

# EXTENDED LEARNING MODULE I

## BUILDING AN E-PORTFOLIO

### Student Learning Outcomes

1. Use the Internet to research career opportunities and potential employers.
2. Discuss networking strategies you can use during a job search.
3. Explain how self-assessment is valuable to résumé writing.
4. Describe the types of electronic résumés and specify when each is appropriate.
5. Develop powerful job search e-portfolio content.
6. Document effective Web site structure and design components.
7. Create a job search e-portfolio Web site and place it on an Internet server.

## Introduction

Welcome to the 21st century—the anytime, anywhere job market. In this information age, Internet technology has undoubtedly had an impact on résumé development, job networking, and their effectiveness in uncovering hidden job opportunities. The Internet provides instant access to job-market intelligence, such as: who is hiring, what skills are in demand, and how much those skills are worth—24 hours a day. For the first time ever, individual job seekers have access to the same information once available only to corporate insiders and recruiters.

Although there are many forms of electronic recruitment, this module will concentrate on electronic documents that you as a potential employee need to have prepared to compete in today’s electronic job market. The final product will be an electronic portfolio designed to help you successfully promote yourself in the electronic job market.

In this module, we assume that you are familiar with the Internet and research tools and have at least a little knowledge of HTML. For a review of the Internet, see *Extended Learning Module B*. For a review of HTML, refer to *Extended Learning Module F*. To learn to build an electronic portfolio using FrontPage, see *Extended Learning Module L*.

### LEARNING OUTCOME 1

## The Electronic Job Market—Extending Your Reach

The online recruiting industry has been developing for several years and is poised for explosive growth. It happens all the time. A new industry forms and simmers for a while, and then someone discovers the last piece of the puzzle, the missing link that explodes the industry out of its infancy, into the limelight, and into the mainstream.

Since the early 1990s the term electronic portfolio (e-portfolio) has been described in a range of ways, with most recognizing the primary role of information and communications technologies in describing the “e.” Common to most definitions is the relationship with paper-based portfolios (or résumés) that have traditionally been used as documented evidence of experience and achievement. Formally, an **electronic portfolio (e-portfolio)** is a cohesive, powerful, and well-designed collection of electronic documents that demonstrate your skills, education, professional development, and the benefits you offer to a hiring organization.

E-portfolios are much more than innovative résumés or scrapbooks. Neither of those forms can show reflection, evolution of thought, or professional development. In education and training contexts e-portfolios are learner-centered and outcomes-based. They are created when individuals selectively compile evidence of their own electronic activities and output as a means to indicate what they have learned or achieved. In this sense, e-portfolios function as a learning record or transcript. But given their developmental character, e-portfolios function as both an archive and a developmental repository that is used for learning management and self-reflective purposes.

The online recruiting industry, or the **electronic job market**, makes use of many Internet technologies to recruit employees. The average cost per hire through online recruiting is \$152 compared with \$1,383 using traditional methods. Additionally, a much broader worldwide selection of candidates can be screened, significantly increasing the likelihood of finding a good match for the hiring organization. As more and more hiring employers turn to the Internet to recruit employees, it is critical that you learn to capitalize

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**OBJECTIVE**  
 General Sales Representative with a pharmaceutical house using extensive chemistry background and self-directed personality to manage a marketing territory. Personal Goal: to increase sales and improve customer satisfaction. Willing to relocate.

**EMPLOYMENT HISTORY**  
 April 2001 – Present  
 SPQ Pharmaceuticals Corp., Denver, CO  
 Currently working as a General Sales Manager responsible for sales and distribution of pharmaceutical supplies to doctor's offices, pharmacies, and clinics in the Midwest Region.

- Volume of two million dollars in annual sales
- Salesperson of the month for the past five months
- Increased SPQ customer base by five percent
- Improved customer understanding of SPQ products and their benefits
- Initiated cost saving sales procedures to reduce the overall expenditures of the sales department by over \$30,000 annually
- Developed and implemented technical training for the sales force to improve their understanding of SPQ products and how to effectively market them
- Analyzed sales trends and improved the focus of the sales force

January 1999 – April 2000  
 How2.com, Inc., Denver, CO  
 Managed the sales force for a dynamic and evolving web company.

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STR Systems, Bloomington, IN August 1996 – December 1998

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**EDUCATION**  
 Indiana University, Bloomington B.S. in Marketing and Chemistry, 1996

Figure I.1  
 Sample Résumés

on the technologies that help organizations locate and evaluate potential employees. Although the basic parts of your résumé stay the same and the purpose of your résumé is still to present your skills and qualifications, how you do so must change dramatically in the electronic job market.

The Internet provides 24 × 7 × 365 access to information for both the employer and you as a potential employee. During your electronic job search, your effective use of Internet tools is critical to a successful job hunt. Since meeting the needs of employers is the basis for getting hired, your prerésumé tasks must center on gathering information about who is hiring, what skills are in demand, how much those skills are worth, and what you need to do to be considered for the available jobs. With this information in hand, you are prepared to create the electronic documents that will place you in a position to be considered for not just a job, but a career (see Figure I.1).

Résumés are the currency of the recruitment industry. They are the cornerstone of communication between candidates, recruiters, and employers. To put the matter in perspective, ask yourself, “When was the last time you were hired as a professional without submitting a résumé?” If you are like most people, the answer is “never.” Technology is automating elements of the recruitment process, but a complete solution requires proper handling of the actual development of all the pieces and parts of not only your e-résumé, but your e-portfolio.

Historically, applicants prospected for jobs by sending out large numbers of unsolicited paper résumés in the hope of uncovering hidden opportunities. Even the best techniques for converting these paper résumés into electronic formats were labor intensive, slow, and prone to inaccuracy.

As all companies large and small expand their operational efficiency with technology, it will be necessary for job seekers to expand their computer competency to online job searching and résumé posting. The Internet also provides job seekers with a way to contact more of the right employers in less time and, therefore, build a larger network of potential job leads.

## Convergence of Online Networking and Résumé Development

In the always-available job market created by the Internet, organizations post and remove jobs on a continuous and instantaneous basis. Businesses have many options for where and how to list positions. Most Internet-savvy organizations have recruiting pages on their Web sites. Others use job database Web sites such as [www.monster.com](http://www.monster.com) that reach a worldwide audience. Some organizations use their intranets to recruit from within.

Even in this all-encompassing electronic job market, some jobs are never posted. Collectively, unposted positions are referred to as the **hidden job market**. It is important to prepare yourself to search for jobs in the traditional (newspaper and magazine), electronic, and hidden job markets to maximize your job opportunities.

Many companies still select candidates to interview by visually reviewing résumés. However, in today's electronic world more and more firms supplement such manual methods with automated résumé tracking systems. Employers use such systems because they drastically reduce the time it takes to manually review, sort, and file large numbers of résumés. Using these systems, employers collect and store text from thousands of résumés in electronic databases. Such databases can then be sorted to find applicant résumés which contain skills, experience or education that match specified job requirements. Selected résumés can then be viewed onscreen or printed in their entirety, or specific information can be extracted from each one.

For job seekers, this new electronic world means that you must have two versions of your résumé: (1) a nicely formatted one for human eyes, which we will refer to as your “visual résumé”; and (2) one designed for computers, which we are calling your “electronic résumé.” Later in this module you will learn how to create an electronic résumé by converting your résumé word processing file into “plain text or ASCII format” as well as an HTML format.

To achieve job search success in today's electronic arena, there are two key points to guide you:

1. You want to learn how to create a résumé (which will morph into an e-résumé) that will come to the top when an employer sorts for keywords or areas of experience that he or she needs. You will achieve this by knowing the type of job you want and the skills needed for such a position, and then effectively matching your skills to that position.
2. You want to use Internet job search strategies to find employer Web sites and job postings so that you can apply for them.

### LEARNING OUTCOME 2

#### START TO NETWORK

If you read the want ads, send out résumés, and wait for employers to discover you, the odds of finding a satisfying job are not very good. According to JobStar ([www.jobstar.org](http://www.jobstar.org)), a job board and collection of job search information offered in association with *The Wall Street Journal* ([www.CareerJournal.com](http://www.CareerJournal.com)), “80 percent of all positions are filled without employer advertising. These positions are filled by—or created for—candidates who come to an employer's attention through employee recommendations, referrals from trusted associates, recruiters, or direct contact with the candidate.” This means that networking and preparing résumé content targeted to a specific job and industry are critical to your success. Networking involves:

- **Creating relationships.** Target people who are in a position to further your career search. Make a list of everyone that you call on the phone, e-mail, electronically chat with, or have even had passing conversations with. This list should be quite long. The goal here is to get a list of potential contacts.
- **Developing a 30-second commercial.** This is a short description of who you are, what job you are looking for, and the skills that make you suited for the job. Having a short script makes it easier to contact people and avoids wasting their time.
- **Employing electronic means.** No matter how you are contacting people, use the technology to further your reach, such as e-mail, and learn how to develop an e-portfolio Web site (which is the basis of this learning module).
- **Avoiding sending bulk e-mails.** The personal touch of sending individual e-mail is more likely to obtain results. Set a goal to contact a specific number of people each week, keep track of whom you have contacted and the responses you have received, and finally make sure you send a follow-up message.
- **Joining mailing lists.** *Mailing lists* are discussion groups organized by area of interest. By subscribing to such a list, you can communicate with members via e-mail. Mailing lists allow you to gain industry information and make contacts that would not otherwise be available. On occasion, job announcements are also circulated through these lists. You can find mailing lists by topic at [groups.yahoo.com](http://groups.yahoo.com), [lists.topica.com](http://lists.topica.com), [tile.net/lists](http://tile.net/lists), and [groups.google.com](http://groups.google.com).

## PERFORM A SELF-ASSESSMENT

### LEARNING OUTCOME 3

Contrary to popular belief and traditional résumé-writing styles, employers are not really interested in what you have already done; they want to know what you *will* do for *them* and to have documented evidence of those skills. To effectively communicate your skills and how they will benefit a potential employer, you must know what those skills are and that means spending some time evaluating yourself. While it is nice to be a “people person,” that does not tell an employer that you work well under stress, mediate, negotiate contracts, and follow procedures. Being a “people person” will not get you a job, but detailing your skills in that area may.

Remember that the paper and electronic documents you create are your personal marketing tools. Most people want to jump right in and write a résumé, but you must get employer-focused first. Employers typically process résumés looking for things that exclude candidates by sorting applicants into three groups: Definitely, Maybe, and No. Ideally, you would like to be in the Definitely group, but the Maybe group can result in a position if you have done your homework and documented what you offer an employer.

There are many good tools for self-assessment: personality profiles, checklists (see Figure I.2), strength identification, achievement lists, and any number of writing and projection exercises. You can even ask people what your strengths are. Believe it or not, others are often better at articulating your strengths than you may be. Most colleges and universities have an array of assessment tools available to their students, such as the Myers-Briggs Type Indicator test. There are also many organizations offering testing from the Web. Some are free, for example, [www.jobstar.org](http://www.jobstar.org), and others charge a fee, such as [www.careermaze.com](http://www.careermaze.com). Use the methods that are available and that suit your needs, but do not shortchange this step. Time spent here will pay off when you do begin to write.

The goal of performing a self-assessment exercise is to develop a list of evocative words that you can use to describe your objective and experience in a manner that employers

## Figure I.2

### Sample Self-Assessment Tool

#### Transferable Skills

Transferable skills are those that can be applied to any job or work situation. Everyone has them. Each transferable skill has keywords that can be used to describe your strengths. Select each skill below that applies to you and then write how you effectively exhibit that skill.

