell students to write their names on the portfolio folder tab. Then, ask them to staple their Forms to the inside front cover of the folder and write their names on *Forms 1 and 3*.

- Explain that you will store the portfolios in a secure location. (Tell students how they can access their portfolios, but caution them against taking the portfolios home.)
- Show *Transparency Masters 2* and *3*.
- Tell students that they are to complete a copy of *Form 5, Comments* for each item included in the portfolio. If they revise a document, the revision is identified and attached to the original and comments form. This lets students and the instructor see improvement in work.
- Point out that students need to log documents they include in the portfolio on *Form 1*.
- *Optional:* If you are using a peer reviewer, assign a peer reviewer or allow students to select a peer reviewer. Then, ask the students to write the name of their peer reviewer at the bottom of *Form 2*.
- *Optional:* If you are using a peer review, tell students that they should ask their peer reviewer to review the portfolio periodically. You might set up “review checkpoints,” recommending reviews at specific intervals in the course (at the end of every 3 lessons, at the end of a Unit, etc.) Peer reviewers add comments on *Form 5*.
- Tell students when you will assign grades during the course. Some instructors assign grades to items as they are reviewed. Others assign grades at intervals. *Form 1* includes a column for grades.
- Explain to students when they should revise their work, and how revisions affect their grades.
- Explain to students how you will determine their final grade. Refer to *Form 3, Portfolio Evaluation Criteria*. (You can modify this form, making it reflect your evaluation criteria more exactly.)

Assigning and Managing a Representational Portfolio

You may adapt the forms and procedures discussed above to assign and manage a representational portfolio, as well. A Portfolio Builder project is included at the end of this Guide, and may be duplicated.

For further information about using Portfolios in the classroom, you may read *Portfolios: A Relevant Assessment Tool*, an article by Carolee Sormunen Jones, that is reprinted in this Guide. The article discusses portfolio management procedures used in a business communication class that are directly adaptable to the computer applications classroom.

Of course, unlike a developmental portfolio, a representational portfolio will contain final work only. Peer review may be very helpful to students, but the final evaluation should be made from the point of view of the intended reader—that is, a potential employer.

You may work with local business people to develop sample portfolios and/or suggested documents for a variety of local industries. Your students may be a great resource in this task, since they need to research a field of interest in order to create their portfolios.

Portfolios: A Relevant Assessment Tool

Carolee Sormunen Jones

Ball State University

Despite the fact that students in the United States are among the most tested in the world, Wolf, LeMahieu, & Eresh (1992) note “we have rarely developed productive assessment and accountability systems” (p.9). Traditional assessment techniques typically yield a single evaluation score (e.g. A, B, C,) to identify a student’s achievement.

The movement away from one aggregate score to measure achievement to nontraditional methods is evident in the educational reform movement that has emerged in recent years. One such method is the use of portfolios containing samples of work indicating particular knowledge and skills. For instance, some states are mandating portfolios as a means of statewide assessment. Vermont was one of the first states that requires all students in grades 4 to 8 to keep portfolios in writing and mathematics.

In 1990-91, the Michigan schools piloted a portfolio approach that was developed cooperatively with leaders from business, labor, government, and education. The focus was on the attainment of employability skills in academics, personal management, and teamwork. (See Stemmer, Brown, & Smith, 1992, for a complete list of the employability skills profile).

Any action plan for business education must include nontraditional forms of assessment. The focus on this *Instructional Strategies* issue is on one nontraditional form—portfolios. Following is a brief review of literature; considerations in planning and implementing the use of a portfolio assignment, as well as guidelines for evaluating portfolios; and the impact of the portfolio assignment on student learning and on teaching.

Review of Literature

Literature relating to portfolios answers three basic questions: What is a portfolio? How is a portfolio used? and What is included in a portfolio?

What Is A Portfolio?

Portfolios are defined according to the purpose the portfolio serves. In general terms, a portfolio is considered an organized collection of evidence related to potential success in a career. However, the portfolio concept can be more comprehensively viewed as evidence or documentation used by the teacher and student to reflect on the development of a student’s content knowledge, use of learning strategies, and attitudes toward the accomplishment of goals.

Murnane (1993) defined the two most common types of portfolios—developmental and representational.

A *developmental portfolio* documents a student’s growth in one or more areas over a period of time. For instance, samples of timed writings or production assignments and software application or writing assignments provide evidence of skill development over the course of a semester. This type of portfolio provides an opportunity for students to begin assessing their own level of skill, to make them aware of the need for that knowledge or skill in the work world, and to help them identify and plan for improving this ability.

A *representational portfolio*, on the other hand, contains only the best work created by a student. In this case, students may wish to prepare a

portfolio for employment purposes that includes representative evidence of skill gained from several courses. A portfolio of this nature can be effectively used in a capstone course as a way to help students evaluate their individual learning programs in relationship to their targeted employment goal. In addition, the representational or employment portfolio prepares students for the employment search and interview process.

What Is Included in a Portfolio?

According to Roettger & Szymczuk (1990), the characteristics of a portfolio are as follows:

1. It is goal based.
2. It shows reflection between what a student was to accomplish and what is actually accomplished.
3. It contains a sampling of a student's growth that has been selected collaboratively.

These characteristics viewed collectively present another definition of portfolios—that is, a goal-based, reflective, collection of documents selected according to collaboratively identified guidelines.

Regardless of the type of portfolio generated, however, advice about the content of a portfolio seems somewhat consistent. The inclusion of student participation in the selection of content is supported by Arter & Spandel (1992). They indicate students should participate in developing guidelines for the selection of the content, selecting criteria for judging merit, and determining evidence of student self-reflection.

Nweke (1991) strongly suggested that the portfolio should be more than a collection of documents providing evidence of the student's competence, knowledge, skills, abilities, and dispositions. The portfolio should include a written reflection by the student on the significance of each contribution in the portfolio to the *reader's* purpose.

How Is the Portfolio Used?

Portfolios may be used in three primary ways. One way, *evaluating a student's performance* in a class, is evident in Vermont's focus on individual performance in mathematics and writing. Adaptation for any class or grade level is possible. In business education, for instance, a technological portfolio could be assigned in computer classes.

A second way is to evaluate a student's performance in a program or for a broader purpose such as *finding employment*. A portfolio designed in this way will synthesize knowledge and skills from a variety of sources to convince the reader (teacher or employer) that one has successfully prepared for employment.

A third way is to *evaluate an entire program* or any of its components. In such a case, all students' portfolios are synthesized and evaluated according to criteria selected for program evaluation.

Regardless of the use, students must be adequately prepared to develop an appropriate portfolio.

Using Portfolios in the Classroom

Portfolios can be used at all levels of education—from elementary grades to university courses. Regardless of the level, commonalities about methodology exist. Some guidelines for introducing the assignment, preparing the students to complete the assignment, implementing the assignment, and evaluating the assignment are addressed below. These guidelines reflect informal suggestions from students enrolled in two communication course and the capstone course for the two-year associate degree program. In addition, a formal assessment instrument provided additional feedback at the conclusion of the assignment. The suggestions presented here can be used in high school business education classes as well.

Introducing the Assignment

The vast majority of students have never participated in a portfolio assignment. Because little exists in students' previous experience that prepares them for this assignment, they will be apprehensive. The following suggested activities may reduce stress levels.

1. Introduce the portfolio assignment at the beginning of the course; and do so in writing. Begin by defining a portfolio. In advanced classes, the definition may be broader than in lower-level courses. In all cases, however, the portfolio should include two parts: the reflective essay that identifies qualities or skills and an appendix consisting of documentation for the statements made in the reflective essay. A

**Communications Portfolio Assignment
for a Business Communications Course**

Definition

A portfolio is a collection of your work that allows an employer, teacher, or other person to evaluate your ability. It may be representative of work in a specific class, or it may be assembled with the intent of showing your knowledge, skills, and abilities to a potential employer.

Rationale

In this class, we will prepare a portfolio as one of several methods that will be used to determine your final grade. Total point value for the portfolio is 50 points.

This semester you will be focusing on developing your ability to apply communication concepts to business situations. The portfolio, therefore, may include writing and other examples of communication from previous classes or work experience, as well as examples from the assignments in this class.

A key component in the portfolio will be development of a statement about your ability to communicate, what you believe you gained in this course, what you believe you need to do to continue your communication improvement program, and the ways you see your ability to communicate as a valuable asset to a potential employer.

Be sure to save this portfolio so that you may include some of your work in an employment portfolio in the future.

Organization

Your portfolio should include information of two types:

1. A well-written statement about your ability to communicate as described above. This may take several double-spaced pages.
2. An appendix of communication samples. These items will be identified by page numbers and referred to in the introductory statement.

Evaluation

Your portfolio will be due two weeks before the end of the semester to allow sufficient time for evaluation. It will be evaluated on the basis of the following factors:

- a. **Organization** Is the content organized for easy reading? Is the organization logical? How effectively are the appendix and the introductory statement coordinated? Is the selection of items appropriate?
- b. **Content** Is the content credible? What is the quality of the examples included?
- c. **Presentation** Is the information correct—no spelling or other mechanical errors? Does it appear professional?
- d. **Overall effect** What impression is created by the portfolio?

Annis, L. & Jones, C. (1995). Student portfolios: Their objectives, development, and use, in *Improving College Teaching*, Seldin & Assoc. (eds) Bolton, MA: Anker Publishing Co.

sample of instructions for a developmental portfolio follows.

In a representational portfolio, the objective is to address the types of qualifications as employer will seek in a candidate. These qualifications may include, but are not limited to, the following:

- Critical thinking
- Leadership ability
- Flexibility
- Unique talents
- Growth/development
- Written Communication Skills
- Ability to summarize and synthesize
- Oral communication skills
- Problem solving
- Persistence
- Motivation
- Self-confidence
- Decision making skills

- Ability to interpret and apply information
- Ability to plan, organize, lead, control
- Ability to work well in a group or teams.

If an employment search unit will be included in a course, students may be asked to find specific qualifications for their targeted potential employment.

