

# Career Portfolio Sampler

—Third Edition—

By Martin Kimeldorf...author of *Portfolio Power*

## Preface

The pages you are holding illustrate the wide range of work samples or artifacts that can be included in today's career portfolio. Though this material is based on my personal experiences in the teaching profession, you can use my models to stimulate thinking about your own occupation. For example, just as I included sketches and computer art work to illustrate my learning and creative bent, you too can include samples of your energy and efforts from a company newsletter, marketing campaign, experimental repair, emergency procedure, community service initiative, budget planning, or web page design.

In the "Career/Outplacement Newsletter" (Spring 1997) publisher Louis Persico described an engineer who brought an actual electronic connector that he designed to his interview. When asked about his achievements, the applicant replied, "I can tell you, but let me show you instead." In another situation, a public relations professional brought "before" and "after" articles from the local newspaper. These illustrated her ability to successfully polish the tarnished image of a local hospital. Then there was the human resource manager who employed a computer chart to sum up his efforts in financial and safety management. The chart showed annual savings of over \$650,000 resulting from his efforts to reduce workers' compensation claims.

This portfolio sampler begins with the kinds of endorsements many people receive in the form of personal notes, thank-you letters, and e-mail acknowledgments. Later, I combine both a sketch and a computer chart (on a single page) to depict my passion for life-long learning. However, the computer graphic could easily have been paired with the letters relating to my training workshops and seminars. The articles and legislative proposal show how a given artifact may not always be about the portfolio author. In these two examples, I describe my contribution on a project which also involves a number of other people. And, when no single artifact tells the entire story, I then assemble a "collage" of pictures and text to tell the story.

At the top of each page in this sampler, you'll find a heading that introduces the content. Hopefully, the captions on each page help to explain the significance of a given artifact. While the layout in this portfolio has been somewhat standardized with a basic grid, I occasionally departed from the rigid frame structure to accommodate the practicalities of a particular page. (Please note that this sampler contains a large variety of style and layout to illustrate the possibilities. A "real-world" portfolio would have greater impact with fewer changes in design from page to page.)

Had this portfolio been constructed for a specific job interview, then the captions would be a bit longer. The extra line would incorporate job-related language or "keywords" linking the portfolio sample to a specific employer's expectations. This essential work-world vocabulary could be gathered from job announcements, networking, and research in the library—or online. In addition, I would take only those artifacts or pages which directly relate to the needs of the employer.

Also, you might note that this sample career portfolio uses scanned images and typed text rather than original artifacts. As a result, it becomes a "virtual" portfolio. Because the samples are contained in a computer document, I can quickly modify the content, captions, and entire design to suit different purposes.

Please realize that there is no single way to construct a portfolio. My writing style, sense of design, or sequencing may differ significantly from your approach. In fact, most people will probably use less image-laden wording, and instead use more concrete language taken from their schooling and previous work sites. In the end, there are no hard and fast rules. There is only the invitation to be yourself as you try to effectively communicate your passions, experiences, talents, and accomplishments.

—*Martin Kimeldorf*

# Example Of A Portfolio Introduction

The samples in this portfolio represent a life of study in classrooms without walls. I enjoy being self-taught. In my earlier years I studied art, history, drama, technology, and labor while supporting myself with jobs in the industrial, financial, and service sectors. Additional “studies” included a stint as a VISTA volunteer; and later enrolling as a student in Oregon and California colleges.

My love of learning eventually lead me into the field of education where I have served as a teacher, coordinator and consultant. This includes working in prisons, universities and public high schools. Other related activities include writing books and articles, developing plans and curriculum materials, crafting grants and conducting research projects.

Over the years I survived by becoming a *quick-study*. Put me on any new assignment and I’ll quickly get up to speed. Having worked with all kinds of people in various fields, I can relate to a variety of students, staff, and community members. Out of these diverse experiences I learned to become very *adaptable*.

And still there is so much more to learn! Each year I learn and refine techniques by teaming with different teachers, working in different programs, and continuing my personal research. I’m happy to say that I can still laugh and dream, and see beyond today’s problems...toward the possibilities waiting just on the other side of our tomorrow.

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Note—This is a virtual portfolio using scanned images and text within a computer document. The actual artifacts are available for inspection upon request.

