

Career Passport Portfolio

The Vita

What is a Vita

- **A vita is far more informative than a resume.**
- **It is multi-paged and very analytical about who you are and what your abilities are.**
- **If used properly, an employer can best line you up into a job which matches your personality and abilities.**

What Information Goes Into a A Vita?

- **Heading**
- **Adjective Description**
- **Honors and Awards**
- **Co-Curricular Activities**
- **Community and Volunteer Activities**
- **Self Assessment**
- more on next slide

What Goes Into a Vita

- **Multi-Intelligence Levels**
- **Personal Skills**
- **Technology Competency**
- **Group Work experiences**
- **Work Based Learning Experiences**

Heading of your Vita

- **Vita**
- **of**
- **First, Middle, Last Names and Title**
 - **Address**
 - **City, State Zip**
 - **Area Code - Phone**
 - **E-mail**

Adjective Description of (Your Name)

- **List ten adjectives which best describe you, starting with your strongest adjective**
- **See the next slide for some choices of adjectives.**

Possible Adjectives:

- Academic, active, adventurous, affectionate, bold, calm, cautious, competitive, conscientious, conservative, creative, curious, courageous, dedicated, dominant, eager, emotional, enthusiastic, energetic, flexible, frank, friendly, gentle, honest, humorous, independent, industrious, logical, loving, meticulous, musical, optimistic, organized, original, outgoing, patient, practical, precise, progressive, quiet, religious, rational, realistic, relaxed, reliable, resourceful, responsible, self-confident, self-controlled, sensible, sensitive, serious, sociable, spunky, stable, strong, strong-minded, sympathetic, tactful, thoughtful, understanding, unexcitable, verbal, wise, zany

Honors and Awards

- List what year you received the award
- List the name of the award you received
- Awards can be school, community, national or local

Co-Curricular Activities

- **List the year you did the activity**
- **List the name of the activity**
- **List the association sponsoring the activity (i.e. school, church, community, etc.)**
- **List the role you play in this activity (i.e. member, officer)**

Community and Volunteer Activities

- **List the year you did this activity**
- **List the name of the activity**
- **List the sponsoring organization of the activity**
- **List the number of hours you volunteered**

Self Assessment

- **In this section of your vita you will focus on the kind of success you have in each of the various ability areas.**
- **Look over each of the below ability areas and give an example of how you have shown excellence or success in that ability area. If you have not mastered this area, do not list it.**

Self Assessment

- **Leadership Ability**
- **Athletic Ability**
- **Teaching Ability**
- **Mechanical Ability**
- **Artistic Ability**
- **Mathematical Ability**
- **Analytical Ability**

Learning Modality

- **Learning Modalities determines how you learn. Take this test to determine if you are a visual, audio or kinesthetic learning.**
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- 1. My emotions can often be interpreted from my: (a) facial expressions (b) voice quality (c) general body tone

Learning Modality test

2. I keep up with current events by: (a) reading the paper thoroughly when I have time (b) listening to the radio or watching TV news (c) quickly reading the paper or spending a few minutes watching TV news
3. If I have business to conduct with another person, I prefer: (a) face-to-face meetings or writing letters (b) the telephone, since it saves time (c) conversing while walking, jogging, or doing something else physical

Learning Modality test

4. When I'm angry, I usually: (a) clam up and give others the "silent treatment" (b) am quick to let others know why I'm angry (c) clench my fists, grasp something tightly, or storm off
5. When driving I: (a) frequently check the rear view mirrors and watch the road carefully (b) turn on the radio as soon as I enter the car (c) can't get comfortable in the seat and continually shift positions
6. I consider myself: (a) a neat dresser (b) a sensible dresser (c) a comfortable dresser

Learning Modality Test

7. At a meeting I: (a) come prepared with notes and displays (b) enjoy discussing issues and hearing others' points of view (c) would rather be somewhere else and so spend my time doodling
8. In my spare time I would rather: (a) watch television, go to a movie, attend the theatre or read (b) listen to the radio or records, attend a concert, or play an instrument (c) engage in a physical activity of some kind

Learning Modality Test

9. The best approach to discipline is to: (a) isolate the child by separating him or her from the group (b) reason with the child and discuss the situation (c) use acceptable forms of corporal punishment
10. The most effective way of rewarding a student is: (a) positive comments written on their papers, stick-ons, or posting good work for others to see (b) oral praise to the student and to the rest of the class (c) a pat on the back, a hug, or some other appropriate physical action.