2. Provide samples of representative paragraphs that demonstrate development of one quality of trait. An example from a student portfolio follows:

One of the skills I have developed this semester is the ability to work with people. We were introduced to concepts of group communication and asked to use these concepts in different group situ-

ations. On page 5 of the appendix, I have included a journal of the types of activities conducted and my reactions to the events. Some of the problems that arose and the ways in which I dealt with them are included. For instance, our group included an individual who was very shy. I found this to be a frustrating experience at first; however, I looked for ways to make her comfortable in a group. As a result, she gradually began to contribute.

3. Show examples of completed portfolios.

Clearly identify the reflective essay and its relationship to the documents. The process of developing the portfolio starts with self-reflection and asks such questions as the following:

- a. What skills have I developed that I wish to document?
- b. What documents can I include to substantiate these skills?
- c. What is the purpose of each exercise included in my portfolio?
- d. What processes did I use?
- e. Is the purpose of each document clear?
- f. Are my strengths adequately and accurately demonstrated by the documents I have selected?
- g. Which of these skills would a potential employer be most interested in?

However, because the purpose of the reflective essay is to provide an opportunity for students to determine what the course meant to them individually, other options or variations for reporting can be discussed. The key factor in selecting a method of presentation is determined by which method makes it easier for the reader.

Preparing Students

During the first weeks of the semester, frequent, brief discussions should be held to prepare students for collecting their data. Discuss potential content of portfolios, taking into account the focus of the assignment. Some suggestions are following:

- a. Writing assignments; English compositions, executive summaries
- b. Exams: national, essay
- c. Independent study projects
- d. Various types of class exercises
- e. Case study analyses

- f. Computer exercises
- g. Simulation exercises
- h. Videotape of class activities such as oral presentations
- i. Photographs of class work produced
- j. Products of research
- k. List of experiences not included in résumé
- l. Newspaper articles that document your achievement
- m. Programs from events in which you participated
- n. Job evaluations or products from previous/current employment
- o. List of career goals
- p. Teacher's evaluations/notes
- q. Letters of commendation, thanks, honors, awards
- r. Journal entries
- s. Critical incident reports

As class assignments are completed, their potential merit for inclusion in the portfolio can be discussed. These discussions help students to evaluate the array of assignments as documentation for the statements made in the reflective essay.

Implementing the Assignment

Once students have adequate information about the assignment, actual guidelines for implementing the assignment should be introduced.

1. Require an outline of the proposed portfolio with a specific due date rather than making this step optional. At the end of the semester, class feedback was almost unanimous regarding this point; in fact, students suggested that the outline should be evaluated and assigned a specific number of points. The rationale specified was assurance that they were correctly fulfilling assignment guidelines.
2. Provide an opportunity for developmental (formative) feedback by asking students to submit sample documents with the suggested outline. When the submission of an outline is optional, few students take advantage of the opportunity to receive feedback; however, if it is required, students will submit an outline, which provides an opportunity for the teachers to determine whether students are making good choices.

3. Provide an opportunity for formative feedback on a sample paragraph from the reflective essay.
4. Provide opportunities for students to look at sample completed portfolios on several occasions. If you do not have samples from previous classes, work with the class to construct samples or prepare a few that demonstrate the guidelines you have prepared.
5. Provide a specific due date for the final project, as well as any specifications for the mechanical presentation of the portfolio.
6. Provide class time for students to give feedback to each other about the content of their portfolios.

The above activities will reduce stress and anxiety for your students.

Evaluating the Assignment

Student participation in the evaluation process is important. Class members and instructor should discuss the possible evaluation components and their weights. A sample evaluation form, based on previous teacher and student input, is included below.

Suggestions for evaluating the assignment include these:

1. Twenty percent of the points was assigned to “overall impression” and students objected to one person making that decision. Students suggested they should have an opportunity to assign points prior to the teacher’s final evaluation. The decision to use student evaluations may depend on whether students are preparing a portfolio for employment or strictly for evaluation within the specific class. Rationale for using only the teacher’s reaction is based on the premise that the final outcome should resemble the use that will be made of an activity in the real world; in the case of employment portfolios, hiring decisions are often made by one individual.
2. Allow sufficient time for evaluation by setting a due date at least two weeks prior to the end of the semester.
3. Regardless of whether students’ input is used in the final evaluation process, using student feedback to provide developmental input is helpful. Preparation of a structured feedback

Portfolio Evaluation	
Your portfolio will earn a potential of 50 points. These 50 points are allocated as follows:	
Organization (15 points)	
Appropriate for individual’s objectives	1 2 3 4 5
Coordinated appendix and introductory statement	1 2 3 4 5
Coherent	1 2 3 4 5
	Total _____
Content (15 points)	
Selection of items included is appropriate	1 2 3 4 5
Examples demonstrate communication ability	1 2 3 4 5
Examples effectively support current competency claimed by the student	1 2 3 4 5
	Total _____
Presentation (10 points)	
Items are mechanically correct	1 2 3 4 5
Appearance is professional	1 2 3 4 5
	Total _____
Overall Effect (10 points)	
Impact on the evaluator	1 2 3 4 5 6 7 8 9 10
	Total _____
TOTAL POINTS EARNED _____	
Points are assigned as follows:	
5 = excellent	9-10 = excellent
4 = good	8 = good
3 = average	7 = average
2 = below average	6 = below average
1 = needs significant improvement	5 or less = needs significant improvement
Annis, L. & Jones, C. (1995). Student portfolios: Their objectives, development, and use, in <i>Improving College Teaching</i> , Seldin & Assoc. (eds) Bolton, MA: Anker Publishing Co.	

form will facilitate their evaluation as they work with partners or in groups.

4. Consider using individuals from the business community to establish benchmark portfolios (portfolios of good quality with work samples taken from local jobs) to serve as guides for assessing the content of student portfolios. If an advisory committee exists, designating a meeting for the purpose of evaluating portfolios may be desirable.

Rationale for assigning 50 points (of the possible 500 total class points) was based on the fact that this was the first time the project was used. However, after reviewing student comments at the conclusion of the course, most believed that the amount of work involved justified the assignment of at least 20 points to the outline due earlier in the semester as well as another 25 points to the portfolio.

Portfolio Use in Other Classes

Portfolios are used at every level from elementary grades to university graduate courses. The information provided here is intended to be a springboard for adaptive, creative uses in individual classrooms. For instance, a portfolio could be used in high school technology classes to demonstrate proficiency in using a specific software program; or a more global approach could be used by presenting technology principles and applications suitable for employment purposes. In business law, a reflective essay would help students synthesize and demonstrate the concepts presented. In all cases, relating the learning outcomes to the work place will assist the student in bridging the school-work gap. As with all assessment, criteria for evaluation must be age appropriate.

Impact of the Portfolio Assignment on Student Learning and on Teaching

Assessment of student reaction can be solicited in two ways: during a midsemester evaluation and at the end of the course.

1. During a midsemester evaluation. About half way through the semester students are asked to identify what they like and don't like about how the course is proceeding and what they wish would happen in the course. If any frustra-

tion about the portfolio assignment remains, more explanation can be provided at that time.

2. During final assessment. A two-page document was used to solicit an initial reaction, as well as reaction to the assignment at various points. Suggestions were also requested.

Feedback at the end of the semester was extremely positive. Assessment of the portfolio project indicated the following:

1. Confidence about seeking employment grew because of more intensive review of their skills and personal qualifications.
2. Students developed an awareness of personal deficits that needed work.
3. Students' self-concepts were boosted because they realized the extent of their growth.
4. Students become aware of the school-work connection. One student reflected on the experience in this way:

This class provided an opportunity for me to think about an important skill required in my career. For the first time in my life, I began to see the value of my assignments and how they are connected to my future. I wish more teachers would require portfolios.

The impact on a teacher is invigorating. The assignment is a challenging experience because it requires an investment of time and energy into developing a nontraditional, unstructured, and basically undefined assessment technique. The sense of exploring the unknown is motivating. Another obvious enhancement in teaching was the enforced planning of activities in relation to real work-world terms. Given the positive impact for students and teachers, the concept is worth pursuing. The portfolio is one assessment tool that is multidimensional in scope and helps educators to move away from an accountability system that artificially evaluates a student's achievement.

For additional information, use the following resources:

Resources

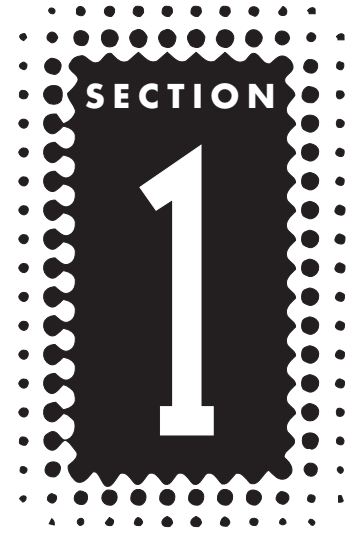
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Tips for Using Portfolios

- Use portfolios to broaden student assessment. Decide which curriculum objectives are not being evaluated adequately, and use portfolios to fill in the gap.
- Use large, expandable folders to store the portfolio contents. Keep control documents, such as contents and evaluation logs, in a smaller folder located within the larger one.
- Devise a cover sheet that summarizes information found in the portfolio. This strategy enables you to use the portfolio to report to parents, hold student conferences, or determine grades.
- Monitor the frequency with which you examine portfolios by including in the folder a sheet that you initial and date upon each review.
- Keep a record of any checklists, rating scales, conference notes, anecdotal records, or any other assessment information that you have collected.
- Ask students to select one piece of work with which they are satisfied and one piece with which they were dissatisfied. Hold conferences or use small group discussions to help students analyze why they rated the piece this way. Help students determine what they can do differently on a future assignment to improve the low-rated piece.
- Consider selecting (jointly, with students) several pieces from each student's portfolio that can be passed along to the next teacher. Add comments that you feel are pertinent.
- Collect work samples and evaluate student progress through successive stages of an activity.
- Collect samples of documents prepared for different courses. Have students improve the format and presentation of these documents.
- Collect written answers to a weekly open-ended question. For instance, you can pose work-related problems and ask for suggested solutions and a sample.

Adapted from ...*teacher today*, volume 7, number 4, 1992, Oak Brook, IL.