General Keywords			
<input type="checkbox"/> critical thinking	<input type="checkbox"/> self-discipline	<input type="checkbox"/> general knowledge	<input type="checkbox"/> self-confidence
<input type="checkbox"/> research techniques	<input type="checkbox"/> insight	<input type="checkbox"/> cultural perspective	<input type="checkbox"/> imagination
<input type="checkbox"/> perseverance	<input type="checkbox"/> writing	<input type="checkbox"/> teaching ability	<input type="checkbox"/> leadership
Research Keywords			
<input type="checkbox"/> initiating	<input type="checkbox"/> attaining	<input type="checkbox"/> achieving	<input type="checkbox"/> reviewing
<input type="checkbox"/> updating	<input type="checkbox"/> interpreting	<input type="checkbox"/> analyzing	<input type="checkbox"/> synthesizing
<input type="checkbox"/> communicating	<input type="checkbox"/> planning	<input type="checkbox"/> designing	
<input type="checkbox"/> performing	<input type="checkbox"/> estimating	<input type="checkbox"/> implementing	
Teaching Keywords			
<input type="checkbox"/> organizing	<input type="checkbox"/> assessing	<input type="checkbox"/> public speaking	<input type="checkbox"/> reporting
<input type="checkbox"/> counseling	<input type="checkbox"/> managing	<input type="checkbox"/> coordinating	<input type="checkbox"/> administering
<input type="checkbox"/> motivating	<input type="checkbox"/> problem solving		
Personality Keywords			
<input type="checkbox"/> dynamic	<input type="checkbox"/> sensitive	<input type="checkbox"/> responsible	<input type="checkbox"/> creative
<input type="checkbox"/> imaginative	<input type="checkbox"/> accurate	<input type="checkbox"/> easygoing	<input type="checkbox"/> adept
<input type="checkbox"/> innovative	<input type="checkbox"/> expert	<input type="checkbox"/> successful	<input type="checkbox"/> efficient
<input type="checkbox"/> perceptive	<input type="checkbox"/> astute	<input type="checkbox"/> humanistic	<input type="checkbox"/> honest
<input type="checkbox"/> outstanding	<input type="checkbox"/> calm	<input type="checkbox"/> outgoing	<input type="checkbox"/> self-starting
<input type="checkbox"/> reliable	<input type="checkbox"/> unique	<input type="checkbox"/> experienced	<input type="checkbox"/> talented
<input type="checkbox"/> vigorous	<input type="checkbox"/> versatile	<input type="checkbox"/> diplomatic	
Object Keywords			
<input type="checkbox"/> data	<input type="checkbox"/> systems	<input type="checkbox"/> relations	<input type="checkbox"/> theories
<input type="checkbox"/> recommendations	<input type="checkbox"/> programs	<input type="checkbox"/> events	<input type="checkbox"/> outputs
<input type="checkbox"/> facts	<input type="checkbox"/> conclusions	<input type="checkbox"/> goals	<input type="checkbox"/> surveys
<input type="checkbox"/> procedures	<input type="checkbox"/> methods	<input type="checkbox"/> statistics	<input type="checkbox"/> strategy
<input type="checkbox"/> feelings	<input type="checkbox"/> designs	<input type="checkbox"/> tools	<input type="checkbox"/> journals
<input type="checkbox"/> techniques	<input type="checkbox"/> communications	<input type="checkbox"/> charts	<input type="checkbox"/> presentations
<input type="checkbox"/> reports	<input type="checkbox"/> research projects	<input type="checkbox"/> information	<input type="checkbox"/> human resources

can understand. Typically these words are nouns and adjectives called *skill words* that stress your capabilities, which you should weave into the text of your résumé.

## RESEARCH CAREERS, INDUSTRIES, AND COMPANIES

The Web is an incredible resource for researching topics such as résumé writing, career forecasts, job availability, skills required to be hireable, industry trends, and virtual communities. Although there are other approaches, most Web users find that search tools significantly improve the quality of the material located when browsing. We encourage you to review *Extended Learning Module B* to learn more about how to use electronic search tools.

Many job seekers underestimate the role of research in creating effective documents such as a résumé. A résumé should not be simply a history of your education and work, but should be a document targeted to one position and industry.

Research is the key to creating powerful employer-centered résumé content directed to a specific industry. There is so much information available to help you develop powerful résumé content that the task of sifting through it can be overwhelming.

To make the most of the available information, develop a list of search terms based on your goals and then visit job database Web sites, search engines, government sites, and business Web pages. You should be able to find information on planning your career, the education or training needed to be successful, expected earnings by geographic location, the work environment, attire, normal career path, projected number of openings, and current job postings. Additionally you should find specific organizations, contacts, and communities that will help you fine-tune your target.

### Résumé Building—A Lifelong Process

Electronic résumés, or e-résumés, have moved into the mainstream of today's job market at lightning speed. E-résumés have stepped up the efficiency of job placement to such a point that you could get a call from a recruiter just hours after submitting your e-résumé. With this kind of opportunity, you cannot afford to be left in the dark ages of using only a hardcopy (visual) résumé.

A *résumé* is a summary of your qualifications. It is an organized collection of information that will “sell” your skills to an employer. A résumé and accompanying applications correspondence are likely to be the most important documents you will create. They are advertisements that get you noticed in the crowded, competitive job market.

A generation ago it was common to work for a single company throughout your entire career. This type of job security is no longer possible in today's volatile business climate. Most people will end up making at least a half-dozen major job changes in a lifetime of work.

The average employer looks at a résumé for less than 34 seconds. In some situations, a computer may actually scan in your résumé looking for specific skills and abilities. Your résumé must therefore be professionally written, attractive, and concise, and demonstrate your skills and value to a potential employer.

## CONTENT, CONTENT, CONTENT

Through beginning to network, assessing your skills, and researching, you will gain the knowledge critical for creating targeted résumé content. Use the job titles, skills, and jargon from one industry to describe yourself and your experience. If you are job seeking in multiple industries or in a variety of position titles, you may need to develop a separate résumé for each.



When you begin writing, concentrate on creating solid content that is targeted, is grammatically correct, and convincingly outlines your skills. Since we are concentrating on electronic documents, old rules governing the writing style, length, and content of paper résumés do not apply. For example, creating a résumé that will print on one page (or two at most) is not relevant in this arena.

No one wants to be considered conceited or boastful. When it comes to looking for a job, however, you must emphasize your abilities, focus on your strengths, and create a dynamic first impression. A well-written and neatly organized résumé can do all of that. The topics covered in this section will enable you to analyze the components of a good résumé and to design an effective résumé for yourself.

**IMPORTANT CONTACT INFORMATION** You should dedicate the first section of your résumé to your name and how you can be contacted. Although this seems obvious, there are a couple of important contact issues to mention. Contact information must be complete, correct, and permanent. Depending on the policies of the company receiving your résumé, it could remain on file for months or even years. If your résumé is pulled for consideration six months from now, the contact information should still be valid.

Since we are focusing on electronic documents, it is important to note that privacy is a concern. While paper documents are typically routed to a person or department within an organization who has the responsibility of protecting your privacy, electronic documents can be generally distributed with no party directly responsible for privacy. Especially for documents posted to the Internet, it may be preferable to omit your address and phone numbers; instead use an e-mail account devoted to job hunting. If you elect to use an e-mail address, be sure to check your e-mail regularly and then provide the remaining contact information to legitimate organizations who contact you.

**KEYWORDS** All résumés stored electronically can be sorted by key skills, experience, or education. Such items are referred to as “keywords.” For example, an employer looking for an accountant might enter the following keywords or phrases: Staff Accountant, B.A. Degree in Accounting, Full-Cycle Accounting, Financial Statements and Cost Accounting. A computer query of all résumés in the database could be performed and those that contain all or some of these keywords would be identified. An employer could then read them via the computer screen, print the entire résumés, or print abstracted data from some or all of the résumés.

Some automated résumé tracking systems can read and retain an unlimited number of keywords contained in an entire résumé. Other, usually older, systems may be able to retain only 35 to 45 keywords. Either way, you can see why keywords are the “magic door” for generating interviews with employers who use résumé tracking systems. Keywords are how employers find you in their systems. If you do not supply the right keywords, then your résumé has a limited chance of being found at all.

Whenever possible, use a minimum of 50 percent of the keywords found in an assortment of ads for the type of position you want. If possible, use all of them as long as you have the skills you are listing. Obviously you never want to lie or exaggerate by adding keywords to describe skills you do not possess. Such an unethical strategy could land you an interview, or a call from an employer, but would backfire when employers see you do not have the skills you have marketed.

Use the following steps to compile keywords and keyword phrases for your e-résumé:

1. Underline all keywords and keyword phrases in each ad.
2. Group keywords and keyword phrases into skill categories.



3. Create skill headings using keywords or keyword phrases for each group of skill categories.
4. Prioritize and number the skill categories.
5. Select the top 35 to 45 keywords to create a keyword section for the top of your e-résumé.
6. Write statements using as many keywords as possible for use in the rest of the e-résumé.

**POWERFUL OBJECTIVE STATEMENTS** An objective statement specifies your target market. A well-developed objective statement is a potent tool for getting employers to look more deeply into your potential. Although some résumé styles omit this statement, it can be a critical résumé component when it provides an executive summary of your qualifications. Typical objective statements are short—between one and three sentences—and appear below the contact information.

For first-time job seekers or those changing careers, an objective statement should include a job title, an industry, the top three to five skills that qualify you for the job, and the benefit you will bring to the hiring organization. Using a decisive writing style lets employers know that you understand their business and helps them better determine that your skills can benefit their organization. A well-written, strong objective statement can provide a focus for organizing the content of your résumé. Refer to Figure I.3 for a comparison of weak and strong objective statements.

Experienced job seekers can break this content into two sections: (1) a single-line objective with a job title and (2) industry followed by a summary of qualifications section. The summary of qualifications should highlight your skills and accomplishments that benefited previous employers. We recommend that you present this content in the form of a bulleted list (see Figure I.4).

In addition to basic job skills, it is important to let potential employers know about your cultural, language, and communication talents. While being multilingual may not be a requirement for a position, it is certainly a nice bonus that may get you noticed. Being willing to relocate may allow you to be considered for a wider range of jobs in an organization. Be decisive about what you want to do and showcase your skills whether they have been gained in the classroom, through life experiences, travel, or on the job.

Weak Objective Statements	Strong Objective Statements
Management position which will utilize business administration degree and will provide opportunities for rapid advancement.	An entry-level position in software development designing and implementing operating systems.
A position in social services which will allow me to work with people in a helping capacity.	A mid-level public relations position with opportunities to develop and implement programs, organize people and events, and communicate positive ideas and images.
A position in personnel administration with a progressive firm.	Employment counselor/job development position working with disabled clients.
Sales representative with opportunity for advancement.	Entry position in financial analysis with a major financial institution.

**Figure I.3**  
Weak vs. Strong  
Objective Statements

Entry-level Objective Statement	
<b>Objective</b>	Public accounting auditor position in the Midwest capitalizing on internal and external audit experience gained in a four-month PricewaterhouseCoopers internship. Familiar with payroll, tax, and general ledger processing. Multilingual and willing to travel.
Entry-level Objective Statement with Summary	
<b>Objective Summary</b>	Public accounting auditor position in the Midwest. Accounting coursework and internships
	<ul style="list-style-type: none"> <li>• PricewaterhouseCoopers auditor internship with four months of experience in both internal and external general ledger audit techniques</li> <li>• Bookkeeping and coursework experience with payroll, cost, and tax accounting</li> <li>• Spanish fluency gained through extensive travel in Mexico and South America</li> <li>• Willing to travel and relocate</li> </ul>

**Figure I.4**  
Objective and Summary Examples

Regardless of whether you are writing an objective statement, keywords, or a summary of qualifications, write for your audience, or, in other words, write from the hiring organization’s perspective. Remember to state *what you can do for the organization* that hires you using the industry jargon and skill keywords you uncovered through networking, self-assessment, and research. Do not use words that indicate that you are not competent at a skill, such as “entry level” or “beginner.”

Avoid statements that appear self-centered or self-serving. For instance, do not mention money or promotions. Instead state that you are willing to accept increasing levels of responsibility. Money and promotions benefit you, while increasing your responsibility *benefits the organization*. Do not include statements with “I,” “my,” or “me,” since these personal pronouns focus on you rather than on the organization.

Stay away from canned or hyped phrases normally associated with résumé writing. For example, a “position with a progressive company” and “opportunity for advancement” are commonly seen in résumés but don’t communicate anything important about the applicant. Write honestly about your abilities and skills in a way that demonstrates your value to employers.

Most people reviewing résumés visually scan the objectives and summary of qualifications to determine whether or not to review the remaining résumé content. If you do not have enough skills to create competitive objective and summary statements, create a plan to acquire them.

**OTHER VALUABLE RÉSUMÉ SECTIONS** Most résumés should include sections outlining your education and work experience. Place the section most important to your marketable skills first. Within each section, organize the information to best present your skills. In general, hiring organizations prefer chronological presentations because they are traditional and easy to follow, but other styles can be effective as long as it does not appear that you are trying to hide or omit anything.

Use the same writing techniques outlined for creating a powerful objective statement to describe and demonstrate your relevant coursework and job skills. It is not enough to list course and job titles. Include descriptions documenting relevant skills and their organizational benefit using jargon relevant to the position and industry. For example, “responsible for coding and testing Visual Basic applications” is an adequate job description

for a programmer but “coded Visual Basic applications consisting of thousands of executable lines to solve complex business problems, manage system throughput, and improve end-user satisfaction” demonstrates both the level of skill being offered and how the organization benefited from them.

On most résumés, the last section should present information on references. Commonly this section contains a single statement, “References available upon request.” This is common nomenclature to use since references are not needed until you are actually being considered for a position or going through the interview process.

Other sections to consider include Awards, Publications, Personal Information, and anything specific to the particular job being applied for. For example, a “Statement of Belief” could be important when applying for a job with a religious organization but probably should not be included otherwise. Personal information can be troublesome. When applying for a position with a formal organization, too much personal information can make you look informal. However, the same information can make you look like a good fit in a less formal institution. Use your research to determine what to include and what to omit.

In summary, no résumé is likely to rise to the top of the stack without the following elements:

- **Contact information.** At the very least include your name, phone number, and an e-mail address.
- **Objective.** Describe your purpose for seeking a particular job.
- **Qualifications.** List your abilities and skills that pertain to the job.
- **Education.** Include the name and location of the school(s) you attended, and diploma(s), degree(s), and honors received.
- **Work experience.** Include the name and location of the company, how long you worked there, and your job responsibilities.
- **Activities.** List volunteer activities, organization memberships, and leadership roles.
- **Style.** Use standard fonts, such as 12 point Times, Arial, or Helvetica.
- **Correct spelling and grammar.** Proofread very carefully. Use your word processor’s spell-checker, but do *not* rely on it solely. Ask someone you trust to proofread too.
- **Clarity.** Use clear, concise, professional language.