# Teaching Is More Than Lesson Planning

## From Kids At Risk

*Dear Mr. K,*

*I'm doing good just thinking about you. I won't let you all down Mr. K. I won't forget what you done for me... Because you were my best advisor, teacher, and a very special friend. In my own way I'd say you are "primo." Please, don't forget me... I will stop hanging out with gangs and I promise to learn from my mistakes. Thank you for being there for me.*

*—A student writes after starting over in a new school*

*Dear Mr. K,*

*I personally know that homework is often hard for me at times. Too often I've flunked my classes, especially in the first year. But I know that when you have someone helping you, it can be much easier. Mr. K. you are an extremely helpful man... This year I am passing my classes with your help.*

*—Student who recently entered our Learning Support Program*

## From Colleagues and Teachers

*Mr. Kimeldorf*

*Thank you for all you have done for me this year. In a short time you had a major effect on my life. I think you are brilliant and I wish I had one more year to work with you... I value your friendship and open mindedness. One drop of your magic fell upon me. You showed me that it's okay to be a dreamer.*

*—Stefan Mitu*

*Student Teacher, Timberline High School*

Email, Dated: 01-12-96 Time: 15:00

From: House C Facilitator

To: House C Staff

Subject: RRHS Belief Statements and Observations

Please read over our belief statements in these e-mails. Then add your observations, sharing how our staff support these beliefs

RRHS Belief #1: All People Can Learn Given Sufficient Opportunity

\* Martin K. really improved my ability to work with special needs kids—such a help!

*—Steve Bissett*

*English Teacher, River Ridge High School*

These letters of appreciation testify to a teaching style that goes beyond lesson planning and grading papers. I also enjoy helping staff and students solve problems and explore options. In the last 15 years I have received awards for teaching and mini-grants to conduct innovative programs. Portland State University also recruited me to run their national school-to-work demonstration project.

# Facing Any Challenge

## From A Special Parent

Dear Mr. K:

I believe we have written a whole bouquet of thank-you letters following Chad's funeral, but I don't believe I have said thank-you to you. Without your assistance, none of this would have been possible. [Referring to Chad's online experiences in his last year]. Your time and caring is more valuable than I can say.

I also want to take this time to apologize for getting off on the wrong foot. I have the disgusting habit of being defensive more often than I like to admit.

Once again, I just want to say thank you. Chad and I think you are a great guy.

Sincerely,

Cheryll Ward-Thornton

This mom faced the ultimate challenge, caring for her dying son, Chad. So much was asked of this mother; she in turn demanded much from others. I found a way to help my student go online and stay in touch with people. In the end she asked me to deliver Chad's eulogy.

# Contributing To Staff Development



State Of Washington  
Department of Services For The Blind  
3411 South Alaska Street, P.O. Box 18379 • Seattle, WA 98118  
Oct. 5, 1983

Dear Martin:

I would like to express our appreciation for the Placement Seminar you conducted at the Washington Department of Services for the Blind...The materials you have developed offer an approach that is practical, possible for our staff to do, and relevant to the job market of the 80s...I know from my own experience that your placement materials are geared for the present employment environment where job seekers find the market very tough. I hope you will continue to lend your creativity, energy and job placement knowledge to the work of our agency.

Sincerely,  
*Marijo Olson*  
Assistant Director



**Seattle Community College**  
6000 Sixteenth Ave. S.W. • Seattle, WA 98106 • (206) 764-5300

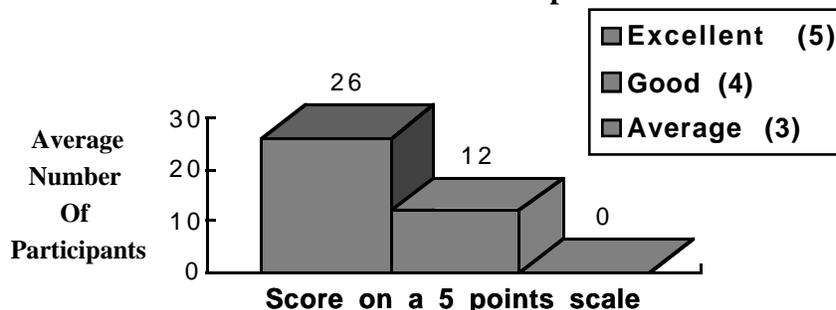
May 24, 1985

Dear Martin,

You were definitely the highlight of our workshop. Thank you so much for giving us your time and expertise. I had people coming up to me all day saying, "Where did you find him? -he's wonderful!" We passed out evaluations at the end of the day to help us with our next workshop effort. Participants repeatedly commented that they really got lots out of your session...I appreciate your generosity in linking people, resource material, providing reading lists, and giving valuable input in the career counseling field.