Managing Portfolios: Forms

List of Files for Forms

Filename	Form
Form1.doc	Form 1: Portfolio Contents and Evaluation Log
Form2.doc	Form 2: Portfolio Assignment Sheet
Form3.doc	Form 3: Portfolio Evaluation Criteria
Form4.doc	Form 4: List of Recommended Exercises
Form5-A.doc	Form 5: Comments (Blank)
Form5-B.doc	Form 5: Comments (Filled-In Sample)
Form6-W.doc	Word Form 6: Class Portfolio Log
Form6-E.doc	Excel Form 6: Class Portfolio Log
Form6-P.doc	PowerPoint Form 6: Class Portfolio Log
Form6-A.doc	Access Form 6: Class Portfolio Log

Portfolio Assignment Sheet

What Is a Portfolio?

A portfolio is a collection of your work that demonstrates your ability. In this class, you will create a portfolio that shows your growth over time.

How Do I Begin?

You will collect your documents in a folder that is kept in a secure place by your instructor. To prepare this folder, write your name on the tab, and staple Forms 1, 2, 3, and 5 to the inside front cover.

- Form 1, *Portfolio Contents and Evaluation Log*, will be on top. You may need more than one copy of this form, depending on the number of documents included in your portfolio.
- Form 2, the *Portfolio Assignment Sheet* (which you are now reading), explains the assignment. You can refer to it at any time.
- Form 3, *Portfolio Evaluation Criteria*, explains how you will be graded, so you can look critically at your documents and at your portfolio as it grows.
- Form 4, *Recommended Exercises*, suggests some exercises from the text that you might include.

How Do I Prepare a Document for My Portfolio?

When you select an assignment to include in your portfolio, log it on Form 1. A sample entry is printed on that form. Form 1 shows the reader exactly what your portfolio contains.

Next, take a copy of Form 4, *Comments*, and complete the Student Comment section. Your comments might concern the skills you learned in preparing this document. Attach the *Comments* form to the document and put it in the folder.

Who Will Read My Portfolio?

Your teacher may pair you with another student so that you can act as *peer reviewers* for one another. As a peer reviewer, you must look critically at your partner's documents and make suggestions for improvement, if necessary. Your teacher will tell you how often to perform these reviews.

Your teacher will also review your portfolio periodically. Form 4 provides space for everyone's comments about the document.

What Should I Do with Reviewer Comments?

You can learn from your reviewers how to create more professional and accurate documents. You may choose to revise a document based on reviewer suggestions. Indicate that revisions were made on Forms 1 and 4, date the revisions in pencil, and attach them to the original document. Reading *Portfolio Contents* (Form 1) and *Comments* (Form 4) will alert your teacher to look for the revision and compare it to the original.

Your teacher may grade assignments as they are reviewed, and change grades when documents are improved.

How Will a Portfolio Help Me Develop My Skills?

By looking carefully at the *Portfolio Evaluation Criteria* and by studying your reviewers' comments, you will develop the skills needed to produce professional work. Your own comments will begin to connect your skills with personal and work-related applications, and may suggest additional projects you can include in your portfolio.

Managing My Portfolio

You must include _____ document(s) per lesson for a total of _____ documents.

You may include up to _____ additional documents to demonstrate useful applications of word-processing skills.

Your peer reviewer is: _____

Portfolio Evaluation Criteria

Students: Review this form to learn how your portfolio will be evaluated. Staple this form to the inside front portfolio cover, behind Forms 1 and 2.

Teacher: Complete this form when you evaluate the final portfolio.

	Possible Points	Points Earned	Totals
Completed Assignments			
Includes at least the minimum number required	12	_____	
Shows appropriate complexity	12	_____	
Completed on time	9	_____	
Total	33		_____
Quality of Assignments			
Shows Word, Excel, PowerPoint, or Access skills	15	_____	
Shows good form	10	_____	
Uses correct language/structure	9	_____	
Total	34		_____
Portfolio Management			
Enters assignments on Form 1: Portfolio Contents and Evaluation Log	4	_____	
Attaches Form 5: Comments to each assignment	4	_____	
Includes appropriate number of peer reviews	4	_____	
Reviews peer's work	4	_____	
Total	16		_____
Self-Conscious Learning			
Reflects thought about skills learned and applications possible	8	_____	
Revises documents based on peer and teacher reviews	8	_____	
Total	16		_____
TOTAL POINTS EARNED	100		_____

Grade and Percent Equivalents for Subsections Scores					
Grade	A	B	C	D	F
Percent	100 to 90%	89 to 80%	79 to 70%	69 to 65%	64 to 0%
Possible Points					
33	33 to 30	29 to 26	25 to 23	22 to 21	20 to 0
34	34 to 31	30 to 27	26 to 23	22 to 21	20 to 0
16	16 to 15	14 to 13	12 to 11	10	9 to 0

List of Recommended Exercises

WORD

UNIT 1: Basic Skills

Lesson 1: Creating a Document.....	1-21
Lesson 2: Selecting and Editing Text	2-20, 2-21
Lesson 3: Formatting Characters	3-21, 3-22
Lesson 4: Writing Tools.....	4-17, 4-18

UNIT 2: Paragraph Formatting, Margins, and Tabs

Lesson 5: Formatting Paragraphs.....	5-28, 5-29
Lesson 6: Margins	6-16, 6-17
Lesson 7: Tabs and tabbed Columns.....	7-17, 7-18

UNIT 3: Moving, Copying, and Replacing Text

Lesson 8: Moving and Copying Text.....	8-23, 8-24
Lesson 9: Find and Replace	9-20

UNIT 4: Printing and Page Formatting

Lesson 10: Printing.....	10-14, 10-15, 10-16
Lesson 11: Page and Section Breaks.....	11-17, 11-18
Lesson 12: Page Numbers, Headers, and Footers	12-17, 12-18, 12-19

EXCEL

UNIT 1: Basic Skills

Lesson 1: What Is Excel?	1-23, 1-24
Lesson 2: Creating a Simple Worksheet	2-24, 2-25, 2-26
Lesson 3: Enhancing a Simple Worksheet.....	3-24, 3-25
Unit 1 Applications.....	1-3, 1-4, 1-5

UNIT 2: Developing a Worksheet

Lesson 4: Designing and Printing a Worksheet.....	4-30, 4-31
Lesson 5: Copying Data and Using Toolbars	5-17
Lesson 6: Range Names and Sorting	6-14, 6-15, 6-16
Lesson 7: Spelling, Find/Replace, and File Management.....	7-16
Unit 2 Applications.....	2-3, 2-4, 2-5

POWERPOINT

UNIT 1: Basic Skills

Lesson 1: What is PowerPoint?.....	1-22, 1-23
Lesson 2: Basic Presentation Tools	2-20, 2-21
Unit 1 Applications.....	1-3, 1-4, 1-5

List of Recommended Exercises (Continued)

UNIT 2: Developing a Presentation

Lesson 3: Creating a Presentation from Scratch	3-17, 3-18, 3-19
Lesson 4: Using the Outline Pane	4-18, 4-19
Lesson 5: Working with Text	5-24, 5-25
Unit 2 Applications.....	2-2, 2-3, 2-4

UNIT 3: Customizing a Presentation

Lesson 6: Working with PowerPoint Objects.....	6-25, 6-26, 6-27
Lesson 7: Working with Lines, Fills, and Colors.....	7-28, 7-29, 7-30
Lesson 8: Manipulating PowerPoint Objects.....	8-25, 8-26, 8-27
Unit 3 Applications.....	3-3, 3-4, 3-5

ACCESS

UNIT 1: Understanding Access Basics

Lesson 1: Getting Started with a Database	1-22, 1-23
Lesson 2: Adding and Editing Data.....	2-24, 2-25
Lesson 3: Finding and Sorting Records.....	3-27
Unit 1 Applications.....	U1-2

UNIT 2: Building a Database

Lesson 4: Adding Tables to a Database.....	4-23, 4-25
Lesson 5: Adding Forms to a Database.....	5-27, 5-28
Lesson 6: Adding Reports to a Database	6-29
Unit 2 Applications.....	U2-3, U2-4, U2-5

Name Your Name

Date 10/1/00

Comments

Students: Attach a Comments form to every document you include in your portfolio. In the Student Comments section describe the skills and techniques you demonstrated in the document. Also note any especially useful techniques and suggest how new techniques might have been used in earlier documents or in other settings. Your peer reviewer (a fellow student) and your instructor may also write comments on these forms when your portfolio is reviewed.

Document Number / Filename	Type of Document	Description	Revised?
(Sample) 1.g17-18	Memo	Memo with tabbed columns, sorted text, and bar tabs.	Yes 10/15/00

STUDENT COMMENTS

Skills Demonstrated

Had no problems with tabbed columns or sorting text. Had to look at the textbook for help with bar tabs, but I don't have any problems with them now.

Techniques to remember

Have to remember how to do bar tabs.

EVALUATOR COMMENTS

Peer Reviewer MKS

Date 10/13/00

Watch out for spelling.

