

## CFM CAREER MANAGEMENT: CM.3 JOB SEARCH PROCESS

# Building a Targeted Career Portfolio

*Detailed practice, calculation, decision-making, and assessment*

|                                                                                                              |                           |                                      |                         |
|--------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------|-------------------------|
| <b>GRADES</b><br>9-12                                                                                        | <b>TIME</b><br>2 x 42 min | <b>GROUPING</b><br>I / pairs / whole | <b>PRODUCT</b><br>Pitch |
| <b>YOUR CHALLENGE</b> Select, organize, and explain privacy-safe evidence for a specific fictional position. |                           |                                      |                         |

## New York CFM Connections: Job Sources, Career Portfolios, Interview Follow-Up, and Resilience

A career portfolio provides organized evidence of skills, learning, and accomplishments. It should be targeted to the position, easy to navigate, accurate, accessible, and free of confidential or unnecessary personal information. The strongest artifacts show both the product and the process used to create it.

| Term                                                                                                                                                                                                               | Student-friendly meaning                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Career portfolio                                                                                                                                                                                                   | An organized collection of evidence supporting career readiness.       |
| Artifact                                                                                                                                                                                                           | A work sample or document included as evidence.                        |
| Targeting                                                                                                                                                                                                          | Selecting and describing evidence for a specific audience or position. |
| Annotation                                                                                                                                                                                                         | A short explanation of an artifact and the skill it demonstrates.      |
| Redaction                                                                                                                                                                                                          | Removing private or confidential information.                          |
| Accessibility                                                                                                                                                                                                      | Designing content so people with varied needs can use it.              |
| <b>CLASSROOM USE</b> All people, employers, figures, brackets, and documents in this packet are fictional. Never place a real Social Security number, employer ID, bank number, or tax document in classroom work. |                                                                        |

# Part 1 - Analyze the Target Position

Use the recreation-center assistant posting.

| Employer need    | Posting evidence | Skill to demonstrate | Possible artifact |
|------------------|------------------|----------------------|-------------------|
| Customer service |                  |                      |                   |
| Accuracy         |                  |                      |                   |
| Communication    |                  |                      |                   |
| Reliability      |                  |                      |                   |
| Safety/training  |                  |                      |                   |
| Technology       |                  |                      |                   |

Do not include an artifact unless it supports a stated need.

## Part 2 - Select and Reject Artifacts

Evaluate a resume, attendance record with student ID, group event plan, customer email, school transcript, and photo containing minors.

| Artifact          | Include, revise, or exclude | Reason | Privacy/action needed |
|-------------------|-----------------------------|--------|-----------------------|
| Resume            |                             |        |                       |
| Attendance record |                             |        |                       |
| Event plan        |                             |        |                       |
| Customer email    |                             |        |                       |
| Transcript        |                             |        |                       |
| Group photo       |                             |        |                       |

More is not always better.

### Part 3 - Write Evidence Annotations

Annotate three approved artifacts.

| Artifact             | Context | My action | Skill shown | Result | Connection to job |
|----------------------|---------|-----------|-------------|--------|-------------------|
| Event plan           |         |           |             |        |                   |
| Mock customer email  |         |           |             |        |                   |
| Training certificate |         |           |             |        |                   |

Use specific action verbs and do not claim the team’s entire result as individual work.

# Part 4 - Design the Portfolio Structure

Plan a digital or print portfolio.

| Section            | Purpose | Contents | Navigation/accessibility check |
|--------------------|---------|----------|--------------------------------|
| Introduction       |         |          |                                |
| Resume             |         |          |                                |
| Skill evidence     |         |          |                                |
| Credentials        |         |          |                                |
| Reflection/contact |         |          |                                |

Include readable headings, descriptive file names, and accessible formats.

# Part 5 - Create a Portfolio Presentation

Prepare a 90-second explanation for an interview.

| Pitch element            | Student notes |
|--------------------------|---------------|
| Position target          |               |
| Two strongest artifacts  |               |
| Skills demonstrated      |               |
| Result                   |               |
| What I learned           |               |
| Invitation for questions |               |

Write a 150–200 word reflection on what the portfolio proves and what evidence is still missing.