*Kim Manderback*  
Director, Women's Employment Network

## Audience Ratings For Leisure Wellness Workshop



## Audience Ratings for the 1993, 1994, 1997 Workshops

Participants included:

- Wellness Coordinators
- Dept. of Personnel Managers, Washington State Govt.
- Educators in Washington
- Oregon State University Gerontology Conference

Over the last 20 years, I have presented over 60 workshops, lectures, and seminars. These training events and classes have dealt with a variety of topics: careers, leisure, writing, portfolios, drama, community service and work-based learning. Audience evaluations usually come in at about 4.5 to 4.8 on a 5 point scale.

# Meeting Goals and Deadlines

Dear *Martin*,

Thank you for your professionalism in completing IEPs on time



for the December 1, 1997 class count.

**We appreciate your support and dedication!**

*Kirby Cleveland, Director*

*Gyla Steiner, Assistant Director*

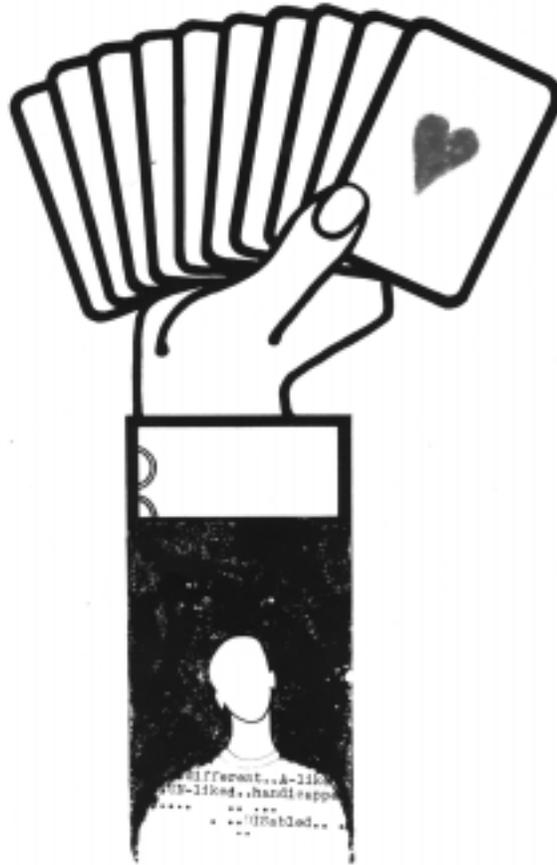
PORTLAND STATE UNIVERSITY										OFFICE of the REGISTRAR		
STUDENT NUMBER		STUDENT NAME				MAJOR		TERM		YEAR		
544-74-6582		KINELDORF, MARTIN RALPH				0701		SPRING		1978-79		
GRADE REPORT	DEPT & NUMBER	SEC	COURSE TITLE	CODE	SEM	PTS	LOC	Cumulative Ave				
	SP 583	001	SP/LANG/HEAR	GRAD	3	A	12	PSU	GRADES	POINTS	GPA	
	ED 505	179	LD-CAREER ED	GRAD	1	A	4	PSU	49	93	3.93	
	ED 505	184	PROG VOC ED	GRAD	3	A	12	PSU	CURRENT TERM			
	ED 505	404	PHY SEN HND	GRAD	1	P		PSU	13	49	3.76	
	ED 509CH	001	ST TCH HDC L	GRAD	3	A	12	PSU	TOTAL HOURS*			
	ED 518	001	CLIN PRAC I	GRAD	3	B	9	PSU	50			

This certificate and college transcript illustrate a life-long work ethic of meeting deadlines and striving to reach shared goals. In 8 years of teaching special education not one Individualized Education Plan has been turned in late. This habit began in college where completed assignments earned me a 3.93 grade point average (on a 4.0 scale).