Teacher Evaluator DH

Date 11/1/00

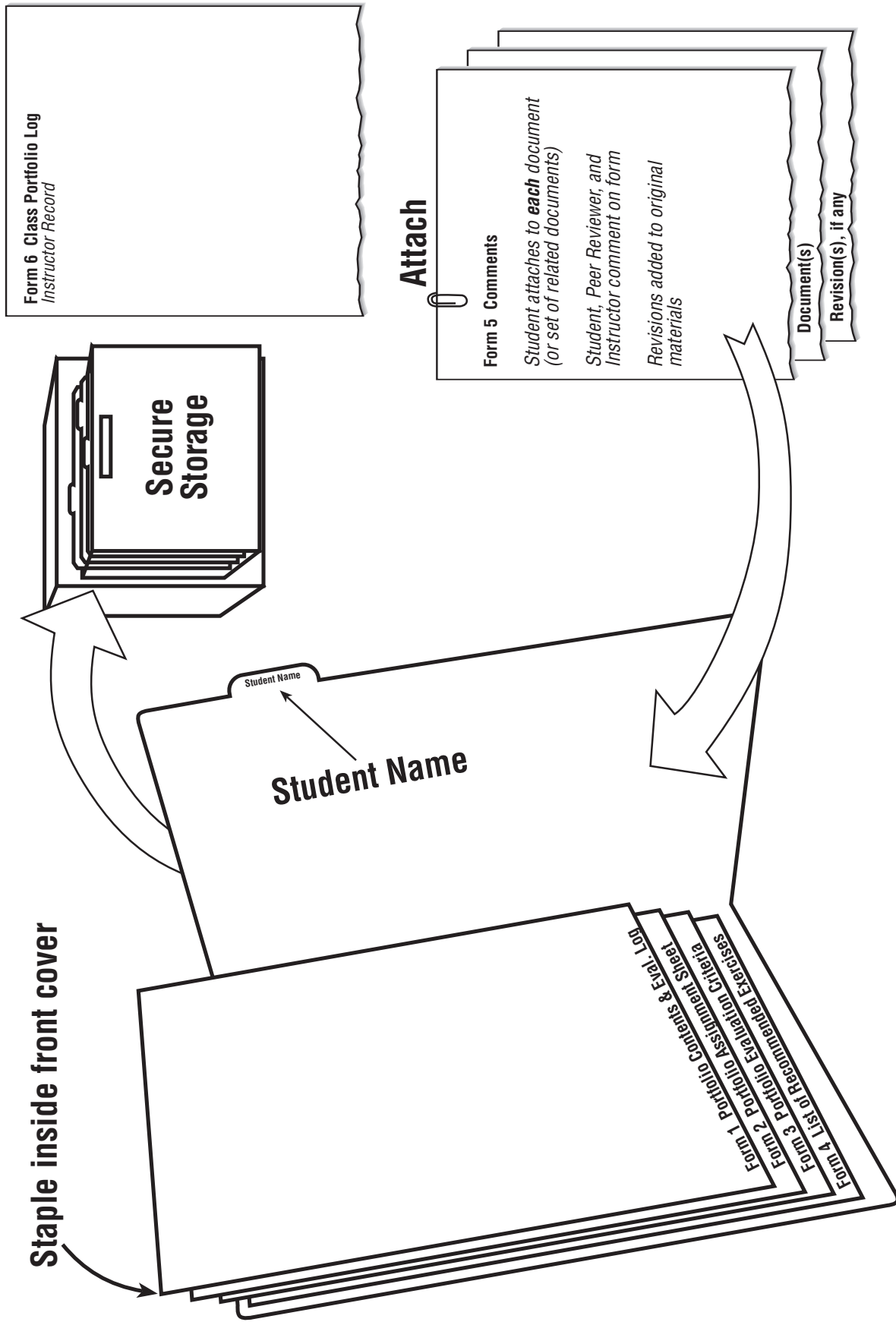
Perfect final product. Nice job.

If you show me this document with leader tabs, a different type of box border, and the Gateway offices sorted by descending order, you can boost your grade.



Managing Portfolios: Transparency Masters

MANAGING PORTFOLIO FORMS



THE PORTFOLIO EVALUATION PROCESS

Prepare

Instructor

Distribute forms (Forms 1, 2, 3, 4, 5)
Explain assignment
(Optional: Assign peer reviewer)

Student

Prepare portfolio folder (Forms 1, 2, 3, 4)
(Optional: Choose peer reviewer)

Build

Student

Add documents periodically
Add comments (Form 4)
Log in document (Form 1)

Evaluate

Student

Review documents periodically
Revise documents as needed

Peer Reviewer

Review documents (Form 5)
Fill in Evaluation Log (Form 1)
Suggest revisions
Evaluate portfolio (Form 3)

Instructor

Review documents (Form 5)
Fill in Evaluation Log (Form 1)
Suggest revisions
Evaluate portfolio (Form 3)

PORTFOLIOS: WHO DOES WHAT?

Student

- Prepare portfolio folder.
- Regularly add documents to portfolio. (See Form 4, List of Recommended Exercises.)
- Complete Form 5 (Comments) for each document (or for each set of related documents).
- Log each new document on Form 1 (Portfolio Contents and Evaluation Log).
- Seek peer and teacher reviews.
- Revise documents based on peer and teacher reviews.

Peer Reviewer

- Occasionally review and discuss portfolio with assigned classmate.
- Add evaluation comments on Form 5 (Comments). Mark documents, if appropriate.
- Add signature and date of review to Form 1 (Portfolio Contents and Evaluation Log).

Teacher

- Distribute and explain assignment and forms.
- Store portfolios in secure location.
- Periodically review portfolios.
- Add evaluation comments on Form 5 (Comments). Mark documents.
- Add signature and date of review to Form 1 (Portfolio Contents and Evaluation Log).
- Discuss student progress individually as needed.
- Use Form 6 (Class Portfolio Log) to track class and individual progress.
- Use Form 3 (Portfolio Evaluation Criteria) to evaluate portfolios.



Representational Portfolio Builder

Building a Résumé

Identifying Prospective Employers

Building Your Portfolio

Targeting Your Résumé and Portfolio

Writing a Cover Letter

Filling Out an Employment Application

Employment Interviews

Following Up the Interview

List of Files Produced in the Portfolio Builder

Filename	Document
<i>[Your initials]</i> Res1.doc	Résumé created using a Word Résumé Template
<i>[Your initials]</i> Res2.doc	Résumé created using the Word Résumé Wizard
<i>[Your initials]</i> Prospects.doc	List of prospective employers
<i>[Your initials]</i> DocList.doc	List of documents to include in your Portfolio
<i>[Your initials]</i> CvrLtr.doc	Cover letter (From scratch or using Word's Letter Wizard)
<i>[Your initials]</i> AppInfo.doc	Information for use in filling out Employment Applications
10-15 additional documents	The documents listed in your Document List.

Optional Documents

Thank you letter
Contract Reference Sheet
Contract Reference Card



Portfolio Builder

OBJECTIVES

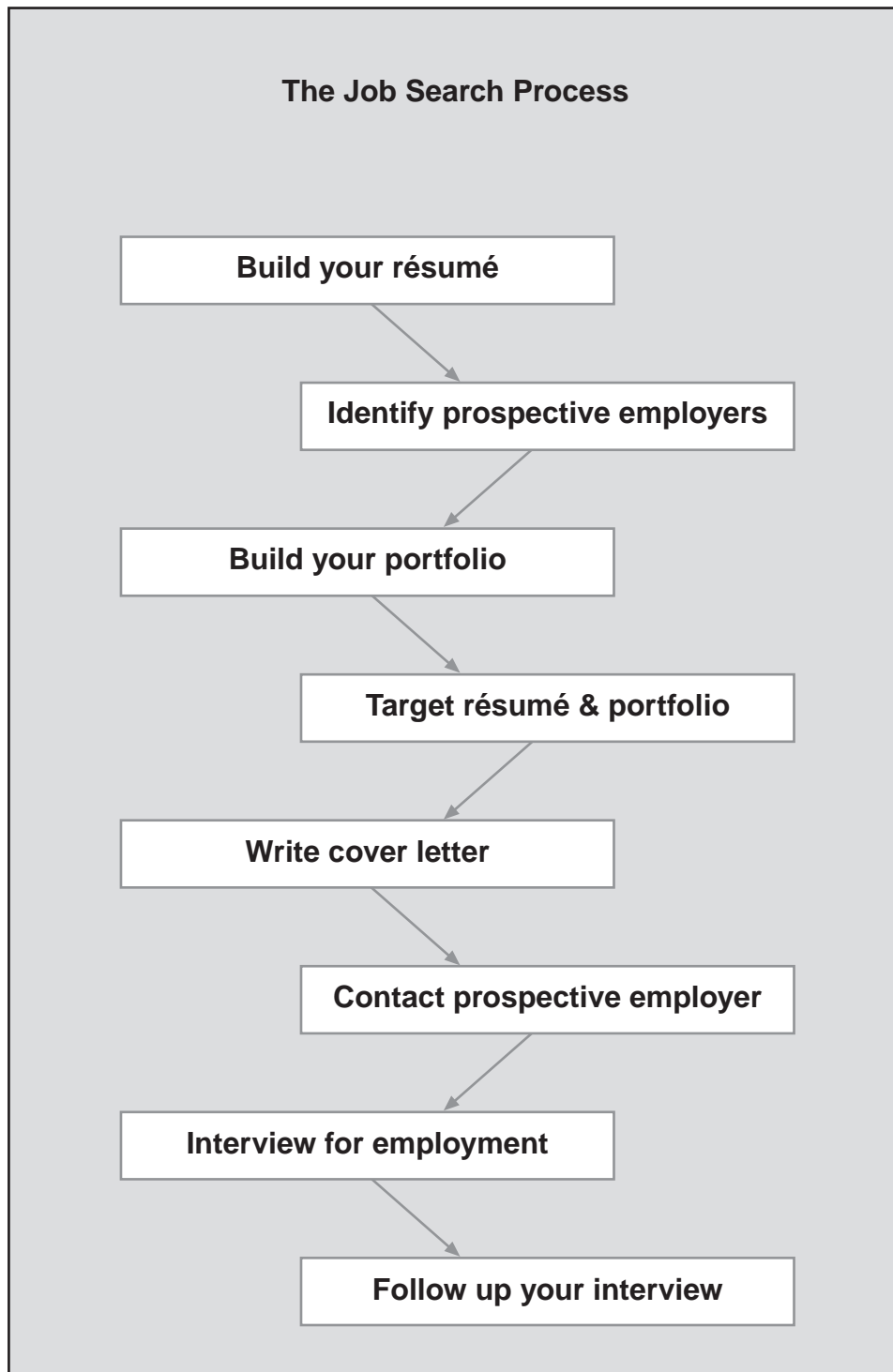
By using this Portfolio Builder, you will learn how to:

1. Build a résumé.
2. Identify prospective employers.
3. Build a portfolio.
4. Target your résumé and portfolio.
5. Write a cover letter.
6. Fill out an employment application.
7. Prepare for a job interview.
8. Follow up an interview.

Finding a job is difficult—especially today in the midst of downsizing. The number of applicants often exceeds the availability of jobs. So you need to distinguish yourself from other people interested in the same job. You need to show a prospective employer what you can do.

This *Portfolio Builder* helps you build a résumé that will tell prospective employers about your work background. It also assists you in building a “representational portfolio”—a collection of your best work that you can show as evidence of your skills. The documents in your portfolio will be geared to specific employers. Finally, the *Portfolio Builder* leads you through the job-search process: including contacting prospective employers, filling out an employment application, and following up after interviews.

