

**NEW YORK STATE EDUCATION DEPARTMENT
MIDDLE LEVEL CAREER AND TECHNICAL EDUCATION
BUSINESS AND MARKETING EDUCATION
BUSINESS CAREER PORTFOLIO
CONTENT MODULE
REFORMATTED MAY 2023**



MODULE DESCRIPTION

This module introduces students to the building blocks of the job-seeking process. Students will utilize technology resources to develop a personal career portfolio that effectively communicates their interests, skills, motivation, and personal qualities to potential employers and colleges. Students will also explore ways workers utilize soft skills and social etiquette as they develop workplace relationships.

GUIDING QUESTION

What knowledge and skills are necessary for individuals to create the elements and behaviors needed for success in the job seeking process?

MODULE CONTENT

1. PORTFOLIO

STUDENTS WILL:

- a) Explain what a career portfolio is and tell how it might be used
- b) List the components of a portfolio and describe the importance of each
- c) Compile and organize personal materials for use in a portfolio
- d) Investigate format options for both physical and e-portfolios
- e) Match personal portfolio materials to specific employability skills
- f) Revise a general portfolio for use in obtaining a specific position

2. APPLICATION DOCUMENTS

STUDENTS WILL:

- a) Extract information from an employment advertisement to discern skills desired by a potential employer
- b) Know the purpose for and elements of a resume, cover letter, and letter of reference
- c) Prepare application documents, including resume and cover letter, for a specific position using elements of the career portfolio as evidence

3. INTERVIEWING

STUDENTS WILL:

- a) Know the process of application, interview, and follow-up
- b) Describe the criteria for making a good first impression and how to “dress for success”
- c) Understand that some common interview questions are regulated by the Equal Employment Opportunity Commission (EEOC)
- d) Prepare questions to ask of an interviewer
- e) Develop hard copy and electronic interview follow-up communications

4. SOCIAL PRESENCE

STUDENTS WILL:

- a) Describe ways to foster workplace relationships through networking
- b) Understand the benefits of networking strategies, such as informational interviews, job shadowing, internships, and community service
- c) Know the impact of one’s own digital footprint on potential employment
- d) Define blogs, tweets, and discussion boards and describe their impact on potential employment
- e) Explain the importance of online privacy and professionalism in the job search process
- f) Develop materials for a website posting

5. CAREER PATHWAYS

STUDENTS WILL:

- a) Use computer literacy skills to identify career paths of personal interest for which a career portfolio would be useful
- b) Investigate careers that help others develop and apply job seeking skills and assess personal skills, interests, and abilities for those careers

ILLUSTRATIVE ACTIVITIES BY THEME MODULE

These activities are intended to serve as examples of how the content in this module could be tied to each of the six middle level themes.

CAREER AND COMMUNITY OPPORTUNITIES

INFORMATIONAL INTERVIEWS

Students invite community professionals to an "informational interview" event for their class. Each student prepares for a one-on-one conversation with a guest representing a job the student might like. On the day of the event, students arrange their classroom to simulate an informal social meeting location, such as a coffee shop. Students conduct their interviews and thank their guests. As a class, discuss the effectiveness of the informational interview as a networking method job seekers might use to learn about career fields of interest.

COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

CAREER PORTFOLIO

Throughout the course, students collect materials needed for personal career portfolios. Students create hard copy or digital career portfolios that include skill, ability, and interest inventories as well as samples of common application documents such as resumes, cover letters, and letters of reference. Students present their portfolios to a feedback panel of representatives from local businesses and make adjustments based on the feedback.

FINANCIAL AND CONSUMER LITERACY

COMPARING JOB SEEKING SERVICES

Divide the class into two research teams. On one team, students research the costs for commercial businesses to provide services and products that help job seekers find job openings and prepare application materials. On the second team, students research the no-cost public agencies that help job seekers find job openings and prepare application materials. After team presentations, students complete response forms explaining which type of help they might choose if they were the job seeker and why they might make that choice.

HEALTH, SAFETY, AND WELLNESS

PERSONAL DEVICE POLICIES

Students track their personal device log through a media log they create. The log will include time, place, activity, and device. Students review policies concerning personal device use from a variety of workplaces and list common workplace restrictions on device use. As a class, discuss device etiquette and the reasons for workplace restrictions on device use. Students evaluate their individual device use in terms of the policies and determine whether they would have to adjust their use to meet workplace requirements.