# Dramatizing Instruction

Santa Barbara Theatre of the Handicapped Presents  
The West Coast Premiere of

## TAKE A CARD,



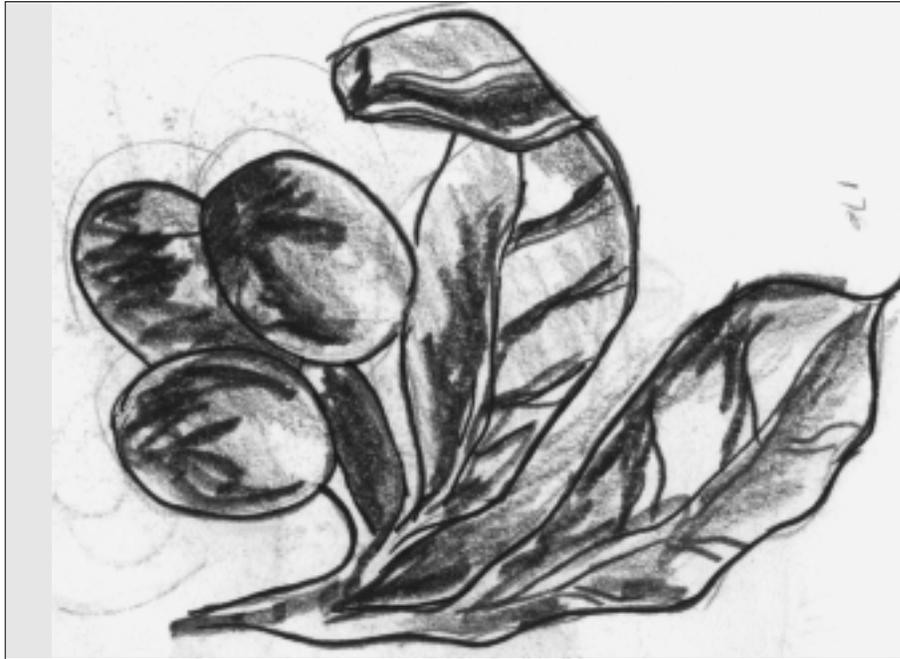
## ANY CARD

by Martin Kimeldorf    Directed by Rod Lathim

SEPTEMBER 17-20, 1980

Learning to express ideas in a dramatic fashion has led to five playwriting awards. These dramatic techniques have been integrated into my lessons and training materials related to job seeking and community service. My earlier book *Teaching Is Dramatic* suggests never giving a lecture when you can deliver a performance.

# Life Long Learning



*This sketch is from my wood carving studies. Teaching myself to draw and carve increased my observation powers.*

*These skills were also used in the classroom. Students demonstrated knowledge of African masks by carving replicas in soap. They enjoyed the hands-on, left-brain activity. The process also expanded options for the performance-based assessment.*

*This sample menu is from a data base I designed to manage student data, schedules, progress reports, and phone calls. Other database have been designed for dental labs and used to schedule work, invoice, and track orders.*

*In 1982 I introduced several publishers to the advantages of the desktop publishing. In 1996 I used the Internet to document portfolios usage around the world.*

These two very different examples from my personal studies illustrate a passion for life-long learning. The love of learning makes it easy to quickly adapt to new ideas and conditions from Socratic Seminars, to drawing, to Internet-based instruction. Knowing how to learn has been key to surviving and thriving at my places of work.

# Building School and Community Partnerships

## STUDY OF HOMELESSNESS LEADS TO STUDENT ACTION

(School News, Oct.. 1994)

Reading about homelessness prompted Mrs. Mortillaro's English students to visit the Bread and Roses shelter and to distribute family Halloween Treats.

This annual initiative was launched with a class reading of *Mom, Our Home Is Anyplace*, the story of two families coping with sleeping in cars and living in shelters.

Students then listened to the coordinator at Bread and Roses and watched a videotape about a young boy who was teased for being a "shelter boy."

Now in its third year, the Halloween treat distribution was the most bountiful ever. Students and staff contributed three cakes, two bags of candy, several individual treat bags, cookies and a card signed by everyone.



*Seven years ago I began a program serving a local homeless shelter. The design of this program allowed others to continue after I left. As a result of this earlier work in "service-learning," I was asked to help prepare a strategic plan for "youth service" in Washington State.*

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### HOUSE BILL ANALYSIS

H-3691

By Representative Holm

An ACT Relating to job search skills and pre-employment training for juveniles placed in juvenile rehabilitation facilities

House Committee on Education House Staff: Susan P.