FIGURE P-1
The job-search
process



The *Portfolio Builder* will be helpful to you if you're planning to search for immediate employment. It is also a useful final project because it requires you to demonstrate skills you have gained from this course. Even if you're not looking for a job, it will help prepare you for an eventual job search.

Building a Résumé

A résumé is a representation of you on paper. It provides a first impression of you to a potential employer.

Building a résumé is an exercise in self-discovery. To create one, you must review your experience, identify your skills, and focus on a goal. Once you have created a résumé that states your strengths and objectives, you can begin the process of marketing yourself to prospective employers.

Although a good résumé will not guarantee a job, it is a primary tool in the job-search process.

There are three types of résumés:

- The *chronological* résumé is the traditional type of résumé. It lists your work history, starting with your most recent job. It includes a brief description of the position and your accomplishments. This is a “where you've been” type of résumé.
- The *functional* résumé highlights your skills or areas of expertise. It is a “what you can do” type of résumé.
- The *combination* résumé highlights your skill areas *and* lists the jobs you have held.

The following six pages illustrate these three kinds of résumés.

Chronological Résumé Description

Contact Information: Your name, address, and telephone number should appear at the top of the résumé. Spell out your address (do not abbreviate “Street” or “Avenue”). Include your ZIP code. Use a telephone number where you can be reached during the day or where a message can be left. Include other forms of contact, such as an e-mail address or fax number, if available. Don’t use your current employer’s telephone or fax number.

Job Objective: Your job objective represents the specific field or job title that you are pursuing. If you’re targeting a specific job, tailor your objective to that position. Include the job type, the industry, and the geographical area in your objective (example: “Marketing position with a computer software vendor in the Chicago area”). To keep your options open, write a broader objective.

Work Experience: Describe the jobs that you have held, beginning with your most recent position. List the years of employment, company names and locations, and specific job titles. Include current and past jobs, part-time work, self-employment, volunteer work, and internships, as appropriate. The job description should focus on quantified achievements and specific skills.

Education: List the schools and training programs that you have attended. List your most recent education—school, degree or program, and date completed. Omit information about your high school if you have a college degree. Include any additional information, such as continuing education, seminars, or special course work that is related to your objective. This section can appear before **Work Experience** if you’re a recent graduate, or if your education or training is your most important qualifying factor.

Additional Information: Your résumé can contain additional information that may be relevant to the job you are pursuing. For example, a section on computer proficiency can be included. You can also include **Activities, Professional Organizations**, or **Honors/Awards** as separate sections.

References: References are often not included on a résumé, but are provided separately if requested. Line up your references in advance, and list them on a sheet of paper. Include the name, address, telephone number, and title (if appropriate). You can ask a previous employer for a letter of recommendation, which you can then photocopy.

FIGURE P-2 Chronological résumé*

12 Juniper Drive
 Any Town, State 00000
 (000) 000-0000
 E-mail: dmartin@xxx.xxx

Donald Martin

Objective	Seeking position as microcomputer salesperson in dynamic retail environment.
Work Experience	<p>1996–Present Electronics Depot Any Town, State Sales Associate</p> <ul style="list-style-type: none"> • Specialized in sales of computer hardware and software in busy retail outlet. • Selected Salesperson of the Year for Midwest region. • Established customer training program for computer sales that produced \$80,000 in its first year. <p>1994–1996 Video Time Any Town, State Assistant Manager</p> <ul style="list-style-type: none"> • Managed video-rental store during most heavily-trafficked hours (evenings and weekends). Effectively handled as many as 250 customer contacts per day. • Trained and supervised five sales assistants. • Started “Old Time Cinema Club” that boosted sales of backlist videos by 50%. <p>1993–1994 Fairway Department Store Any Town, State Sales Assistant</p> <ul style="list-style-type: none"> • Assisted customers in busy Electronics Department. • Handled more than \$2,000 per day in cash sales. • Completed sales training program.
Education	<p>1997 Fargo Technical College Any Town, State</p> <ul style="list-style-type: none"> • A.A., Microcomputer Systems Technology • G.P.A. 3.93
Software/Hardware Training	<ul style="list-style-type: none"> • Proficiency in all Microsoft Office applications and PageMaker on both the PC and Macintosh computer. • Can perform diagnostics on PCs and peripheral equipment, and can install/upgrade PC components such as network cards, memory chips, disk drives, and modems.
References	Available upon request.

*Created using a modified version of Word’s Contemporary résumé style.

Functional Résumé Description

Contact Information: Your name, address, and telephone number should appear at the top of the résumé. Spell out your address (do not abbreviate “Street” or “Avenue”). Include your ZIP code. Use a telephone number where you can be reached during the day or where a message can be left. Include other forms of contact, such as an e-mail address or fax number, if available. Don’t use your current employer’s telephone or fax number.

Job Objective: Your job objective represents the specific field or job title that you are pursuing. If you’re targeting a specific job, tailor your objective to that position. Include the job type, industry, and geographical area in your objective (example: “Marketing position with a computer software vendor in the Chicago area”). To keep your options open, write a broader objective.

Functional Sections: In a functional résumé, these sections provide the bulk of the information about you. Include two to four sections that describe a particular area of expertise or involvement. These areas should be directly related to the position you are pursuing. (In this résumé, the functional sections appear with the headings **Casework**, **Document Drafting**, and **Computer Skills**.) As an alternative to creating job-specific sections, create functional sections with the headings **Qualifications** and **Accomplishments**. Under these headings, list concise action statements that will catch the attention of a prospective employer.

Work Experience: A functional résumé lists your job history by date, company name and location, and title, beginning with the most recent position. Job descriptions are not included, as the résumé focuses on qualifications and skills, not work history.

Education: List the schools and training programs that you have attended. List your most recent education—school, degree or program, and date completed. Omit information about your high school if you have a college degree. Include any additional information, such as continuing education, seminars, or special course work that is related to your objective. This section can appear immediately below your **Objective** if you’re a recent graduate, or if your education or training is your most important qualifying factor.

Additional Information: Your résumé can contain additional information that may be relevant to the job you are pursuing. For example, you can include sections with the following headings: **Activities**, **Professional Organizations**, **Honors/Awards**. The heading **References** may be listed at the bottom, followed by the text “Available on request” (see Chronological Résumé for more information).

Combination Résumé Description

Contact Information: Your name, address, and telephone number should appear at the top of the résumé. Spell out your address (do not abbreviate “Street” or “Avenue”). Include your ZIP code. Use a telephone number where you can be reached during the day or where a message can be left. Include other forms of contact, such as an e-mail address or fax number, if available. Don’t use your current employer’s telephone or fax number.

Job Objective: Your job objective represents the specific field or job title that you are pursuing. If you’re targeting a specific job, tailor your objective to that position. Include the job type, the industry, and the geographical area in your objective (example: “Marketing position with a computer software vendor in the Chicago area”). To keep your options open, write a broader objective.

Functional Sections: Include two or three sections that describe a particular area of expertise or involvement, or that summarize your qualifications and accomplishments. Use concise statements that are easy to read.

Work Experience: As in the chronological résumé, list and describe the jobs that you have held, beginning with your most recent position. Include the years of employment, the company names and locations, and the specific job titles. You can include current and past jobs, part-time work, self-employment, volunteer work, internships, and so on, as appropriate. The job description should focus on quantified achievements and specific skills. Be careful not to repeat the same information here that you have listed in the Functional Sections.

Education: List the schools and training programs that you have attended. List your most recent education—school, degree or program, and date completed. Omit information about your high school if you have a college degree. Include any additional information that might be relevant, such as continuing education, seminars, or special course work. This section can appear above **Work Experience** if you’re a recent graduate, or if your education or training is your most important qualifying factor.

Additional Information: Your résumé can contain additional information that may be relevant to the job you are pursuing. For example, you can include sections with the following headings: **Activities**, **Professional Organizations**, **Honors/Awards**. The heading **References** may be listed at the bottom, followed by the text “Available on request” (see Chronological Résumé for more information).

FIGURE P-4 Combination résumé*

<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p style="margin: 0;">ANNA LUPONE</p> <p style="margin: 0;">1002 LOOKOUT POINT ANY TOWN, STATE 00000 TELEPHONE (000) 000-0000 E-MAIL 00000@AOL.COM</p> </div>		
<u>OBJECTIVE</u>		
Corporate Word Processing Administrative Assistant		
<u>SUMMARY OF QUALIFICATIONS</u>		
<ul style="list-style-type: none"> ◇ Four years experience in administrative/clerical support positions. ◇ Easily establish rapport with managers, staff, and customers. ◇ Proficient at analyzing statistics and market trends to develop accurate forecasts and effective sales presentations. ◇ Excellent problem-solving, project management, decision-making, and time management skills. ◇ Proven ability to prioritize and complete multiple tasks, independently and with little supervision. ◇ Bilingual: English/Spanish. 		
<u>COMPUTER SKILLS</u>		
<i>Operating Systems:</i>	Microsoft Windows 98	
<i>Word Processing:</i>	Word	
<i>Graphics:</i>	PageMaker, PowerPoint	
<i>Database and Spreadsheets:</i>	Access, Excel	
<i>Keyboard Speed:</i>	85 wpm	
<u>PROFESSIONAL EXPERIENCE</u>		
1994–Present	COCA COLA COMPANY	Atlanta, Georgia
<i>Administrative Assistant</i>		
<ul style="list-style-type: none"> ◇ Analyze sales volume and profit. ◇ Finalize and package forecasting reports for annual sales of \$100 million. ◇ Monitor monthly spending and reconciliation for \$8 million budget. ◇ Manage \$200,000 in advertising and promotional materials. 		
<u>EDUCATION</u>		
1998	Blake Business Institute	Any Town, State
<i>A.S., Administrative Office Technology</i>		
◇ Dean's List, 4.0 GPA		
<u>REFERENCES</u>		
Available on request.		

*Created using a modified version of Word's Elegant résumé style.

Choosing a *Résumé* Format

What type of *résumé* is right for you? Consider the following:

TABLE P-1 Choosing a *Résumé* Type

RÉSUMÉ TYPE	PREFERABLE IF:
Chronological	You have a history of steady work that reflects growth, and you are looking for a job in the same field or a related field.
Functional	You are new to the workforce, have gaps in your work history, or are changing careers.
Combination	You have some work history that is worth showcasing <i>and</i> want to highlight your marketable skills.