**SHOW ACTION** Finally, use action verbs to describe your work experiences powerfully. And avoid being “wordy.” Instead of saying that you “participated in the organization of work teams,” say that you “organized work teams.” Action verbs should be used abundantly throughout your résumé to promote your talents, skills, and achievements. They help make a strong impression. Action verbs can bring your résumé to life. The intent is to indicate that you are a person of action, a “take charge and get the job done” person. Refer to Figure I.5 for a list of powerful action verbs.

## ELECTRONIC FILE FORMATS

You should prepare your résumés in a variety of electronic file formats. Each format should be incorporated into your e-portfolio. Begin by building an unformatted résumé with solid content and then add formatting to create the other required formats.

Just a few years ago, a résumé referred only to a sheet or two of paper that listed your work experience, accomplishments, education, and a few other career details. Today, it

Accelerated	Accomplished	Achieved	Acted
Adapted	Addressed	Administered	Advanced
Advised	Allocated	Analyzed	Appraised
Approved	Arranged	Assembled	Assigned
Assisted	Attained	Audited	Authored
Automated	Balanced	Broadened	Budgeted
Built	Calculated	Catalogued	Chaired
Clarified	Classified	Coached	Collected
Compiled	Completed	Composed	Computed
Conceptualized	Conducted	Consolidated	Contained
Contracted	Contributed	Controlled	Coordinated
Corresponded	Counseled	Created	Critiqued
Cut	Decreased	Delegated	Demonstrated
Designed	Developed	Devised	Diagnosed
Directed	Dispatched	Distinguished	Diversified
Drafted	Earned	Edited	Educated
Enabled	Encouraged	Engineered	Enlisted
Established	Evaluated	Examined	Executed
Expanded	Expedited	Explained	Extracted
Fabricated	Facilitated	Familiarized	Fashioned
Focused	Forecast	Formulated	Founded
Generated	Guided	Headed up	Identified
Illustrated	Implemented	Improved	Increased
Indoctrinated	Influenced	Informed	Initiated
Innovated	Installed	Instituted	Instructed
Integrated	Instigated	Interviewed	Introduced
Invented	Interpreted	Launched	Lectured
Led	Maintained	Managed	Marketed
Mediated	Moderated	Monitored	Motivated
Negotiated	Organized	Originated	Overhauled
Oversaw	Performed	Persuaded	Planned
Prepared	Presented	Prioritized	Processed
Produced	Programmed	Projected	Promoted
Provided	Publicized	Published	Purchased
Pursued	Recommended	Reconciled	Recorded
Recruited	Redesigned	Reduced	Referred
Regulated	Rehabilitated	Remodeled	Represented
Researched	Restored	Restructured	Retrieved
Revitalized	Saved	Scheduled	Schooled
Screened	Serviced	Shaped	Solidified
Solved	Sparked	Specified	Stimulated
Streamlined	Strengthened	Summarized	Supervised
Surveyed	Systemized	Tabulated	Tailored
Targeted	Trained	Translated	Taught
Trimmed	Upgraded	Validated	Wrote

Figure I.5  
Action Verbs

also means an electronic document that can work for you in cyberspace 24 hours a day. There are three kinds of electronic *résumés* (these formats are displayed in Figure I.6):

- The *scannable (or ASCII) résumé* is a paper *résumé* that becomes electronic when it is scanned into a computer.
- The *portable document format résumé (PDF résumé)* is a standard electronic distribution format typically used for e-mailing.
- The *multimedia (or HTML) résumé* uses a multimedia format displayed on the Web for employers to explore at their convenience.

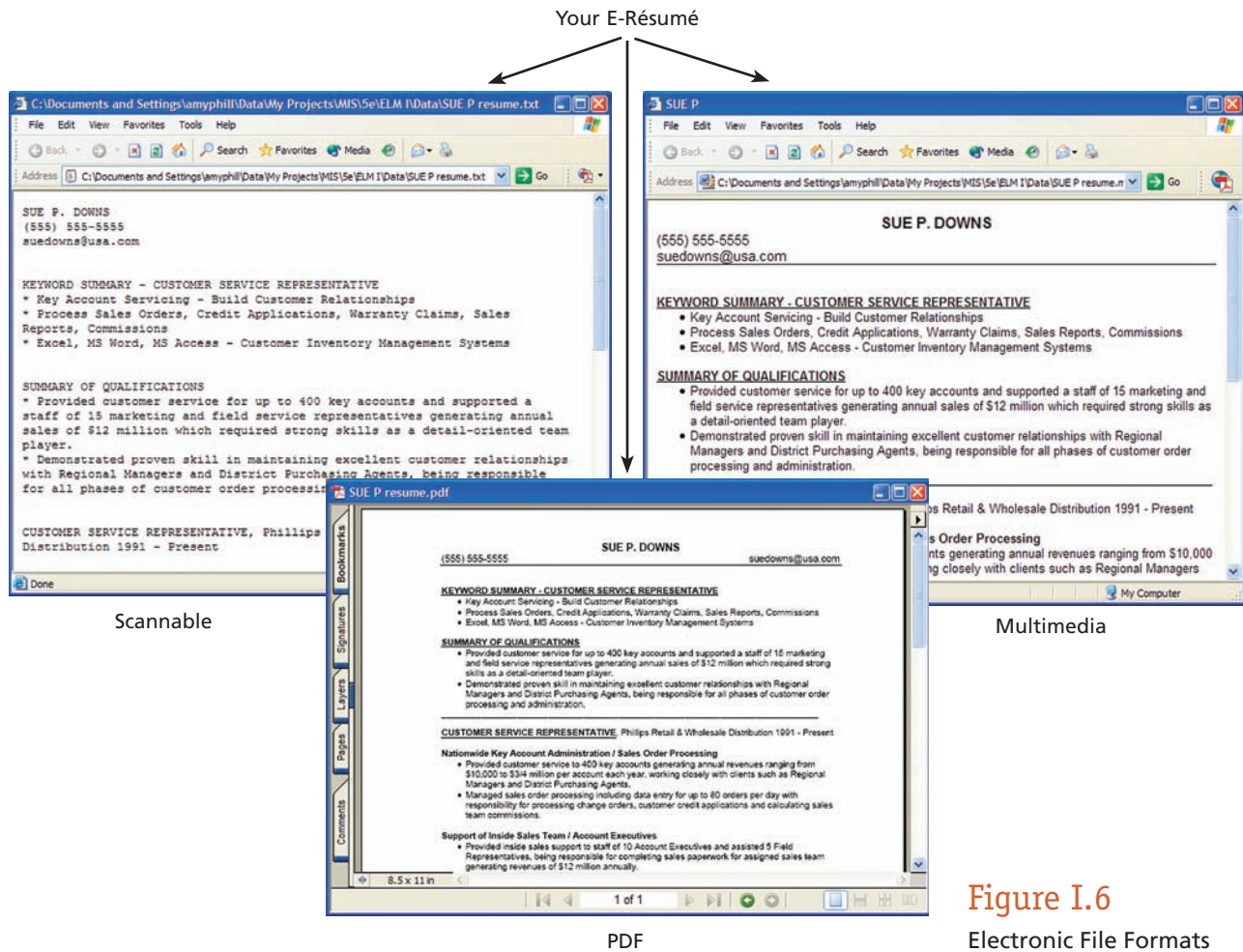


Figure I.6  
Electronic File Formats

**THE SCANNABLE RÉSUMÉ** Say you create a handsome paper résumé and mail it to a potential employer. Unbeknownst to you, the company has a computerized system for scanning résumés that reach the Human Resources department. Instead of a person reading your application and deciding how to forward or file it, someone will scan it into a computer. The type is converted into a text file that is stored in an electronic résumé database. The paper version will be filed or discarded.

A typical Fortune 1000 corporation processes as many as 2,000 electronic résumés a day. Approximately 25 percent come directly through the company’s Web site; 25 percent come through major online job banks such as Monster.com; 20 percent arrive via e-mail; and the rest get entered into the company’s résumé database through scanning devices.

Medium-sized and small companies have also become increasingly dependent on the electronic transfer and storage of résumés, as they hook up to online résumé databases or outsource job fulfillment to recruiters who use résumé databases. Even nonprofit organizations receive more résumés through e-mail than ever before.

To design a scannable résumé that improves your hiring prospects, follow these basic guidelines (a demonstration of this format is displayed in Figure I.7):

- Create a text-only file. In Microsoft Word select **File** from the menu, click **Save As**, and then set the **Save As Type** to **Plain Text (\*.txt)** or use Notepad to create your document.



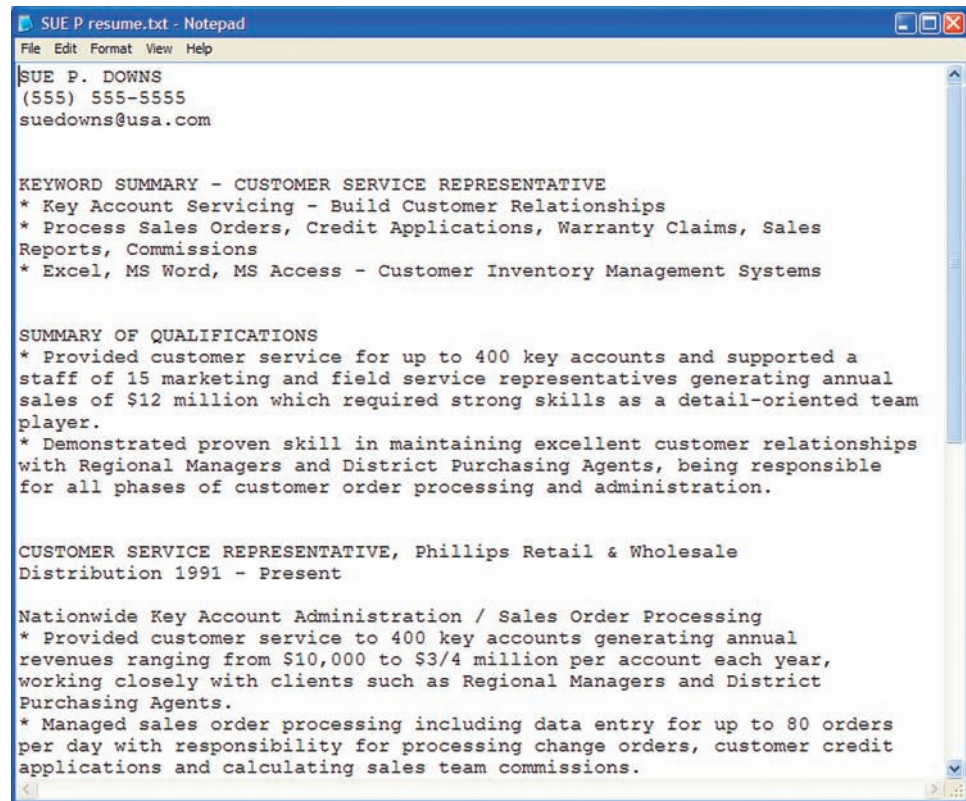


Figure I.7  
 Scannable Résumé  
 Format

- Use only Courier or Times New Roman 10 or 12 point font.
- Do not include character formatting such as bold, underline, italics, or text color.
- Do not center or tab-indent text (every line should be left justified).
- Press **Enter** at the end of each line. Line length should be between 65 and 70 characters.
- Do not include tables or graphics.
- Leave two blank lines between sections.
- Capitalize all letters in section headings.
- Use asterisks (\*), dashes (—), or another standard keyboard character for bullets (do not use automated bulleted or numbered lists).