AS HEARD BY COMMITTEE ON EDUCATION JANUARY, 13, 1988

#### BACKGROUND:

Research on the return of juvenile offenders to the community indicates that completion of their education and employment are important positive indicators of success in the community following incarceration. Currently, there is no special program available in the juvenile institutions to help offenders develop job search and employment skills and to aid in job placement upon release.

#### SUMMARY:

The Superintendent of Public Instruction may provide not more than \$25,000 to Maple Lane, Green Hill, Echo Glen, Mission Creek and Naselle Youth Camp for the planning and implementation of a job search skills, pre-employment training and job placement program....The sum of \$100,00 is appropriated to the Superintendent of Public Instruction for this purpose for the biennium ending June 30, 1989.

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*The "job club" I developed at Maple Lane School in 1982 became one of the first in-school programs of its kind. This program served both incarcerated and public school youth.*

*I turned this program in to student workbook *Job Search Education*, which was published in 1984. It remains in print to this day! The legislative proposal shown on this page was based on the model at Maple Lane School.*

# Creating Timely Instructional Materials

## The Granfriends Project

A Program Creating Friendships Across The Generations

Student Workbook

By

Martin Kimeldorf

**Granfriend (Gran'frend) n. [based on root words Grand + Friend]**

1. A young and older person who befriend each other. 2. A person you know well or are fond of. 3. A volunteer or mentor to another generation

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*Students from the Native American Club perform a drum song for Granfriends at Mother Joseph's Care Center.*

Americans 65 and older number about 33 million in the 1990s and will double by the year 2030! They spend over 300 billion dollars a year on health care. These numbers spell out the words “challenge” and “opportunity.” *The Granfriend Project* manual prepares today’s students to respond to future community needs, and tomorrow’s emerging jobs. This manual has received praise from staff in geriatric services and education.

# Visualizing The Future—Today

## Mini-bike course is ride to adventure

By Katherine Keniston

Corvallis Gazette-Times, Monday March 3, 1975



*Seated astride a mini-bike, NYPUM creator Martin Kimeldorf gives the youngsters a lesson in interior decorating during a lab.*

The mysteries of mufflers and carburetors aren't quite so mysterious anymore. Neither is the problem of how to fill some of those free hours of adolescence.

The Y Round Table, a service program at Oregon State University, is using mini-bikes as a vehicle for giving youngsters an experience that's fun, educational and positive. In the program, a selected group of youngsters spends spare hours riding mini-bikes and learning all the mechanical intricacies that make them purr.

But there's more to it than mini-bikes. Now the program has shifted gears.

Started in the fall of 1973 as a riding activity, the program this school year has headed off into new directions—career education, culture, athletics, field trips in the community. It's called NYPUM (National Youth Project Using Mini-Bikes): Alternative Education Project.

The program was created "for kids who don't have all the advantages and opportunities that some other kids have," said Martin Kimeldorf, creator of the expanded program. "It gives the youngsters an opportunity to explore the world about them in exciting ways," he said.

Financed by the Y Round Table, the program is staffed by OSU students who earn academic credit for their work. Most of the students, including Kimeldorf, are Industrial Education majors.

As this article relates, I began to integrate various disciplines in 1974. My next interdisciplinary effort led to the production of a one-act play *The Square Root Blues*, written for a math class. Twenty years later most schools now promote integrated or interdisciplinary programs as part of their reform efforts. Anticipating the future is a gift I cherish.

# A Teacher's Legacy

## Nam Nguyen STUDENT PORTFOLIO

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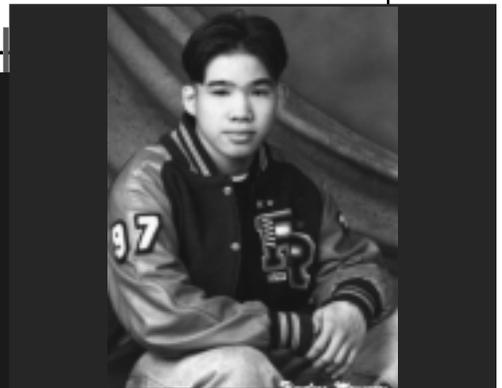
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My Academic All-State Award in wrestling represents a commitment to balancing and developing both the mind and body.