Be aware that the chronological *résumé* is the most traditional and conservative type of *résumé*. It is also the easiest to prepare. The functional and combination *résumés*, which use more innovative approaches, require greater thought, planning, and creativity.

Tips on *Résumé* Writing

When preparing your *résumé*, give yourself plenty of time, and keep in mind the following basics:

Content

- Everything in your *résumé* should support your job objective. Omit anything that doesn't.
- Be clear about what your skills are, both in your own mind and on paper. Your *résumé* should answer the question, "Why should I hire you?"
- Your *résumé* should convey the impression that you're focused. It should be targeted to a specific occupation or career field.
- Don't shortchange yourself. Emphasize any accomplishments, awards, and recognition you've received that supports your job objective.
- Mention promotions, raises, and bonuses, if appropriate, to prove your track record.
- Don't misrepresent yourself. Lying or exaggerating can only hurt—not help—you.
- Stress the positive—never include negative information about yourself. Your *résumé* should reflect what you *can* do, not what you can't.

Writing Style

- Strive for crisp, concise writing. Use short, easy-to-understand sentences.
- Use action words and phrases in your job and skill descriptions. For example, begin each description with words such as “Analyzed,” “Administered,” “Developed,” “Initiated,” “Organized,” and so on.
- Use buzzwords and terminology that relate to the job you are pursuing.
- Proofread your résumé thoroughly for typographical, grammatical, or punctuation errors.

Appearance

- Your résumé should look professional. It should have an attractive layout, an easy-to-read format, and enough “white space” so that it is not too text-heavy.
- Use a good-quality printer to print your résumé. Avoid sending out photocopies, if possible.
- Limit your résumé to one page, unless you have substantial work experience that is relevant to your current job objective.

Getting Help

- Attend résumé and career workshops offered at your school or in your community.
- Read books about résumé writing to learn how to identify your skills, document your experience, and deal with special problems. Review résumé samples in such books.
- Ask someone whose judgment you trust to read your résumé before you send it out.

Résumé Templates and the Résumé Wizard

Word provides three résumé templates and a Résumé Wizard to help you create a résumé.



NOTE: Before using a résumé template or the Résumé Wizard, check the New dialog box to see if they are available. If the templates have to be installed, use the Microsoft Office CD-ROM (Disk 1) to run the setup program. The Setup program location for these files is Microsoft Word for Windows, Wizards and Templates. See “Installation Requirements” (“Installing New Features”) at the beginning of this text for step-by-step instructions. You can also go to the Microsoft Office Web site (www.microsoft.com) and download wizards and templates.

EXERCISE P-1 Use a Résumé Template

The résumé templates allow you to create a chronological résumé based on one of three styles: Elegant, Contemporary, and Professional.

1. Choose **N**ew from the **F**ile menu, choose the Other Documents tab, and then double-click one of the résumé template icons.


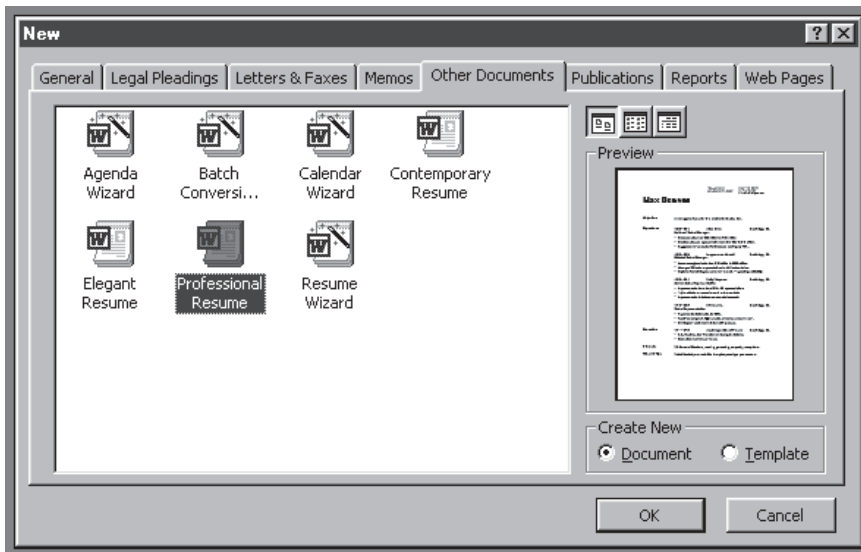

 **NOTE:** To preview the template before choosing it, click the résumé template icon, and then view it in the Preview box.

FIGURE P-5
Résumé templates
in the New dialog
box



2. Replace all of the placeholder text in the document with your own information.
3. Make any formatting modifications. Save the document as *[your initials]/Res1.doc* and print it.

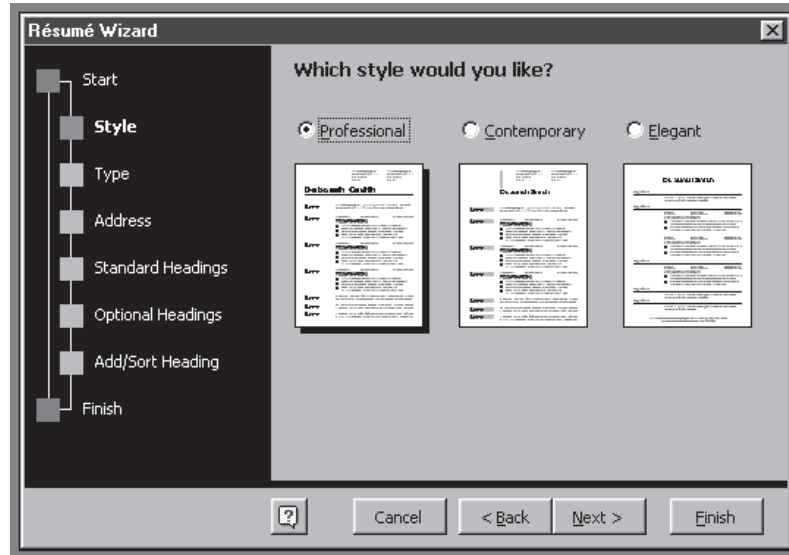
 **NOTE:** Use the Résumé Wizard or résumé templates as a basis upon which to build your résumé. Modify the layout and formatting of the résumé to make it unique. Remember, you don't want your résumé to look exactly like everyone else's.

EXERCISE P-2 Use the Résumé Wizard

The Résumé Wizard guides you through the steps needed to create a chronological or functional résumé using one of the three résumé styles.

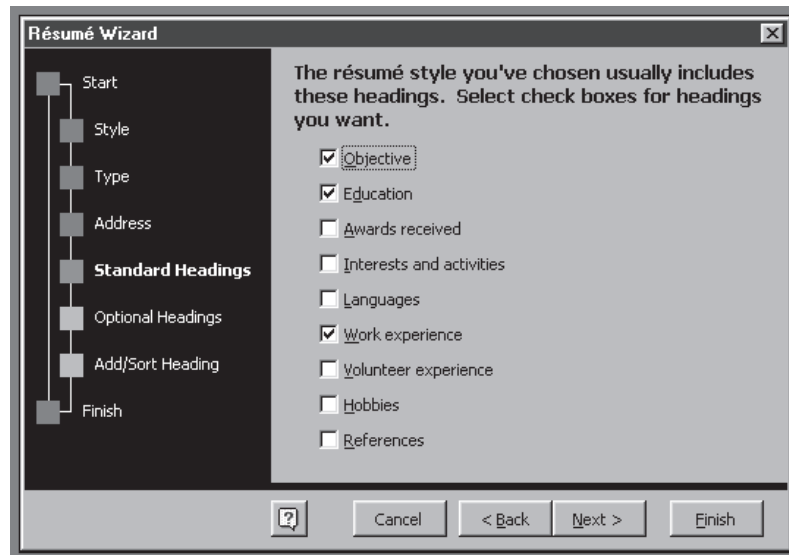
1. Choose New from the File menu, choose the Other Documents tab, and then double-click the Résumé Wizard icon. Click Next to start.
2. In the Style dialog box, choose a résumé style. Click Next to display the next dialog box.

FIGURE P-6
Choosing a résumé style



3. Choose the résumé type, and then click Next.
4. Enter your name and mailing address, and then click Next.

FIGURE P-7
Choosing headings for your résumé



5. Choose the résumé headings you want, and then click Next.
6. Choose any additional headings you desire, and then click Next.

7. Add another heading or reorder your existing headings, and then click Next.
8. Click Finish to view the résumé.
9. At the Office Assistant prompt, choose an option or click Cancel.



TIP: You can click the Office Assistant option to create a quick cover letter at this point. The letter will contain sample text for you to replace with your own information. See the section “Writing a Cover Letter” in this Portfolio Builder to learn about cover-letter basics.

10. Replace the placeholder text in the résumé with your own information.
11. Make any modifications. Save the document as *[your initials]Res2.doc*.

Identifying Prospective Employers

Now that you’ve prepared a résumé, it’s time to think about who will view it. Your next step is to identify the companies in your area—and the people within those companies—who may be hiring people with your skills.

Always try to identify the manager in each company or organization who heads up the division, department, or group in which you hope to work. Avoid applying through a Human Resources staff member, if at all possible. In the Human Resources Department, it’s easy to become just another applicant who receives no special attention.

Help Wanted Ads

Help-wanted ads can represent a useful way to research the hiring trends of a local company. Help-wanted ads are, however, less useful as a source of real employment opportunities. They should never be used as the primary focus of your job search. In fact, some experts believe that only 10 percent of all available jobs are listed in the newspaper.

Use the back issues of your local newspapers to find out whether a company has been hiring recently, what kinds of jobs have recently been advertised, and if a particular contact person was listed in the ad.

Networking

Talk to people who are in a position to provide information about job leads and the hiring process at particular companies. They can be friends, relatives, acquaintances—anyone who can put you in touch with a job contact. Try to

identify the people within a company who have the power to hire you. Get the correct spelling of each person's name, official correct job title, department, company, and, if possible, a telephone number.

Company Research

An easy way to begin your company research is with the *Yellow Pages*. Use it to locate businesses in the field in which you're interested. (You may need to use the "Business-to-Business" section for some types of businesses.)