**THE PDF RÉSUMÉ** When you type words onto a computer screen using word processing software, you are creating a “file” or “document.” When you save that file, it includes special formatting such as fonts, margins, tab settings, and so on, even if you did not specifically add these. Each word processing program (e.g. WordPerfect, Microsoft Word, etc.) automatically saves files in its own native format, making the file readable only to those with the same software or a conversion program. To make sure your document can be read by everyone, *Portable document format (PDF)* is the standard electronic distribution file format. The benefit of PDF is that documents created in any application can be shared across platforms and still look exactly as designed. All fonts, indentations, graphics, links, tables, and alignment are retained. This format is widely used to distribute books and forms electronically. For example, most U.S. tax forms are available as PDF downloads from a Web site. To read a PDF

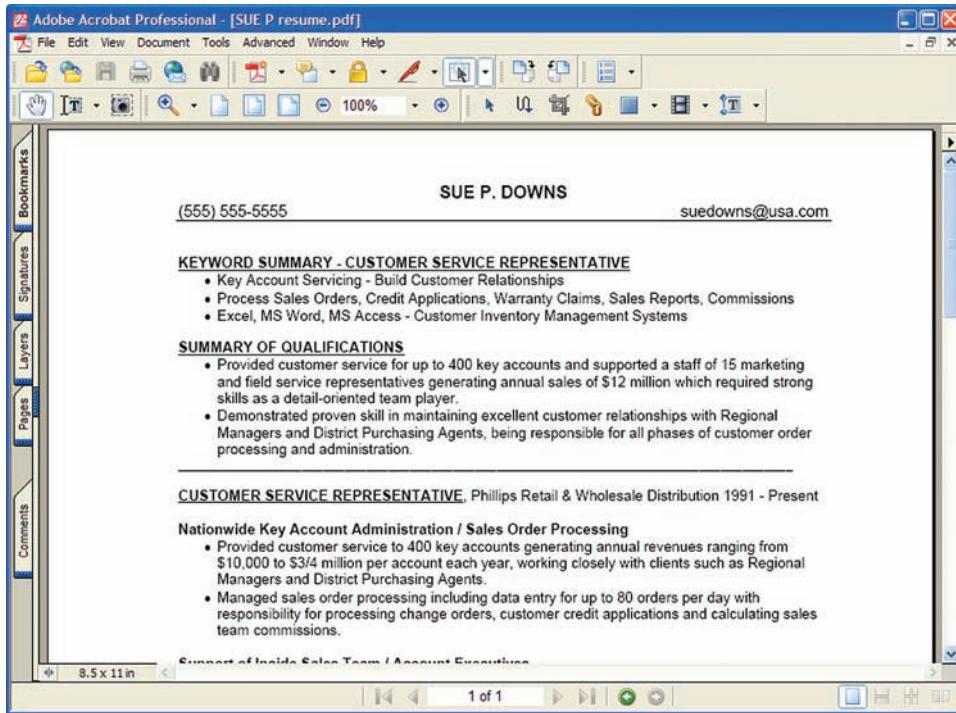


Figure I.8  
PDF Résumé Format

file, all you need is a Reader. You can download Adobe Acrobat Reader free from [www.adobe.com](http://www.adobe.com).

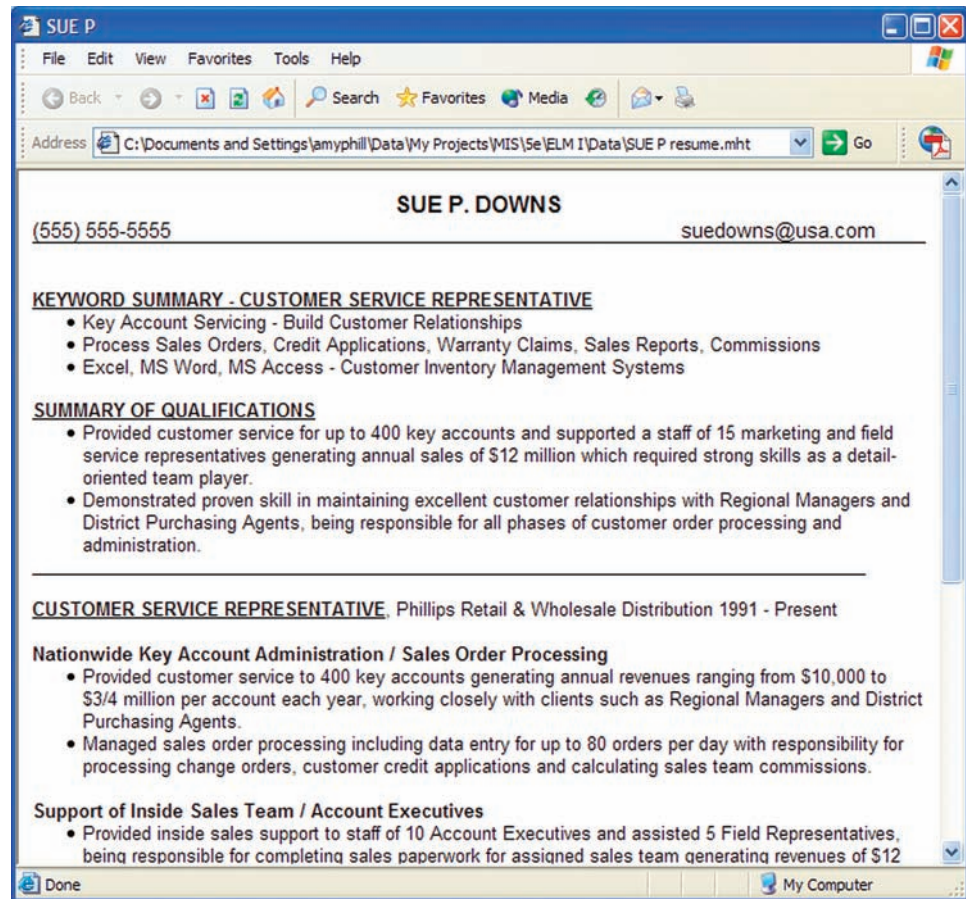
Once you convert your presentation résumé to a PDF format, anyone can view and print it exactly as you designed it (as shown in Figure I.8). You can easily distribute your PDF résumé as an e-mail attachment or a Web download. The process of creating a PDF file is simple but requires access to Adobe Acrobat software, which is available in several versions. Currently, a Create Adobe PDF Online link is available from [www.adobe.com](http://www.adobe.com) that will allow you to subscribe and create up to five free PDF files.

**THE MULTIMEDIA (OR HTML) RÉSUMÉ** If you are a computer programmer, Web page developer, graphic designer, artist, sculptor, singer, dancer, actor, model, animator, cartoonist or other professional who would benefit from the photographs, graphics, animation, sound, color and movement possible with a multimedia résumé, then this is the format for you.

As you create and deliver Web content, you create files with either .htm or .html as the file extension. Within these files (called HTML documents), you use hypertext markup language (HTML) tags to provide document formatting instructions to Web browsers such as Microsoft Internet Explorer or Netscape Communicator (see Figure I.9).

A good e-portfolio Web site should include a home page that acts as a site overview and menu, all of your résumé text, and additional supporting materials using HTML tags to format attractive pages. Résumés and supporting content already formatted for other delivery modes (.txt, .pdf, .doc, .ppt, .xls, and so on) for other purposes are usually not converted to HTML. You should refer to *Extended Learning Module F* for using HTML to create a Web site and provide links to downloadable files. In the remainder of this module, we'll specifically address designing and building the pages of your e-portfolio.





**Figure I.9**  
Multimedia Résumé Format

## WHAT IS THE RIGHT RÉSUMÉ STYLE?

Choose a résumé layout that fits your job history and target position (Figure I.10 displays two of these formats).

- 1. Chronological.** You easily meet all skill, experience, and education requirements. A chronological résumé arranges work experiences according to time sequence. Generally, your most recent experiences are listed first. Use a chronological résumé:

  - When your work history occupies the same field.
  - When your job history shows real growth or advancement.
  - When your prior job titles and companies are impressive.
- 2. Functional.** You are a new graduate, changing fields or industries. A functional résumé focuses on skills, abilities, volunteer experiences, and work experiences. It highlights what you can do. Use a functional résumé:

  - For your first job.
  - When your skills are more impressive than your work history.
  - When you've frequently changed employers or careers.
- 3. Curriculum Vitae (or CV).** You are a scientist or educator. A CV is an academic résumé that you use to tell others about your academic qualifications. A CV needs to be as long as it takes to convey the information. For many fourth-year students, the document may be a page or so. For a tenured professor in a medical school, it may cover several hundred pages.

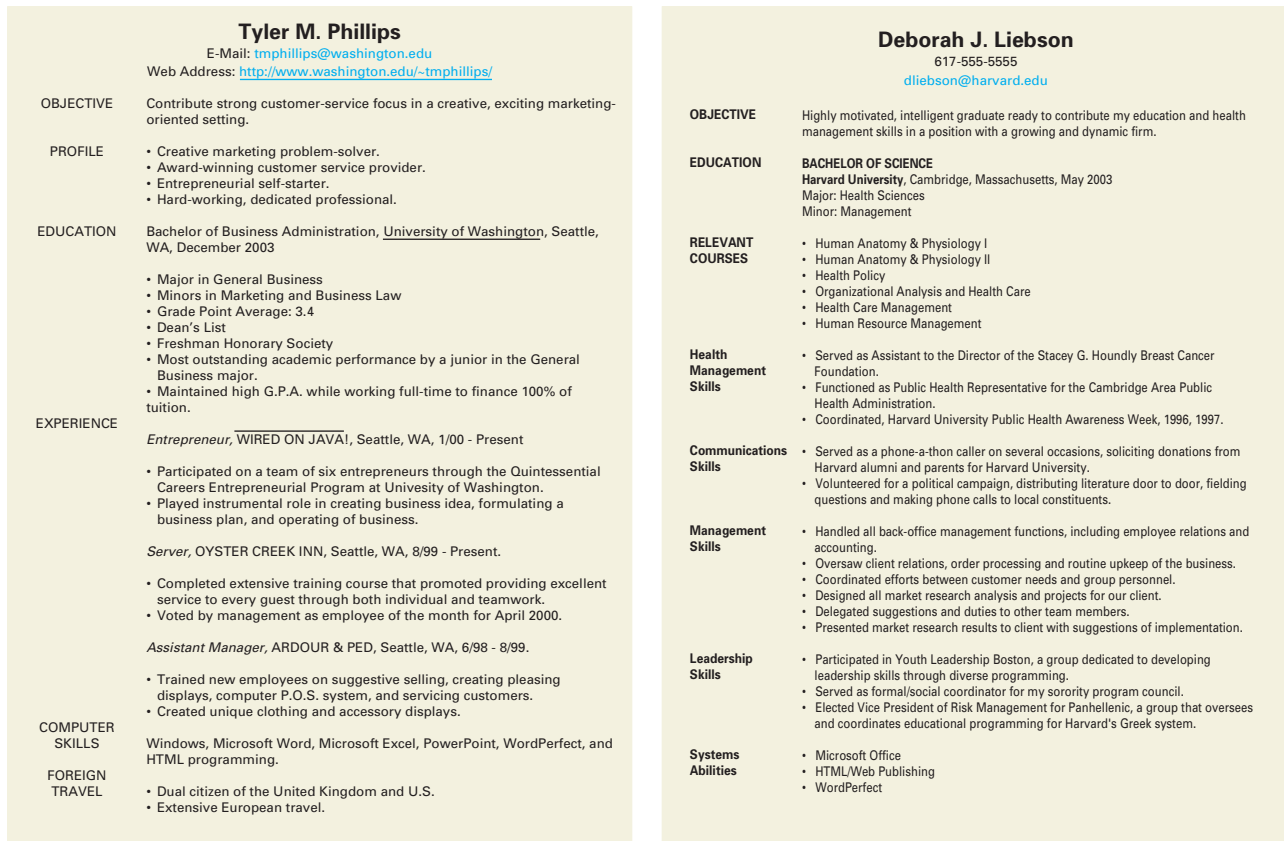


Figure I.10  
 Chronological and  
 Functional Résumé  
 Layout

## Developing Your Job Search E-Portfolio

Your job search e-portfolio is your living document on the Internet. More than just a homepage, more than just a résumé, the job search e-portfolio offers you a new, smarter model for self-marketing and networking.

You should design your job search e-portfolio (or what we will refer to as your e-portfolio) to provide everything that a prospective employer needs to evaluate your employment potential. That means that it should include several e-résumé formats, permanent contact information, and a gallery designed to demonstrate your skills.

An e-portfolio can be one of the most rewarding marketing tools you will ever use, because it can help you expand your reach in ways never before possible. It shows that you are up-to-date, gives you instant credibility, and expands your market globally and exponentially. But most important of all, your e-portfolio and the World Wide Web makes it possible to have access at anytime to examples of your work. Your prospective employers can get information when they need it without having to wait for you to send it, making it simple for anyone to evaluate you and satisfying the desire for instant gratification that is pervasive in our digital economy.

In this section we will examine several of the techniques you need to use to present yourself successfully, from a marketing point of view, on the Web. Whether you already have a Web site up and running or you are still in the preparation stages, this section will help you make your site one that will achieve your personal marketing goals.

An e-portfolio is one marketing tool that does not live on the back burner. In fact, the opposite is true. Many people have slapped their sites up without much planning,

LEARNING OUTCOME 5

perhaps in preparation for an event or because a client says, “Give me your Web address,” or maybe just because everyone else is doing it.

Some people put a site up quickly and then revamp it. In fact, many people who have already created an e-portfolio Web site have transitioned their presentation to a second or third iteration, as they have learned from the comments of visitors and from Web reports what works and what does not.

## SELF-PROMOTION

Even if you have no gizmos to sell, the Internet is a powerful tool to get the word out and to increase your visibility. An e-portfolio is not the ultimate marketing tool, but it is an essential one in our digital economy. If you do not have an e-portfolio yet, here are four reasons why you should:

1. *An e-portfolio can give you instant credibility.* Because anyone anywhere can put up a Web site, you must use yours to establish your credibility. A list of projects, examples of your work, and your contact information will show potential employers who you are.
2. *A Web site provides access anytime to you and examples of your work.* Potential employers can go straight to your Web site and get the information they need when they need it.
3. *A Web site shows that you are current and up-to-date.* It is essential that you have either a Web site with your own domain name, or at the very least, an online presence (i.e., Web site) where your e-portfolio is posted.
4. *A Web site expands your exposure and increases your visibility worldwide.* That means your potential reach is wider than it has ever been before because people with whom it was once difficult to communicate are now just a click away.