I was selected for leadership training. This event included a visit with the governor of Washington State, Gary Locke.



I have made the most of my opportunities at River Ridge High School. As a result I have been amply rewarded with honors, certificates, and awards in the areas of Academics, Vocational Preparation, Leadership, and Community Service.

There is no greater reward in teaching (or perhaps any other profession) than to witness the products of one's labors. This final page shows the passing of a torch from teacher to student. Nam Nguyen's portfolio is based on our mutual collaboration and his careful review of my books and this portfolio sampler.

# Resources

This is by no means a comprehensive listing of resources. However a range of works are mentioned here which can apply to both Personal and Professional Portfolios.

## Portfolio Books

*Creating Your Skills Portfolio*. Carrie Straub. Crisp Publications. Palo Alto, CA. 1997. 1-800-442-7477. This is an excellent book offering a simplified five-step approach to making an effective portfolio.

*Designing Creative Portfolios*. Gregg Berryman. Crisp Publications. Menlo Park, CA. 1994. 1-800-442-7477. Berryman's books are always excellent sources for new ideas. This book is about portfolios for artists and designers. Even if you are not one of these, you can learn a great deal from this book.

## ***Portfolio Power The new way to showcase your job skills and experience.***

Martin Kimeldorf, With a foreword by Joyce Kennedy. Peterson's Publishing Group, PO Box 2123, Princeton, NJ 08543-2123; 1-800-225-0261. This work covers a variety of portfolio applications and topics including: Making career decisions, applying for college and credits, transitioning from military to civilian employment, demonstrating value at an interview, securing promotions or positive employee evaluations, and sharing your talents via online. This Career Portfolio Sampler is based on this book.

***Creating Portfolios For Success in School, Work, and Life***. Martin Kimeldorf. Free Spirit Press Inc. Minneapolis, MN. 1994. The student workbook and teacher guide is written for young adults in school.

*Get A Life and Life Work Portfolio*. National Occupational Information Coordinating Committee (NOICC). Washington, DC. Try phoning 1-202-653-5665.

Various portfolio products by Harry Drier. Career, Education and Training Associates, Inc., 1236 Langston Drive, Columbus, OH 43220. Internet address DrierH@aol.com

*The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure*. Peter Seldin. Anker Publishing Company Inc. Boston, MA. 1991. See also his other book *Successful Use Of Teaching Portfolios*. 1993.

*Portfolio Development Handbook, Prior Learning Experience Program*. Peter Omar Manuelian. City University. Bellevue, WA 1991. (Available in the college bookstore 1-800-426-5596). Illustrates how a portfolio can be used to gain school credit.

## Online Resources

If you want to see my entire collection of portfolio articles, essays, and sample portfolios you need only visit the collection developed by Amby Duncan-Carr. All of my materials have been collected and organized at: <http://amby.com/kimeldorf/>

The web page or HTML version of this portfolio sampler can also be found at Amby's web site located at: <http://amby.com/kimeldorf/sampler/>

## Recommended Career Books

*Electronic Resume Revolution*, and *Electronic Resume Revolution*, and *Hook Up, Get Hired*. Joyce Lain Kennedy. John Wiley and Sons Inc. NYC, NY. 1994, 1994, and 1995. This triumvirate of digital virtuosity is must reading for anyone thinking about computer, job seeking, and the future. It contains bushels of techniques and background.

*What Color Is Your Parachute*. Dick Bolles. Ten Speed Press. Berkeley, CA. 1995. Annually revised, this work has kept hope alive for 25+ years. It deals with all dimensions of one's career and contains excellent material about informational interviewing.

## Books Related To Changes In Work and Play (Personal and Professional Portfolios)

*Job Shift, How To Prosper In A Workplace Without Jobs*. William Bridges. Addison-Wesley Publishing Co. Reading, MA. 1994.

*The Age Of Unreason*. Charles Handy Harvard Business School Press. 1990. The book catalogues how people will lead "portfolio" lives.

*The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era*. Jeremy Rifkin. Jeremy P. Tarcher/Putnam. NYC, NY. 1994. His suggestions for establishing a fair society are very provocative.

## Contact Information for Martin Kimeldorf

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Martinkim@aol.com

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6705 Gold Creek Dr SW, Tumwater, WA 98512