The business section of your local library contains reference books that can give you even more information about local companies. Some of the best sources are:

- *Standard & Poor's Register of Corporations, Directors, and Executives*. McGraw-Hill. (Volume 2 lists companies by location.)
- *The National Directory of Addresses and Phone Numbers*. Gale Research, Inc.
- *Million Dollar Directory*. Dun & Bradstreet.
- *Job Seeker's Guide to Private and Public Companies*. Gale Research, Inc.
- *Job Opportunities for Business and Liberal Arts Graduates*. Peterson's Guides, Inc.
- *Job Opportunities for Engineering, Science, and Computer Graduates*. Peterson's Guides, Inc.

Some of these sources are also available in easy-to-use software versions that allow you to search for particular companies based on specific criteria. Your local librarian can often provide help in locating information about specific companies as well.

Using the Internet

Many sources of company and career information are available on the Internet. Many companies operate their own Web site or home page, and some even list their job openings there. If a prospective employer is a large company, search the Internet based on the company's name. Often, promotional materials from the company (and available in a local public library) will indicate its Internet or Web site address.

Many Web search engines (such as Lycos, Excite, or Infoseek) offer career-oriented services. Search for such general keywords as "career," "employment," or "job." A targeted search using more specific keywords may produce results that prove more immediately useful to your job search.

You can also use your Internet browser to search for locations with appropriate keywords. For example, one recent search showed 600,000 matches for the keyword “career.” Obviously, the more targeted your search of the Internet, the more useful it may be.

Specialized employment search engines on the Internet may prove useful. Because these services list jobs from across the nation (and around the world), they may be less useful for a local job search. A list of places to look for jobs on the Internet follows (remember that Internet options change rapidly, so this list may need to be updated and new options may be available):

- CareerPath
Searches classified ads in U.S. newspapers
www.careerpath.com
- The Career Builder Network
www.careerbuilder.com
- CareerMosaic
www.careermosaic.com
- E-Span Employment Database
www.espan.com
- HotJobs
www.hotjobs.com
- The Monster Board
www.monster.com

EXERCISE P-3 Identify Prospective Employers

1. Identify at least five prospective employers. They may be located anywhere, but should represent the type of company for which you could imagine working.
2. For each prospective employer, obtain the name of a job contact. (This person would typically be a manager of the department, division, or group in which you would like to work.)
3. Key the list of prospective employers in a document. Include the contact’s name, department, company name, address, city, state, ZIP code, telephone number, and fax number. Save the document as **[your initials]Prospects.doc** and then print it. You’ll use this list throughout this *Portfolio Builder*.

Building Your Portfolio

Your résumé *describes* your experience and your skills. Your portfolio *demonstrates* your skills. It represents the best work that you can do. It also should be work with which a prospective employer can identify—that is, documents that the employer will understand.

The first step in building your portfolio is to decide what types of documents belong in it. Use the following checklist as a starting point to create a list of possible documents for your portfolio.

TABLE P-2

Possible Documents for Portfolio

DOCUMENT	COMMENTS
Letters	Check Word's letter templates and Letter Wizard.
Memos	Check Word's memo templates and Memo Wizard.
Reports	Check Word's report templates. Include graphics, index, table of contents, footnotes, or endnotes.
Tables	Include borders, shading, and rotated text.
Brochures	Check Word's brochure template. Include graphics and special effects.
Newsletters	Check Word's Newsletter Wizard. Include graphics and special effects.
Directories	Check Word's directory template. Show directory sorted in multiple ways.
Manuals	Check Word's manual template. Include graphics, index, or table of contents.
Press Releases	Check Word's press release templates.
Theses	Check Word's thesis template. Include footnotes, endnotes.
Agendas for Meetings	Check Word's Agenda Wizard.
Invoices	Check Word's invoice template.
Purchase Orders	Check Word's purchase order template.
Calendars	Check Word's Calendar Wizard.
Fax Cover Sheets	Check Word's fax templates and the Fax Wizard.
Legal Pleadings	Check Word's Pleading Wizard.
Multiple-Column Lists	Show sorted in multiple ways.
Merged Letters	Show the merged letter, the data source, and labels.

continues

TABLE P-2 Possible Documents for Portfolio *continued*

DOCUMENT	COMMENTS
Outlines	Show an outline in collapsed and expanded forms.
Weekly Time Sheets	Check Word’s Weekly Time Sheet template.
Award Certificates	Use graphics and special effects.



NOTE: If any of these Wizards or templates are not installed on your computer, you can install them by using the Microsoft Office CD-ROM (Disk 1) to run the setup program. The Setup program location for these files is Microsoft Word for Windows, Wizards and Templates. See “Installation Requirements” (“Installing New Features”) at the beginning of this text for step-by-step instructions. You can also go to the Microsoft Office Web site (www.microsoft.com) and download wizards and templates.

EXERCISE P-4 **Develop a List of Documents for the Portfolio**

1. Develop a list of 15 documents for inclusion in your portfolio. Use Table P-2 as a checklist, but also consider documents that you may have prepared in other courses related to your field of work. If you have work experience, list actual documents that you created. Use the following headings for your document list (see Figure P-8 on the next page):

Number	Type of Document	Description
---------------	-------------------------	--------------------
2. Save the list as *[your initials]DocList.doc* and print it.
3. Finalize your document list by reviewing it with someone who is familiar with your job search area. Adjust the list as needed. Save and print it.

EXERCISE P-5 **Build Your Portfolio**

It isn’t necessary to begin every document from scratch. In fact, it may not even be a good idea. Use material from your other courses, key material from brochures and newsletters that you might receive from a professional association, or recreate sample documents from people in positions similar to the one in which you are interested.

1. Create each of the documents listed in your document list.
2. Adjust every document to give it as professional an appearance as possible. Focus on formatting. Demonstrate the skills that you learned in this course.

3. Consult the appropriate style reference for your profession to check that your formatting is acceptable.
4. Spell-check, save, and print your documents.
5. Ask someone familiar with your future profession to review your documents and then modify them as necessary.
6. Save and print your documents again.

FIGURE P-8 Sample document list for student seeking medical assistant position

Number	Type of Document	Description
1.	Letter	Cover letter for insurance claim
2.	Letter	Patient letter describing blood test results
3.	Letter	Patient collection letter
4.	Invoice	Patient invoice
5.	Memo	Memo concerning proper handling of medical reports
6.	Newsletter	One-page newsletter giving health tips for patients
7.	Calendar	Weekly calendar showing appointments, hospital visitation, and surgery time
8.	Directory	Directory page showing referring physicians
9.	Merged Letter	Master document (showing fields) that informs patients of summer hours and weight-loss clinic
10.	Data Source	One-page list of patient names, addresses, etc. for merged letter #9
11.	Purchase Order	Medical office supplies from ABC Surgical Supplies Company
12.	Press Release	Announcement of weight-loss clinic
13.	Manual	One-page directions on using the electrocardiograph machine
14.	Report	Paper for MED 220 Pharmacology on Homeopathic Medicine
15.	Fax Cover Sheet	Sheet for patient insurance form

Targeting Your Résumé and Portfolio

So far you've created a résumé and a portfolio of documents that reflect something about you. Now it's time to *target* a specific company and tailor your portfolio, including your résumé, to that company.

EXERCISE P-6 Target Your Résumé to an Employer

1. From your list of five prospective employers, choose one as your target. Review the information you've gathered about the company. If you feel you don't have enough information, collect additional material. Ultimately, you should be very familiar with the company—and the position—you've targeted.
2. Review Table P-3.

TABLE P-3

Targeting Your Résumé

TARGETING SUGGESTIONS

Objectives

- Change the job type to one that more closely resembles a job type available at the targeted company.
- Change the description of the industry or geographical area to one that more closely resembles those for the target company.

Chronological Résumé

- Reorder the bullets under a previous job in "Work experience" to emphasize skills that apply to the targeted position.
- Reorder or modify "Additional information" areas to emphasize skills that apply to the targeted position.

Functional Résumé

- Reorder or modify the "Functional sections" to emphasize skills that apply to the targeted position.
- Reorder or modify "Additional information" areas to emphasize skills that apply to the targeted position.

continues

TABLE P-3

Targeting Your Résumé *continued* TARGETING SUGGESTIONS**Combination Résumé**

- Reorder or modify the “Functional sections” to emphasize skills that apply to the targeted position.
- Reorder the bullets under a previous job in “Work experience” to emphasize skills that apply to the targeted position.
- Reorder or modify “Additional information” areas to emphasize skills that apply to the targeted position.

3. Based on the checklist shown in Table P-3, modify your résumé to increase its appeal to your targeted company.



NOTE: Modifying a résumé does not mean fabricating work experience. You can, however, increase your appeal to a specific employer by highlighting certain skills. You can also minimize potential problem areas through the design and format selected for your résumé (for example, by deciding to use a functional résumé rather than a chronological one).

4. Spell-check and save your résumé.
5. Print the final copy of your résumé on appropriate paper stock.

Choosing Paper

The most commonly used résumé papers are 20-pound bond or 50-pound offset (both weigh the same) in a linen (textured) or laid (flat) finish. A 24-pound paper is thicker, has more texture, and is usually more expensive than 20-pound bond or 50-pound offset papers. You might consider using 24-pound Nekoosa, Classic Linen, or Becket Cambric for higher-level positions.

Let your résumé speak for itself. Don't go overboard in selecting a paper that will make your résumé stand out. Such a strategy could backfire. Don't use colored stock, for example. Neutral stock in different shades of white, gray, or beige is recommended.

If you're uncertain about paper choices, visit a stationery store, an office supplies store, a printer, or a local copy shop. Buy enough paper to use for your résumés, cover letters, and follow-up letters. Your envelopes should match the stationery. Your portfolio documents shouldn't be printed on the same stock as your résumé, however.

EXERCISE P-7 Target Your Portfolio to an Employer

The job contact at your targeted company is likely to respond more favorably to your portfolio if you take the time to tailor it to the company. It shows that you made an effort to learn about your prospective employer. It may also provide more conversational opportunities in a job interview.