One of the main principles of self-promotion is this: Self-promotion is not just about you; it is also about your prospective employers. Your e-portfolio materials should offer your solutions to *their* problems, and that applies to your Web site. So instead of focusing all your attention on how to show your work in the best light, ask yourself, “When they visit my site, what do they need to learn more about me and my work, in order to trust that I can do what they need done?”

## GIVE THEM WHAT THEY WANT

Some of your future employers are visually oriented, and some are not. Some are Web savvy, and some are not. Some know what they are talking about when they use Internet jargon, and some do not. And yet, every one of them has an opinion and a perspective that matters. Here is what your future employers are looking for when they visit your Web site (see Figure I.11 for an example):

- *Lots of work.* When your future employers are in their moment of need, they want to see as much work as possible. And they want to see the quality of your work before they decide to invest the time to make contact.
- *Creativity.* Though it is very subjective, employers want creativity from the creative professionals they hire. Anything different or unusual—not boring or “industrial”—will make them stop and take notice.
- *Strategy.* Creativity alone is not enough. Future employers also want to see your marketing savvy. Use your Web site to show how your work will help add value to their business.
- *Good architecture.* Future employers do not have time to figure out your Web site, so make it easy to navigate and understand.

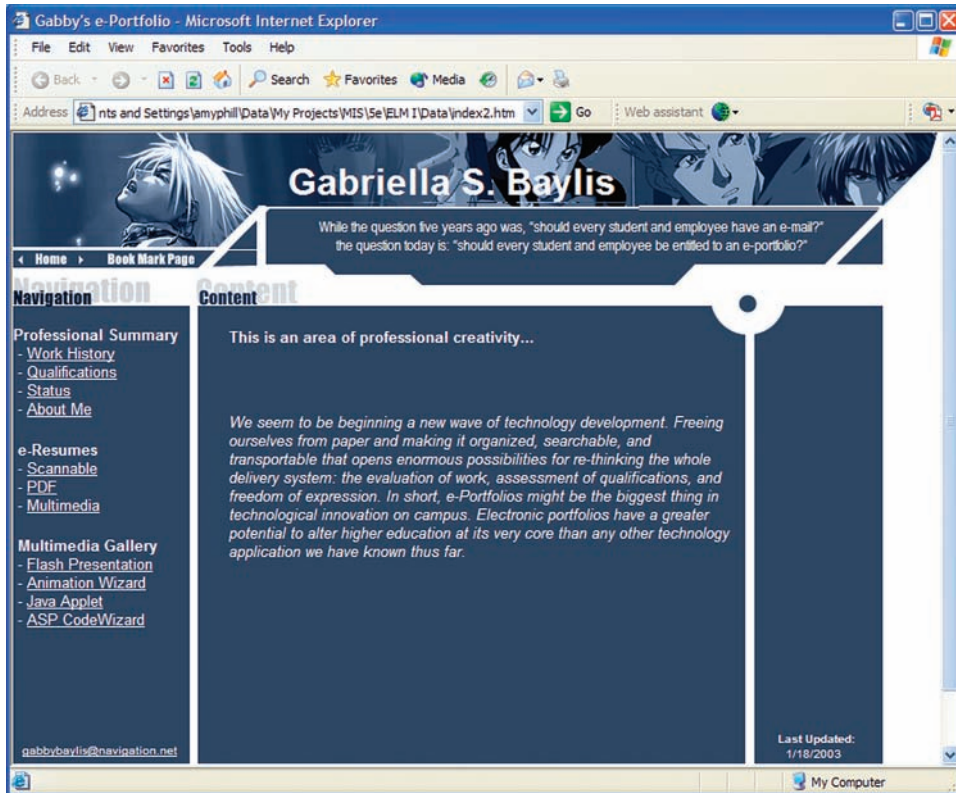


Figure I.11  
An e-Portfolio Example

## THE SHAPE OF AN E-PORTFOLIO

The e-portfolio has added a new step to the process of hiring online, a step that comes at the very beginning of the getting-to-know-you period and that makes everyone's life—yours and your prospective employer's—easier and more efficient. Your prospective employer can go to your e-portfolio (or Web site), and check you out before making contact, because even a simple online portfolio allows you to convey so much more about yourself and your services than the few examples of your work they would find in a creative directory. The goal of your e-portfolio, then, is to provide enough of a taste of your work for a prospect to decide whether to take the next step: making contact.

When your online prospective employer arrives at your e-portfolio, the first thing they need to know is how to find the samples of your work. The easier an e-portfolio is to understand and navigate, the longer visitors will stay. And the more they see of your work, the more they will get to know you.

One strategy that helps to orient visitors quickly is to use a metaphorical interface that is familiar and intuitive. With that said, the simplest Web site must have at least:

1. **Biographical information.** Call it what you want—"Profile," "About Me," or "Who I Am"—but provide information about yourself.
2. **Examples.** First and foremost your visitors will be looking for examples of your work and information about your skills and talents. So give them a lot to look at and organize it in a simple way.
3. **Contact information.** Visitors will need to know how to contact you, so make it easy for them. Give them many options—phone, fax, e-mail—and make that information accessible from every page of your Web site.



## E-GALLERY

Besides the ability to deliver your résumé in multiple formats, an e-portfolio provides you with the opportunity to demonstrate your skills through a gallery of works, called an *e-gallery* (see Figure I.12). Because the Web allows viewers to click on links to view materials that are of interest to them, there is no absolute limit to the number of supporting pages that you should develop.

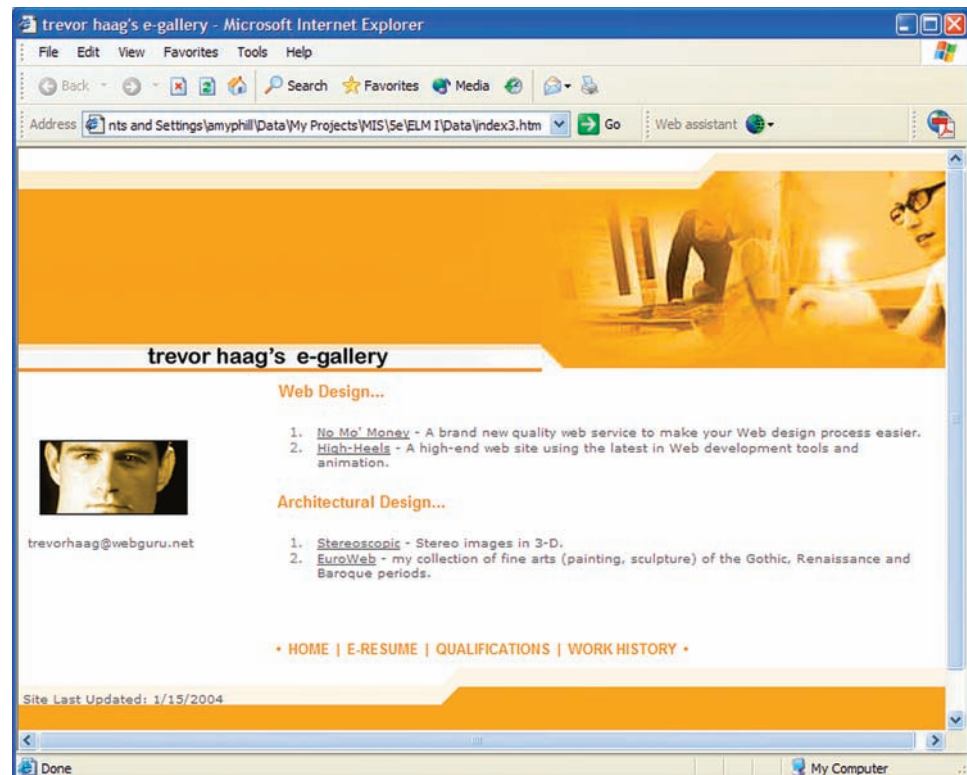
The simplest way to compose an e-gallery is to make use of materials that you already have in hand. Remember that the gallery should display your skills, so consider including the following:

- Writing samples
- Spreadsheets or other application business tools
- Demonstrations of analytical, planning, or management skills
- Presentations that you have developed

Existing documents may need to be edited to remove confidential materials or to shorten the content. For example, you might include the introduction, problem analysis, and summary sections of a 30-page report since it is unlikely that anyone would read the entire report, thereby missing those sections that do sufficiently demonstrate your talent. Do not include proprietary employer information or group projects without giving appropriate credit or obtaining permission.

If you do not have existing documents that sufficiently demonstrate your job skills, create them from scratch. This can be time-consuming, but they create a much stronger statement about your talent and dedication than just saying you can do the job. Start small and spend the time to do an excellent job. One of the biggest benefits of an e-gallery is that you can add and remove components at any time.

**Figure I.12**  
An e-Gallery Example



There are no hard-and-fast rules about what to include in your gallery, but remember to keep it focused on your goal of obtaining a job. Label and organize your gallery content so that viewers can click on only what they want to see. For example, provide links from your job and education descriptions to documents demonstrating related skills.

## Web Design Considerations

### LEARNING OUTCOME 6

Web design is the successful blending of text and graphics to create appealing and useable Web pages. Web design is also a complex art requiring technical knowledge, research, skill, and an understanding of your audience. The good news is that you do not have to become a Web designer to have an effective e-portfolio. The sections that follow outline a few basic rules that will help you organize your content.

### BASIC WEB DESIGN PRINCIPLES

You need to take advantage of some tried-and-true Web design tips. We will address key Web page design issues and tactics, but with a small disclaimer, because first and foremost, designing Web pages is a creative endeavor. Understand that the parameters that we outline in this module are guidelines. If you search the Web for Web design principles, you will find many lists of suggestions that have only a few elements in common. Every Web design expert has an opinion about what makes a good Web site and so does everyone browsing the Web. Can they all be right? Probably yes, depending on the context. However, we will cover effective Web design principles for creating an e-portfolio.

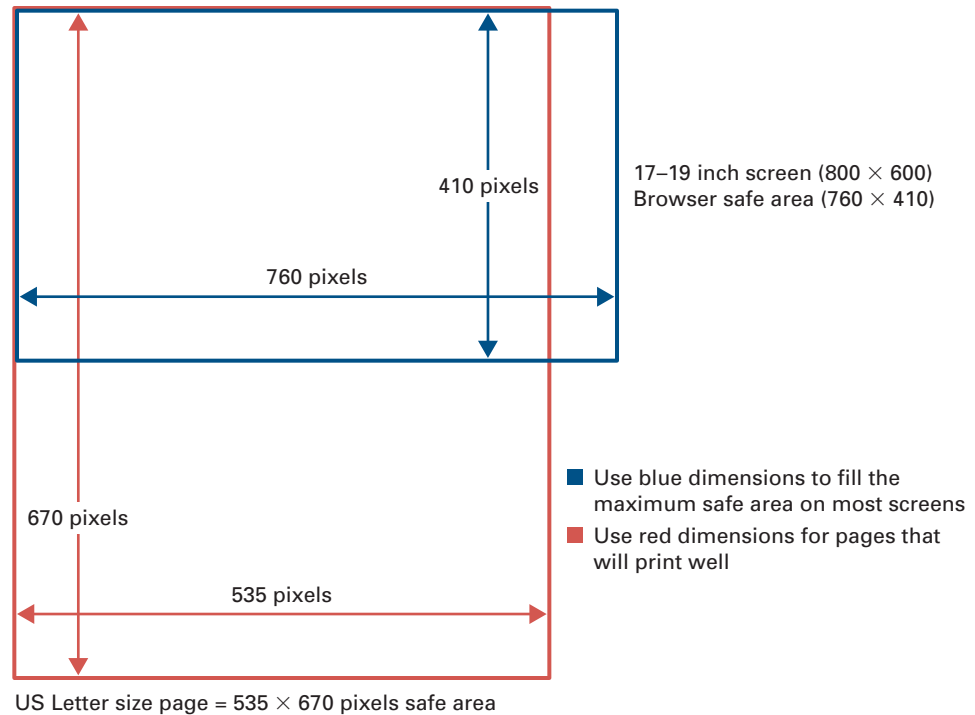
The difference between content designed for printed viewing and content designed for electronic viewing on the Web is quite dramatic. You should keep in mind that good print layout does not translate effectively to good Web layout. There are many reasons for this; the primary reasons include:

- Printed pages are designed to be read, while Web pages are designed to be browsed.
- Printed pages are typically the same size, while Web pages are not. The viewable area of a Web page is also much smaller than a printed page.
- Printed pages stay visually the same, while Web page layout varies depending on the Web browser, screen resolution, operating system, and monitor being used.

Even with the improved resolution of today's monitors, it is more difficult to read from a computer screen than it is from a printed document. Few readers will actually read long passages online; they most often print it or skip it altogether. Consider breaking long text (three or more screens) up so that the user is presented with an overview and can then link to the details. If you need to present long text as a single unit, be sure that it is printer friendly by using the dimensions outlined in Figure I.13.