PROBLEM SOLVING AND INNOVATION

MOCK INTERVIEWS

Students brainstorm lists of interview questions for employers and for applicants. In groups of three, role-play interviews as employer and applicant using questions developed in the brainstorm. The third student serves as the observer to rate the interview using a feedback rubric. Students exchange roles so that all students experience each of the three roles.

SUSTAINABILITY

COMMUNITY SERVICE AGENCIES

Invite a panel of guest speakers from a variety of non-profit agencies to share their missions and signature projects with the class. Ask speakers to focus their comments on the attributes they look for in volunteers and on the strategies they use to attract and retain volunteers. Students analyze their career portfolios to determine whether their materials showcase attributes valued by non-profit agencies. Students decide how their portfolios could be improved to highlight these attributes.

STANDARDS ADDRESSED

NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) STANDARDS

STANDARD 1: CAREER DEVELOPMENT

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

STANDARD 2: INTEGRATED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

STANDARD 3A: UNIVERSAL FOUNDATION SKILLS

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

COMMON CAREER TECHNICAL CORE STANDARDS

CAREER READY PRACTICES

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate and academic and technical skills
4. Communicate clearly and effectively and with reason
5. Consider environmental, social, and economic impacts of decisions
6. Demonstrate creativity and innovation
8. Utilize critical thinking to make sense of problems and persevere in solving them
10. Plan education and career paths aligned to personal goals
11. Use technology to enhance productivity

NATIONAL BUSINESS EDUCATION STANDARDS

Career Development

I. Self-Awareness Achievement Standard

Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development

II. Career Research Achievement Standard

Utilize career resources to develop a career information database that includes international career opportunities

III. Workplace Expectations Achievement Standard

Relate the importance of workplace expectations to career development

IV. Career Strategy Achievement Standard

Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan

V. School-to-Career Transition Achievement Standard

Develop strategies to make an effective transition from school to career

VI. Lifelong Learning Achievement Standard

Relate the importance of lifelong learning to career success

RESOURCES

Disclaimer: Posting of resources on this form does not constitute an endorsement from the New York State Education Department nor does it imply that the following resources are mandatory or the only ones that can be used. Teachers and administrators ensure that resources align with local policies and are responsible for choosing the resources have the final authority, in alignment with local policies, to choose and utilize the resources that best meet the needs of their students. Questions regarding compliance with [Education Law 2D](#) should be directed to your administrator and/or chief information officer.

NEW YORK STATE DEPARTMENT OF LABOR CAREER ZONE

<https://www.careerzone.ny.gov>

Career Zone is a no-cost online career exploration and planning tool developed by the New York State Department of Labor. It offers career and education information on thousands of careers, as well as, self-assessment and career planning tools. Career Zone is appropriate for users from middle school through adult.

NEW YORK CHAMBERS OF COMMERCE

<https://www.officialusa.com/stateguides/chambers/newyork.html>

The purpose of each New York Chamber of Commerce is to assist small businesses and enhance economic growth of the surrounding area. Chambers of Commerce provide local businesses with an opportunity to network with other businesses in the area by working together and coordinating events. New York Chambers of Commerce also provide local region and community information for visitors and new residents.

UNITED STATES EQUAL EMPLOYMENT OPPORTUNITY COMMISSION (EEOC)

<https://www.eeoc.gov/youth>

This site describes different types of job discrimination that young workers may encounter and suggested strategies they can use to prevent, and if necessary, respond to such discrimination. The site includes an interactive tool called "Challenge Yourself!" that provides an opportunity for young workers to test their knowledge by analyzing sample job discrimination scenarios. The site, created with the assistance of EEOC student interns, also includes examples of EEOC cases filed on behalf of young workers.

ADVANCE CTE MIDDLE LEVEL CAREER INTEREST INVENTORY

<https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>

AdvanceCTE provides a Career Interest Inventory worksheet to use with students in helping them identify the potential matches to the 16 career clusters available to them

BUSINESS TEACHERS ASSOCIATION OF NEW YORK STATE (BTANYS)

<http://www.btanys.org/>

The Business Teachers Association of New York State provides networking, support, and professional growth opportunities for its members to effectively educate today's students for tomorrow's global economy.

CAREER AND TECHNICAL EDUCATION TECHNICAL ASSISTANCE CENTER OF NEW YORK

<http://nyctecenter.org/>

The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in carrying out its mission of improving the quality, access, and delivery of career and technical education through research-based methods and strategies resulting in broader CTE opportunities for all students.