Analyzing your results:

Which letter is your predominant answer?

A=visual modality

- B=audio modality

- C= kinesthetic modality

- *Based upon work by Barbe, Walter B. and Michael N. Milone. "Modality," Instructor, Jan. 1984.*

Multi-Intelligence Levels

- **In this section, students will identify their strongest Multi-Intelligence levels (as identified by Gardener in his 7 Multi-Intelligences.)**
- **The first step will be to know the 7 levels and which are your strengths and how you utilize these intelligences.**

Multi Intelligence Level

- **Let's review the SEVEN MULTI INTELLIGENCE AREAS and determine which are your specific strengths. Most students are strong in several levels of intelligence.:**

Multi Intelligence Levels

- **Visual-Spatial Intelligence:** This intelligence relies on the sense of sight and the ability to visualize an object and to create mental images/pictures.

Multi Intelligence Level

- **Bodily/Kinesthetic Intelligence:** This intelligence relates to physical movement and the knowing/wisdom of the body, including the brain's motor cortex, which controls bodily motion.

Multi Intelligence Level

- **Musical/Rhythmic Intelligence:** This intelligence is based on recognition of tonal patterns, including environmental sounds, and on sensitivity to rhythm and beats.

Multi Intelligence Level

- **Interpersonal Intelligence: This intelligence operates primarily through person-to-person relationships and communication.**

Multi Intelligence Level

- **Intrapersonal Intelligence:** This intelligence relates to inner states of being, self-reflection, metacognition, and awareness of spiritual realities.

Multi Intelligence Levels

- **Verbal/Linguistic Intelligence:** Related to written and spoken languages, this intelligence dominates most Western educational systems.

Mutli Intelligence Levels

- **Logical/Mathematical Intelligence:**
Often called “scientific thinking,” this intelligence deals with deductive thinking and reasoning, numbers, and the recognition of abstract patterns.

Personal Skills

- **This is a chance for you to express you're your believe or practice of the SIX Pillars of Character, as well as other personal skill areas which make us active and successful citizens and employees.**

Personal Skills

- **This is your opportunity to explain to a potential employer your experience in each of these skill areas.**
- **The writer should write a short paragraph about each of the listed skill areas, and explain or give examples of how he/she has mastered this skill area.**

Personal Skills

- **Pillars of Character**
 - **Citizenship**
 - **Trustworthiness**
 - **Caring**
 - **Fairness**
 - **Responsibility**
 - **Respect**

Personal Skills

- **More Areas to be considered:**
 - **Time Management**
 - **Organization**
 - **Family Commitment**
 - **Goal Setting**
 - **Work Ethic**

Technology Competency

- **The student should consider all the different types of technology that he/she has mastered. This would include:**
 - **Computer equipment (CD recorders, computers, various calculators, video editing, etc.)**
 - **Computer programs (I.e. Word processing, spreadsheets, desktop publishing, web page design, etc.)**

Technology Competency

- **The student will write a combination of a list of programs, equipment he/she has mastered, and perhaps cite an example of how and when that competency has been demonstrated.**

Group Work Experiences

- **The student will gather examples of projects completed through the group process. He/she should include various group work experiences practiced (i.e. reaching consensus; brainstorming; “jigsaw” work; etc.)**

Work Based Learning Experiences

- **Students will consider every experience they have had in examining various employment experiences (I.e. shadowing, mentoring, researching for the career narrative, etc.) The student writes short responses about their experiences in looking at various jobs. Purpose is to examine what the student finds good and distasteful about specific jobs.**

The Vita

- **The vita is much longer than the resume and includes much more information.**
- **Give a copy of your vita to those you ask to write a reference for you. This gives the reference writer additional information which could be included in the reference.**

The Vita

- **The vita also gives any employer, college or scholarship committee insights as to your strengths and competency areas, as well as your learning style.**
- **The vita can also help an employer correctly place you as an employee in a position in which you will be successful.**

Career Passports

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