Web content must be concise, well labeled, and formatted for browsing. Every page needs to contain information about who, what, when, and where, so that a person who just "pops" into that page has a point of reference. The top of each page needs to contain a header that holds your name, logo (if you have one), and other identifying information. Including navigational links in the header is a common design element. The bottom of each page should contain a footer and the date the page was last updated. The middle of each page contains your content, which should be displayed in a manner that helps viewers find topics of interest.

Often the left-hand side of the content zone contains a menu of links. This is particularly important in large sites with long pages. Whether or not you add a menu column to



**Figure I.13**  
Printer Friendly Web  
Page Dimensions

the left of your content, white space to the left and right of your text will make it easier to read. Also, make sure to leave white space between headings and other page elements to avoid a cluttered look.

**AUDIENCE REIGNS SUPREME** Planning your Web site affects design in a couple of major ways. Specifically, before you design, you should consider your audience and organize your Web page layout and your Web site's structure.

You create and use a job search e-portfolio to market yourself for a job or ranges of related jobs to the hiring organizations of a particular industry. To make this clear, add the industry and job title(s) to your job search e-portfolio. In doing so, you have defined both your audience and your purpose. The key to developing a Web site that will appeal to your audience is to build what they like, not what you like. Again, your research should pay off. Think about the industry and business sites that you visited while researching your chosen career.

Some of the questions you can ask yourself to help gain insight into your target audience are:

- What is the average age of managers (the people who do the hiring)? Employees (the people you would work with)?
- How conservative is this industry?
- Are employees expected to be artistic?
- How will my audience view my page?
- What do the backgrounds, colors, graphics, and navigation of business sites in the industry look like?
- How does this industry promote itself?

There are no absolutes in e-portfolio design. A site that works well for an artist, while beautiful, would probably be inappropriate for an accountant. Remember that this is not a personal Web site. It should demonstrate your business personality without being too personal.



**STORYBOARDING** After you identify your audience but before you start to create your Web pages, you should sketch your Web page's layout as well as any relationships among ancillary pages—this intended visual relationship is called a *storyboard*. In other words, you should illustrate the relationships among your site's pages to ensure that you have created a clear site layout that includes all the related information in an easily accessible format.

You will then need to figure out how best to present yourself electronically. For example, you can organize your site in any number of ways, including the following:

- Alphabetically
- Chronologically
- Graphically
- Hierarchically
- Numerically
- Randomly (not recommended)
- Topically

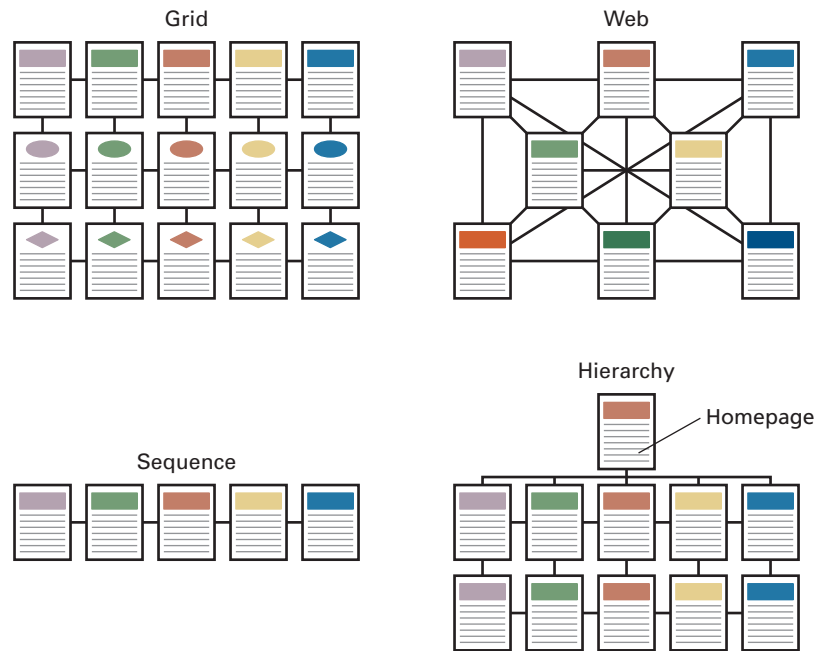
By far, most sites are organized hierarchically, that is, they present a homepage that contains catchy introductory text and links to the site's content.

**SITE STRUCTURE** The structure of a Web site is how the various pages are linked together. There are two main schools of thought when it comes to Web page length: scrolling or clicking. Long pages of content require the viewer to scroll to see everything while short pages contain clickable links that provide the full content. Overall, Web users prefer small fast-loading pages that allow them to click directly to the desired content. In other words, most people prefer to click rather than scroll. It is not possible to avoid scrolling altogether, but try not to annoy your users by having them scroll too much.

To create a site of linked pages, you must segment or break your content into usable units. Each segment becomes a separate Web page in your site. Try to think of screens of text rather than pages of text. At  $800 \times 600$  screen resolution, the average Web browser screen displays about one-half page of text when there is nothing else on the screen. The page title, navigation, and footer information can cut that to one-third of a page for text. So, to view one printed page of text, the person reading your e-portfolio would have to scroll down at least two screens. More than three screens of scrolling is beyond the tolerance of the average user unless the text is very interesting or must logically be presented as a unit.

Once you have determined your Web site segments, your next step is to determine how pages will be linked together. The homepage is the preferred entry point to your site and should start the navigation. Users should also be able to move from topic to topic in your site without returning to the *homepage*. Web sites can contain grid, Web, sequence, and hierarchical navigation (see Figure I.14). Linear sites, such as sequence and hierarchical, are the simplest to build and navigate but are appropriate only for sequential information such as a book. Grid structures are appropriate for sites with multiple topics or entry points.

Because an e-portfolio has a structured entry point (the homepage), we recommend using some combination of the hierarchical and Web navigation. Simple Web sites can use a basic hierarchy with just two levels. The homepage would be the first level and all second-level HTML pages would be linked back to the homepage. More complex Web sites will need three hierarchical levels with the level under the homepage representing site topics. At least some of the third-level pages should link back to both the second



**Figure I.14**  
Documenting Web Site  
Structure

and third levels, creating a Web hierarchy navigational structure. We do not recommend that your e-portfolio include more than three levels.

Regardless of how you structure your Web site, it is important for the navigation to be well marked and intuitive. Make sure to label your links descriptively and to group content together that logically belongs together. With few exceptions, each HTML page of a site should contain links to the homepage and other site topics. Non-HTML pages such as Word or Excel documents do not usually contain links. It is helpful that you create a Web site navigation chart to have a checklist of pages and links to build and test.

## DESIGN YOUR HOMEPAGE

When designing a group of Web pages that are structured to work together, such as an e-portfolio site, it is critical that each page contain common color, font, navigation, and layout design elements. It should be obvious to a user who has clicked on a link to another Web page that he or she is still in your e-portfolio site. Similarly, someone who has clicked from another Web site into a subpage of your e-portfolio site should be able to easily navigate to content matching their interests. Design your opening or homepage and then apply those navigation, layout, font, and color elements throughout the remaining Web site pages.

**COLOR** You need to pay considerable attention to your Web page's color scheme. A color scheme refers to your site's interface elements, such as title graphics, buttons, background, and text. Ideally, you should limit the number of colors used in your Web page's interface to three colors. The key is to use contrasting colors, especially if you are using a colored background.

Color impacts the look and feel of your site. We speak of colors as being warm, cool, muted, light, dark, garish, and so on. Decide what type of color description is appropriate for your audience and then select colors within that description. For example, mocha is a warm color while cyan is a cool color.

In Web page design, browser-safe colors are important since there are 216 different colors that can be displayed by both a PC and Apple computer. When a Web browser

encounters a color that it cannot interpret, it substitutes a color that it knows, resulting in unpredictable Web page displays. For that reason, we recommend that you use **browser-safe colors** that can be displayed by all monitors and Web browsers. You can easily find a chart of browser-safe colors at <http://www.lynda.com/hexv.html>. Test your color selections on as many different computers as possible.

Overall, you should use your color scheme to create balance and unity through your site, but you should also use colors to draw attention to specific areas of your Web page.

**FONTS AND FORMATTING** You have the power to control your text’s size, color, formatting, and style. Almost universally, Web designers recommend that you use the default size for the main content. This allows viewers to choose the font size via their browser’s default settings.

Even though thousands of font styles exist, all font styles can be categorized as either *serif* or *sans serif*. Serif fonts, such as Times, use “hooks” or short lines, on the ends of letters, whereas sans serif fonts, like Arial, use plain-edged letters. We generally prefer to use sans serif fonts when creating Web pages because they are easier to read online and tend to be more visually appealing.

Regardless of your preference, you should stick with cross-platform fonts (those that are displayed similarly on a PC or Apple) to ensure that users see your text similar to how you designed your page. Cross-platform fonts include the following:

- Arial
- Arial Narrow
- Comic Sans
- Courier New
- Georgia
- Times New Roman (or Times)
- Trebuchet
- Verdana

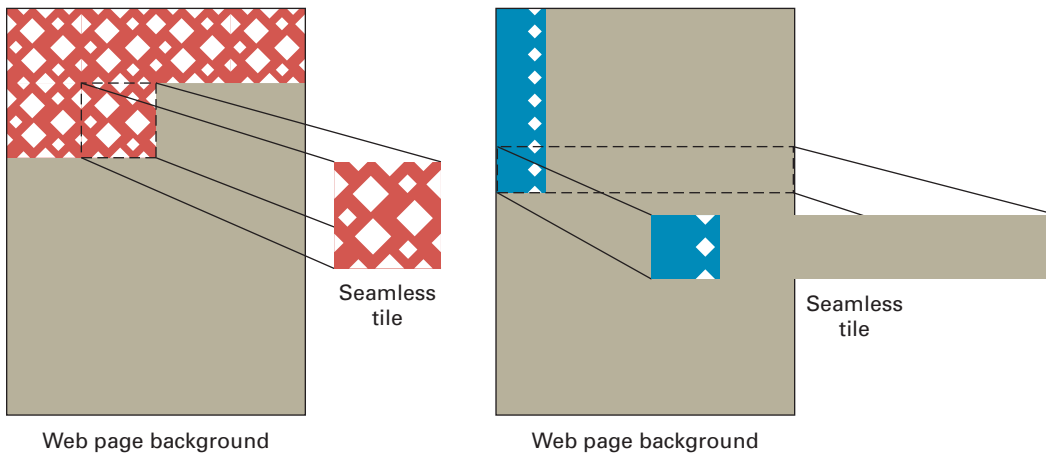
As we have already mentioned, reading is more difficult on a computer monitor than on paper. To simplify reading, headings should be easily identified and use sentence case, not title case as they would in a written document. Title case causes unnecessary bumps in a line of text as we show in Figure I.15.

Use tables, bulleted lists, and **&NBSP;** (the HTML equivalent to a space) to control the layout of your pages. Tables can provide white space, make columns, and control the placement of graphic elements. For both print and screen reading, three-inch lines of text provide the best readability, so columns are an effective design tool. Bulleted lists make items under a heading easy to identify. The **&NBSP;** instruction adds a space to your page and is the most effective way to indent a first line of text. Use the **<BLOCKQUOTE>** tag to indent the left (and on some browsers the right) margin of a block of text. Make sure that all the design elements you select work well to create the desired visual impact.

**GRAPHICS** Web graphics look fairly similar to print graphics, but some Web-specific factors are relevant when you are creating and using graphics on the Web. Specifically, Web graphics require you to consider color limitations, file formats, and files sizes as well as possible transparency, downloading, and animation issues. You should adhere to the following four practices when using graphical elements on the Web:

1. Avoid large graphics that seem to take days to download on a modem. You might try using *thumbnails* where appropriate. A thumbnail is a small picture that links to a larger image. This gives viewers the choice of viewing the small image or clicking on the thumbnail to view the larger image.

**Titling Images**



**Titles for Web Pages**

Initial Caps Cause Pointless Bumps  
**Start cap with bold omits pointless bumps**

**Figure I.15**  
 Backgrounds and Titles

2. Do not use meaningless graphics. Make sure you use graphics that contribute to the user’s experience.
3. Ensure that every graphical link has a text link equivalent.
4. Create either GIF (Graphics Interchange Format) or JPEG (Joint Photographic Expert Group) images. These are standard formats used pervasively on the Web.

**TEXTUAL ELEMENTS OF YOUR HOMEPAGE** The content for your Web site needs to be segmented into logical units that will become the pages of your Web site. The opening or homepage is the entrance to your Web site and deserves special attention. If at all possible, this page should all be displayed on one screen at 800 × 600 screen resolution. The goal is to load fast and provide the viewer with enough information to assess the site and navigate to pages of interest. Remember that each Web page should include who, what, when, and where.

Recall that each page of your site should contain the same footer. This is the easiest content to develop. At a minimum, your footer should include your name, e-mail address, and the last time the page was updated.

Each page of your site should also contain a header or title bar. The header needs to include your name and contact information. If you have a business logo or graphic relevant to your job search, you can incorporate it in your header.