1. Review Table P-4.

TABLE P-4 Targeting Your Portfolio

TARGETING SUGGESTIONS	
<input type="checkbox"/>	Use the targeted company's name in document titles and its address where appropriate.
<input type="checkbox"/>	Modify the contents of office documents so that they apply specifically to the targeted company.
<input type="checkbox"/>	Do not change a report from one of your classes (other than to make any corrections your instructor may have recommended). It's a good idea to let the targeted company know that the report was submitted as a class assignment, especially if it relates to your chosen field.

2. Based on the checklist shown in Table P-4, modify the documents in your portfolio to increase their appeal to the targeted company.
3. Spell-check and save the portfolio documents.
4. Print the final copies of your portfolio documents. Use standard printer paper.

Writing a Cover Letter

It's been said that sending a résumé without a cover letter is like giving a gift without a card. It's incomplete and confusing, and it only decreases the value of the résumé that you've spent so much time preparing and fine-tuning.

The Cover Letter Recipient A cover letter should be addressed to the job contact at a targeted company—never to Human Resources or Personnel.

First Paragraph The first paragraph should explain what job you are applying for and why you are interested in it. Be as specific as you can. Describe

how you heard about the job opening. If someone told you about the company or the job opening, mention the person's name (but make sure to get his or her permission first). Describe why the work of the department or company holds particular interest for you, but don't go overboard with superlatives or hype.

Second Paragraph Describe your credentials in the second paragraph. Don't repeat your résumé. Focus, instead, on the skills, experiences, or accomplishments that are most likely to appear relevant to the employer. If you're responding to an ad, incorporate language from the ad. If you've previously read a job description or had a discussion with the employer, try to use the language the employer used in describing the position. Mention two or three key credentials.

Third Paragraph Use the third paragraph to describe what you can do for the company. You need to show that you understand the employer's needs and that you have something to offer. In this paragraph (or as a separate paragraph), you should request a personal meeting. You could then indicate the time when it's easiest to reach you, whether the employer can contact you at work, and if you'll be following up with a phone call.

General Tips

- Your cover letter should be printed on the same paper as your résumé and should be printed in the same way.
- Do not use the letterhead of your current employer.
- Use the same typeface for both your cover letter and your résumé.
- Use the standard business letter format.
- Don't send your portfolio with your résumé and cover letter. The portfolio is generally shown in an interview, but it can be sent to a prospective employer who expresses an interest in viewing it.

FIGURE P-9 Sample cover letter

Donald Martin
12 Juniper Drive
Any Town, State 00000
(000) 000-0000

January 22, 2000

Ward T. Cleaver, Manager
The Computer Warehouse, Inc.
6 Old King's Highway
Any Town, State 00000

Dear Mr. Cleaver:

I am seeking a position as a microcomputer salesperson, and read in the *Any Town News* that The Computer Warehouse was opening a new store on Old King's Highway. I have visited The Computer Warehouse in Lincoln and was impressed with the variety of hardware and software carried by the store. The store's focus on customer service was also exceptional, both through its "Trouble-Free Technical Support" program and its wide range of software training courses.

As my enclosed résumé indicates, I specialized in the sales of computer hardware and software at the Electronics Depot on Main Street. Although the sale of computers and software constitutes only a small portion of the overall sales of the Electronics Depot, computer and software sales increased by 42 percent in the past year. Part of this increase was due to the Customer Training Program that I developed. In its first year, the program produced revenues of \$80,000.

Opening a new store and training a new sales staff is a difficult prospect. With my proven background in sales and customer training, I feel I would be an asset to your sales staff and would welcome the opportunity to meet with you personally to discuss your staff needs. I will contact you in the next week to schedule an appointment at your convenience. Thank you for your consideration.

Sincerely,

Donald Martin

Enclosure

EXERCISE

P-8

Write a Cover Letter

Using your word-processor application, write a cover letter to accompany your résumé.

1. Using the standard business letter style (if necessary, check the *Gregg Reference Manual*), write a cover letter for your résumé. Use the three-paragraph format described earlier.
2. Ask someone familiar with your résumé and with jobs in your chosen field to review your letter. Make any necessary modifications.
3. Spell-check the cover letter and save it as *[your initials]CvrLtr.doc*.
4. Print your cover letter using the same stationery as your résumé.
5. Print an envelope for your cover letter and résumé. If possible, use the same stationery for the envelope, cover letter, and résumé.



NOTE: Some people believe that you should use a large envelope so you don't have to fold your résumé. Others recommend a standard business envelope.



TIP: You can use Word's Letter Wizard to write a cover letter for your résumé. Choose New from the File menu, choose the Letters & Faxes tab, and double-click the Letter Wizard icon. Follow the steps to create the letter. Remember to choose the page design that matches your résumé, specify whether you're using preprinted letterhead, include "Mr." or "Ms." in the recipient's name area, and include an enclosure notation. After creating the letter, you can add, remove, or change letter elements by choosing Letter Wizard from the Tools menu.

Filling Out an Employment Application

Some companies require that every applicant, at every level, fill out an employment application. Other companies don't even use one. Generally, however, companies do use some form of an employment application. Whether you need to fill out such a form will depend on the company's internal personnel policies.

Often applicants are asked to fill out an employment application when they arrive at the company for an interview. To minimize stress in an already stressful situation, prepare for the employment application beforehand by creating a reference sheet that contains any information that might be included in the

application and isn't found on your résumé. (Of course, you should refer to your résumé in filling out your employment application. Make sure to bring an extra copy for reference.)

Tips for Employment Applications

- Be as specific as possible when describing the position that you are seeking.
- Be careful when listing a required salary. A salary that is too high may eliminate you for some acceptable jobs, while a figure that is too low might weaken your negotiating position. Sometimes it is better to leave this line blank.
- Be prepared to list dates (month and year) for the schools you have attended. Some applications may also ask for your grade-point average and your class rank.
- Be prepared to list the following information for your previous employers: address, telephone number, name and title of supervisor, start date and end date (month and year), and a description of your duties.
- If some questions are not applicable to the job you are seeking, it is usually acceptable to write "Not Applicable" next to the question.

EXERCISE

P-9

Create a Reference Sheet for an Employment Application

1. Review the "Tips for Employment Applications." Note any information that isn't covered by your résumé.
2. Key all information that you will need to fill out an employment application. Use any format that makes sense to you.
3. Save the file as *[your initials]AppInfo.doc* and then print it.

Employment Interviews

Once you have contacted a potential employer and scheduled an appointment to meet, you'll need to prepare yourself to make a good impression in person. No matter how good your résumé or credentials may be, only the interview can, ultimately, land you the job.

The more interviews you go on, the better your interviewing skills will be.



NOTE: If possible, avoid scheduling an interview on a Monday, which is often the most hectic day in a business environment.

Preparing Yourself

- Confirm your appointment the day before, and make sure you arrive at the interview on time.
- Become as familiar with the company as possible. Read articles about the company, if they are available, or talk to people who are, or have been, employed by the company. It's always flattering to a prospective employer when an applicant appears knowledgeable about the company in an interview.
- Approach the interview with a clear mental picture of your capabilities and your job objective. Review your résumé immediately before meeting the prospective employer. Think positively.

Presenting Yourself

- Come to the interview equipped with copies of your résumé, your references, and any recommendation letters you have gathered. Have your portfolio on hand, as well as a notepad and a pen.
- Look your best. Your attire and grooming are critical to making a good impression. Dress neatly and professionally, in a manner that is appropriate to the company you are visiting. If necessary, get help in selecting an interview outfit from someone who dresses well.
- Be yourself. Act as relaxed as you possibly can, sit in a comfortable position, and focus on the interviewer.
- Ask questions. Learn what you can about the job, the company, to whom (or to how many people) you'd report, and so on. If no job is available, or the job opening is not appropriate for you, ask for recommendations about other people in the company that you might contact.
- At the end of the interview, if you want the job, express your interest in it, and be ready to explain why the company should hire you.

Frequently Asked Interview Questions

The following are frequently asked interview questions. You may want to rehearse your answers before the interview. Never offer negative or unnecessary information to an interview question.

- Can you tell me about yourself?
- Why should I hire you?
- What are your major strengths? Weaknesses?
- What are your short-term goals? Long-term goals?
- Why do you want to leave your present job? (if employed)
- Why did you leave your previous job?
- What do you enjoy most (or least) about your current (or previous) job?
- Why do you want to work here?
- What salary do you expect to receive?

Following Up the Interview

To be successful in the interview process, you should take two important follow-up steps:

- Send a “thank you” letter.
- Keep track of your contacts.

“Thank You” Letters

Always send a “thank you” letter within 24 hours after you’ve interviewed with someone. It creates a positive impression, shows that you have good follow-up skills and good social skills, and reminds the person of your meeting.

The letter should be short and friendly, thanking the person for his or her time and for any information he or she may have provided. You may want to mention something that reminds the person of who you are, in case many people have interviewed for the position.

Even if you know that the interview will not lead to a specific job offer, a “thank you” letter demonstrates your professionalism.

FIGURE P-10 Sample “thank you” letter #1

Dear Ms. Jones:

Thank you for the opportunity of interviewing for the sales position. I enjoyed meeting you and appreciate the information that you shared with me.

I am very interested in the position and believe I could quickly become a productive member of your sales team.

Thanks again for the interview, and I look forward to hearing from you.

Sincerely,

FIGURE P-11 Sample “thank you” letter #2

Dear Ms. Jones:

Thank you for the interview and the information you gave me yesterday. I really appreciate your recommendation that I meet with John Doe in the Marketing Department.

I have scheduled an interview with Mr. Doe and look forward to meeting him. If this contact eventually leads to a job offer, I will be most grateful.

Thanks again for your time and help.

Sincerely,

Keeping Track of Contacts

Be organized in your job search. Keep track of everyone who has received your résumé by creating a contact log.

FIGURE P-12
Sample format for
contact log

Date Sent	Contact Name	Company	Telephone	Comments

In addition, develop a system for organizing your contacts so that you can follow up with telephone calls as appropriate. You can use a computer application of your choice or simple index cards to create the system.

If you use index cards, enter all pertinent reference information for each contact on the card. Place the cards in a box, and then sort them in the order that you want to contact the individuals. You can use tabs as date markers.

FIGURE P-13
Sample format for
contact reference
card

Company: _____

Contact Person: _____

Position: _____ Department: _____

Address: _____

Phone: _____ Fax: _____

Notes: _____