Although it is uncommon to include a personal photograph in a printed résumé, many people include a high-quality business attire photo in their e-portfolio Web site. However, there is no need to include your photo in the header that will appear on every page of the site, since that would appear egotistical.

Page content is displayed between the header and footer, often with a menu bar down the left-hand side. Since you are developing an e-portfolio site, your objective statement,

a description of your ultimate job, or a summary of skills can be effective homepage content. Avoid uninformative text such as “Welcome to my e-Portfolio.” Overall, your homepage should be both inviting and informative (refer back to Figure I.11).

**DOCUMENT THE SITE DESIGN** After designing your homepage, you should have a good idea of how to segment and link (organize) your remaining e-portfolio content. Ideally, you should create logical groupings of content so that you have no more than eight links on your homepage. For example, you could create a résumé page that, in turn, links to your “30-second commercial” presentation, PDF, and scannable résumés. Similarly, you might provide an e-gallery page with links to your work.

Be sure that your Web site segments account for all of your e-gallery content and all résumé file formats before developing a navigational or hierarchy chart. The navigational chart will document the content of each page and how it is linked to the other pages of the site. You will use it to determine the content and links to place on each page during development and then to test each link once you build the site.

The various résumé formats (ASCII, PDF, and HTML) that you have already developed should be placed on the Web site as is, so that potential employers have access to all formats. The navigation chart makes this distinction by including the file extension (.txt, .pdf, .html, and so on) that identifies the file format. You can also place much of the content of your e-gallery in its native formats since your goal is to demonstrate your skills.

Links using the anchor `<AHREF=“filename”>` tag can link to all of these file formats. We do not recommend that you provide links from these documents back to your e-portfolio site since your site viewers will most likely save them. The navigation chart shows a link to these non-HTML files, but provides no return link (see Figure I.16).

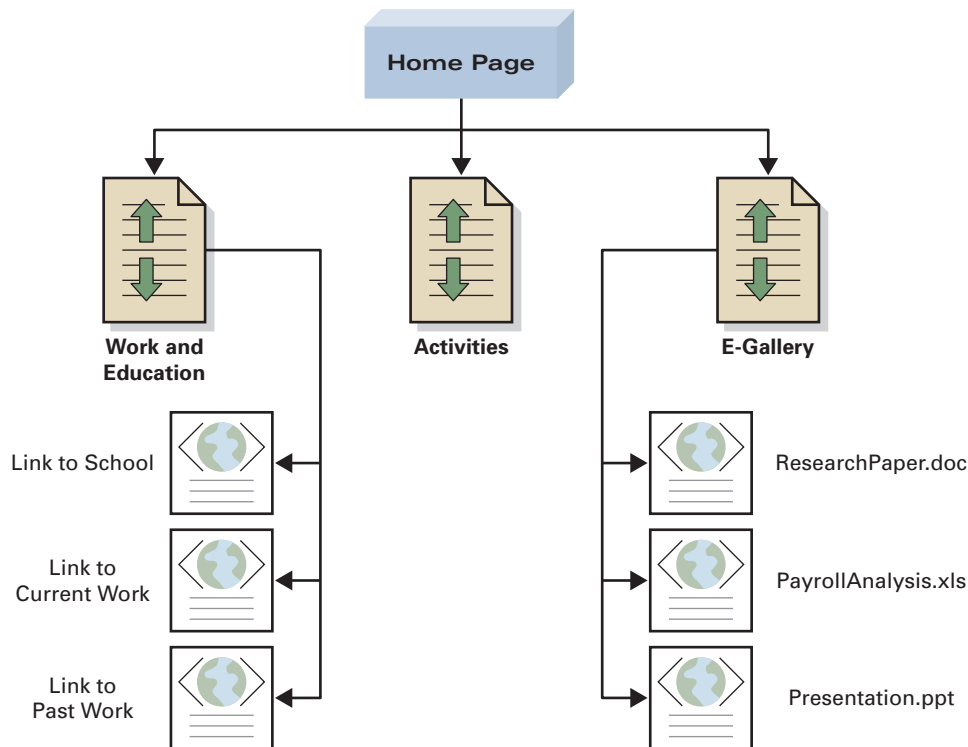


Figure I.16  
Sample e-Portfolio  
Navigation Chart

## LEARNING OUTCOME 7

## Preparing Web Content

Use the navigation chart (shown in Figure I.16) first to develop and link each page of your site. Begin by placing your existing résumé and gallery files in a site folder and then create an abbreviated HTML document for each HTML Web site page in the same folder. Each abbreviated HTML page should contain a word or two that describes what the page will hold once you fully develop it. You will use these “dummy” pages to test your links on each page as you finish developing them.

One of the trickiest parts of developing a Web site is writing the text and choosing the photos and graphics. This material—the site content—needs to be succinct, informative, and well presented; otherwise you risk being seen as an amateur.

Here are some tips for preparing your Web content:

- Gather all the material you have been preparing through this module, such as your objective statement, résumé formats, and e-gallery examples. It is very helpful to have a printed copy of all these materials.
- Write one key sentence of no more than 30 words describing the essence of your e-portfolio. This could be used to describe who you are when your site is listed in a search directory or even as an introduction element on your homepage.
- Write down at least 10 single keywords and 10 key phrases of two to three words that could be used to reference the site and attract people entering those keywords or phrases into a search engine.
- If you have a special logo, or professional photograph, find the cleanest and largest possible version of it for scanning. You want a physical image that is focused and has an excellent definition of color. Create a digital image of your logo or photograph making sure that you use the highest resolution possible for high definition. You will be able to resize this according to Web standards later.
- Look at other e-portfolios on the Web. Go to a good search engine, such as [www.google.com](http://www.google.com), and enter into the search field the words you would expect someone to use if they were trying to find someone with your skills, talents, and interests. Look at some of the sites that this search produces, and see how they are designed and the words they use. Some will be great, some awful—examine the good ones for ideas.

### HTML VERSUS GENERATED CODE

Overwhelmingly, when you are creating your Web pages, you will be spending the greatest amount of time interacting with a text editor or an HTML editor. You can use editors to create HTML files that contain display tags for Web browsers which hold the content of your Web page. When you use an editor, you have the option of working with HTML code manually or using a more advanced what-you-see-is-what-you-get (WYSIWYG) editor which will autogenerate your HTML code while you type, insert images, and drag elements around in a Web page layout view.

When you use a basic text editor, you type in all the HTML commands into a blank document. The most basic of the text editors is Notepad that comes with the Microsoft Windows operating system. Hand-coding Web pages is still considered a feasible option for the following reasons:

- Control
- Quick fixes
- Clean code
- Fine-tuning



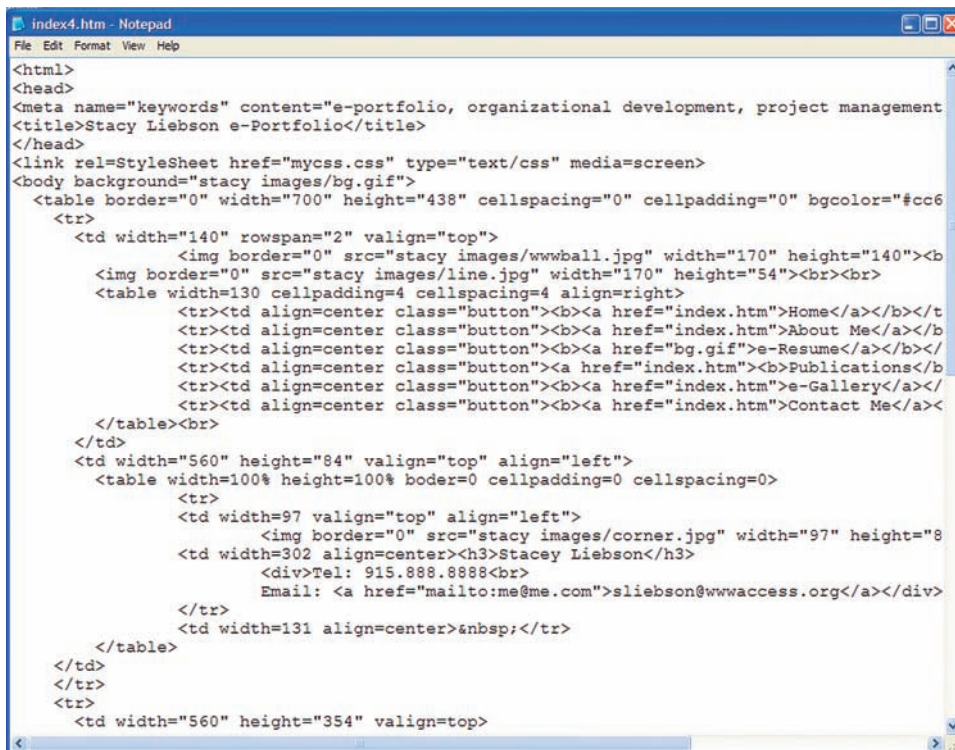
In general, we believe it is a good idea to get comfortable with some basic HTML before using an HTML editor so that you are familiar enough with the code to read it and apply simple changes manually. Refer to *Extended Learning Module F* for an introduction to building a Web page with HTML.

**WEB DESIGN TOOLS** HTML editors enable you to create and edit Web pages by using a graphical interface that will also allow you to view and edit your HTML source code. Although Web authoring software can simplify many tasks, there may be a learning curve to become efficient in their use. Additionally, Web authoring software can generate unnecessary code, making it more difficult for you to make manual modifications and slowing page load time. Sometimes the Web site management portion of this software can introduce errors in Web page links through the default settings and assumptions. A list of the more popular HTML editors are:

- Dreamweaver ([www.macromedia.com](http://www.macromedia.com))
- Microsoft FrontPage ([www.microsoft.com/frontpage](http://www.microsoft.com/frontpage), see also *Extended Learning Module L*)
- NetObjects Fusion ([www.netobjects.com](http://www.netobjects.com))
- Adobe GoLive ([www.adobe.com](http://www.adobe.com))
- HotMetal Pro ([www.hotmetalpro.com](http://www.hotmetalpro.com))

You can create or generate HTML code to build Web pages in many ways. In the short history of the Web, the tool that has gained the greatest universal acceptance is Notepad. On the Macintosh, the equivalent tool is called Teach Text or Simple Text. These simple text editing tools are easy to use and are still relied upon by HTML authors as displayed in Figure I.17.

Many of the latest office applications now convert documents to HTML. For example, you can create your résumé in Microsoft Word and export it to create your e-résumé, an



```

index4.htm - Notepad
File Edit Format View Help
<html>
<head>
<meta name="keywords" content="e-portfolio, organizational development, project management" />
<title>Stacy Liebson e-Portfolio</title>
</head>
<link rel="StyleSheet" href="mycss.css" type="text/css" media="screen">
<body background="stacy images/bg.gif">
  <table border="0" width="700" height="438" cellspacing="0" cellpadding="0" bgcolor="#cc6" >
    <tr>
      <td width="140" rowspan="2" valign="top">
        <b>
        <br><br>
        <table width=130 cellpadding=4 cellspacing=4 align=right>
          <tr><td align=center class="button"><b><a href="index.htm">Home</a></b></td>
          <tr><td align=center class="button"><b><a href="index.htm">About Me</a></b></td>
          <tr><td align=center class="button"><b><a href="bg.gif">e-Resume</a></b></td>
          <tr><td align=center class="button"><a href="index.htm"><b>Publications</b></td>
          <tr><td align=center class="button"><b><a href="index.htm">e-Gallery</a></b></td>
          <tr><td align=center class="button"><b><a href="index.htm">Contact Me</a></b></td>
        </table><br>
      </td>
      <td width="560" height="84" valign="top" align="left">
        <table width=100% height=100% border=0 cellpadding=0 cellspacing=0>
          <tr>
            <td width=97 valign="top" align="left">
              
            <td width=302 align=center><h3>Stacey Liebson</h3>
              <div>Tel: 915.888.8888<br>
                Email: <a href="mailto:me@me.com">sliebson@wwaccess.org</a></div>
            </tr>
            <td width=131 align=center>&nbsp;</td>
          </table>
        </td>
      </tr>
      <tr>
        <td width="560" height="354" valign=top>
  
```

Figure I.17

Sample HTML Code in Notepad



HTML page. You can even create a slideshow for an e-gallery in Microsoft PowerPoint and export that to HTML.

The Web page creation capabilities of Microsoft FrontPage are designed for both experienced and beginning Web site developers with a simple yet powerful tool for designing and building great looking, easy-to-navigate Web pages. Microsoft FrontPage is a full-featured HTML editor that uses a number of Web page elements including:

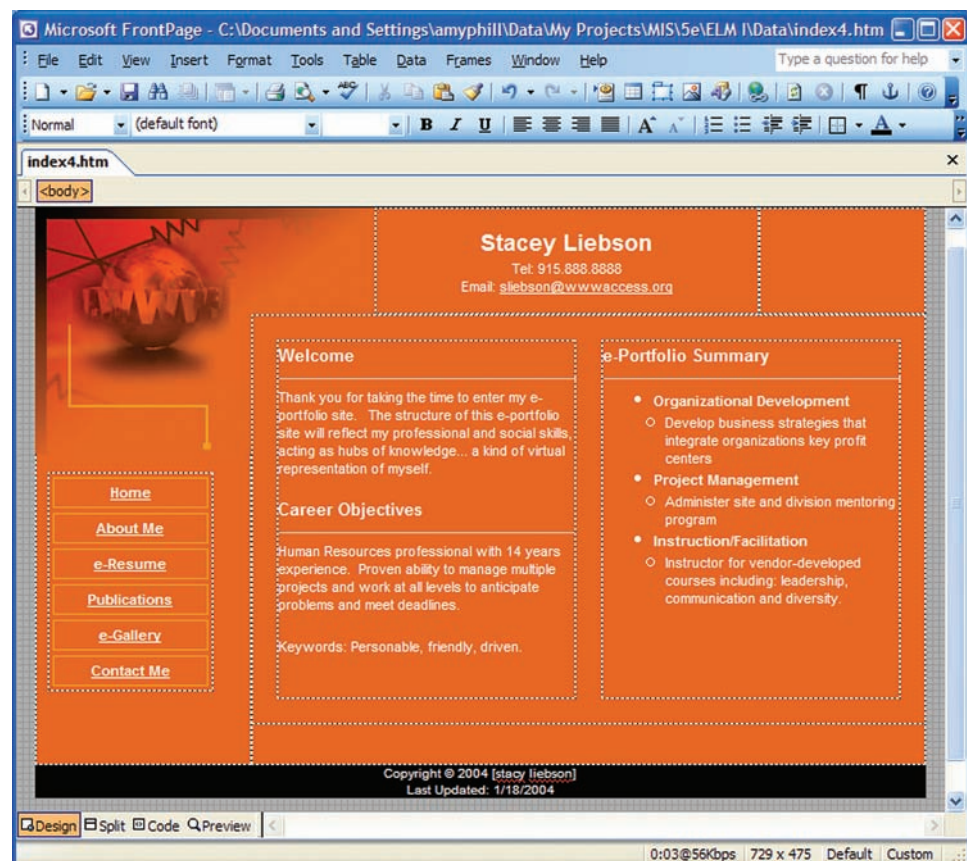
- Button rollover effects
- Image maps
- Marquee text
- Thumbnails
- Counter

With Microsoft FrontPage, you will create Web pages almost as if you were creating them in a word processing environment, with no programming knowledge required (see Figure I.18). For example, formatting attributes such as fonts, borders, and bulleted lists look very close to the way they display in your browser, and many features and options are available using familiar elements such as toolbars, dialog boxes, and templates. Microsoft FrontPage offers two key types of functionality:

- *Web page creation.* Microsoft FrontPage allows you to create and edit Web pages without needing to know HTML or other programming languages. FrontPage includes many features that make Web page creation easy, such as templates, graphics, and more.
- *Web site management.* Microsoft FrontPage allows you to view Web pages, publish them to the World Wide Web, and manage existing Web sites. Using

Figure I.18

Sample of FrontPage Interface



FrontPage, you can test and repair hyperlinks on a Web page, view all of the files and folders on a site, and import image files, to name just a few features.

Microsoft Office Web components are not a new technology. Microsoft introduced them in Office 2000. The latest release, however, brings great improvements in the areas of usability, ease of development, and more formatting and functionality. Figure I.19 shows an example of the Web page built in FrontPage that has been imported into Microsoft Word. Because we used Cascading Stylesheets, the formatting is not imported into Word. However, had we used Microsoft Word from the beginning, the formatting would be exactly the same as we intended. We suggest you visit *Extended Learning Module L (FrontPage)* for more detail.

## TEST, TEST, TEST

A word of caution: It is critical that you test your Web site many times and from multiple platforms and devices. Statistics gathered in August 2005 indicate that 75 percent of people browsing the Web use Microsoft Internet Explorer ([www.w3schools.com](http://www.w3schools.com)). That being the case, 22 percent of your audience is using another Web browser. In addition, about 3 percent of Internet users have an Apple. At a minimum, view your site in multiple versions of Internet Explorer, Mozilla Firefox, and Netscape Communicator to get a feel for how most people will see it.

It is also best to develop your site in its own folder to make it easier to move from your PC as a development platform to an online Web server. The folder should contain all gallery files, HTML pages, and graphics from your site.

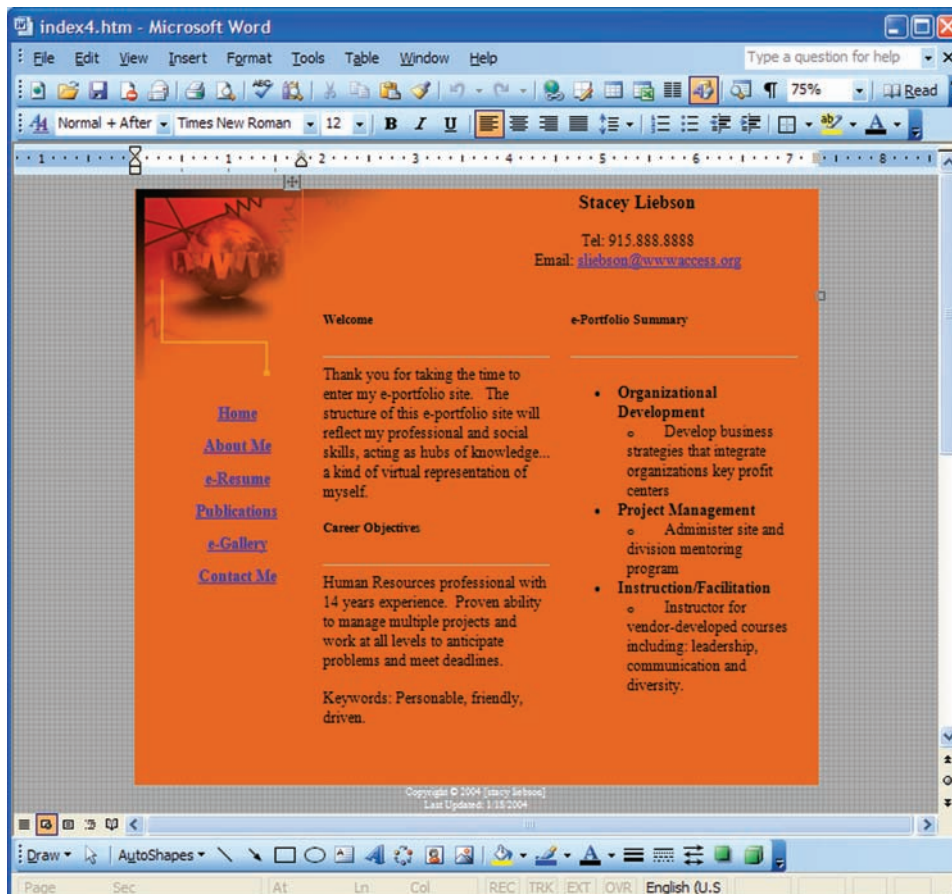


Figure I.19

Sample of Web Page Created in FrontPage Imported in Word

Move your Web site (all files, pages, and graphics) to another computer and test it again. Often links that work on your development computer may not work when pages are moved. These are called broken links and you should definitely repair them before placing your site on a Web server or “going live.” Testing on multiple computers will also let you see color and resolution variances that your viewers will experience.

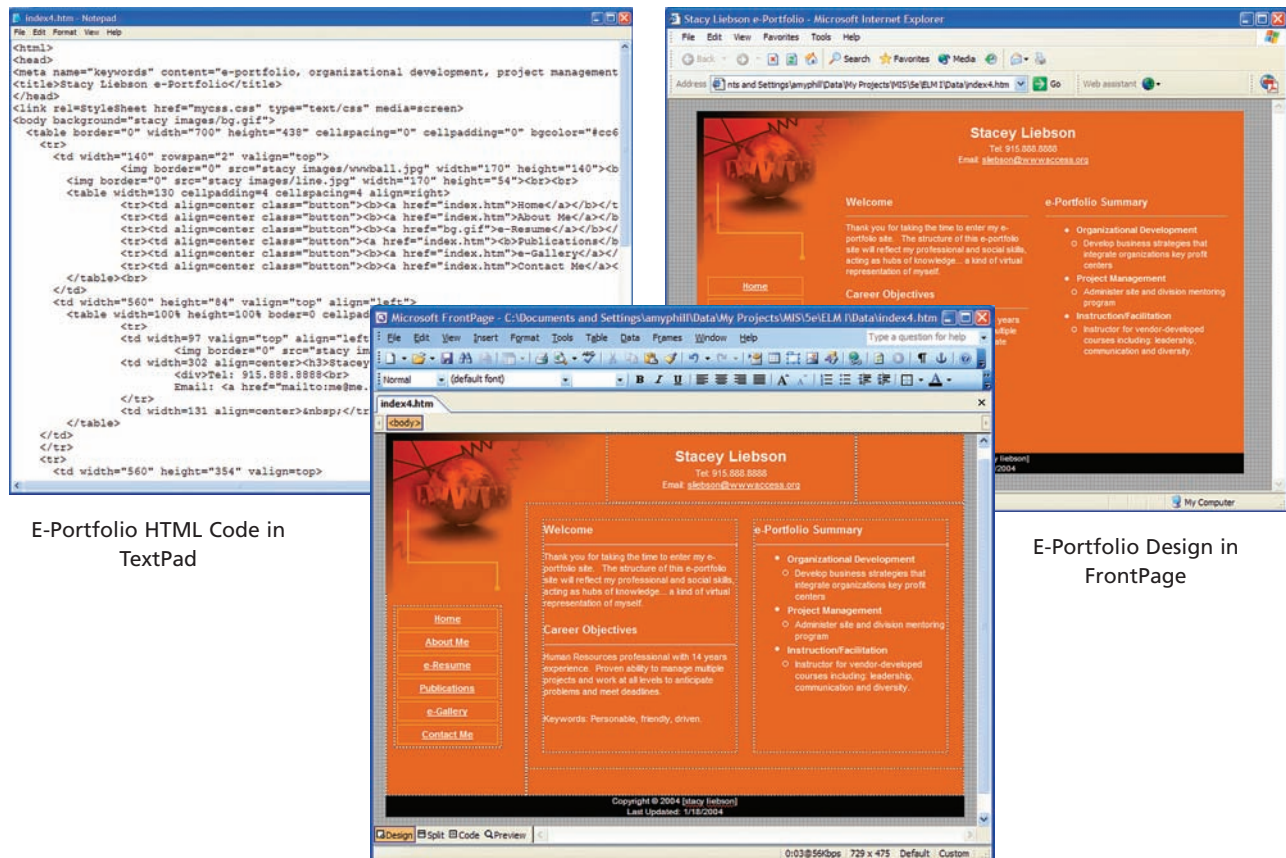
Finally, when you place your site on a Web server, test it again. Most Web servers use the UNIX operating system. Some older versions of UNIX are case sensitive and prefers filenames without spaces or special characters (!@#%\$^&\*., and so on). Microsoft Windows is not case sensitive and accepts filenames with spaces. This is an important difference because Web sites that work on your local computer running a version of Windows may not work when placed in a UNIX environment, mainly due to filename discrepancies. For example, in Windows a link to Page2.htm will work when the file is actually named page2.htm; in UNIX sometimes it will not (case sensitivity being the issue).

That ends our module on how to build an e-portfolio. If you have been working through the projects in this module and you complete the assignments and exercises to follow, you will be well on your way to developing an effective e-portfolio (see Figure I.20).

As a final note, we highly recommend that you have several people—including classmates, your instructor, and people from your school’s career placement center—view your e-portfolio before you send it to the Web for everyone else to see. An effectively

Figure I.20

View of HTML, FrontPage, and Browser of e-Portfolio Site



E-Portfolio HTML Code in TextPad

E-Portfolio Design in FrontPage

Completed E-Portfolio in Browser



designed and well-worded e-portfolio can indeed help you find a really great job. On the other hand, an ineffectively designed and poorly worded e-portfolio can be disastrous. Take some extra time to have other people review your e-portfolio before placing it on the Web for potentially millions of people to see and scrutinize. And by all means—test, test, test.

## SUMMARY: STUDENT LEARNING OUTCOMES REVISITED

- 1. Describe the types of electronic résumés and specify when each is appropriate.** The three types of electronic résumés presented are *scannable* (also called *ASCII*), *portable document format (PDF)*, and *multimedia (HTML)*. A scannable résumé can be submitted in print or electronically to organizations using skills extraction software. A PDF résumé is a version of your presentation résumé that can be delivered electronically (via e-mail or a Web page link) without impacting your formatting. A job search e-portfolio contains a multimedia (HTML) résumé, content, and a gallery supporting your skills designed for Web delivery.
- 2. Discuss networking strategies you can use during a job search.** Because up to 80 percent of jobs are in the *hidden job market*, networking is critical to a successful job search. Networking involves contacting people and asking them to help you to uncover hidden jobs. Both electronic and face-to-face contacts are necessary to optimize your job opportunities. Strategies involve creating a contact list, developing a 30-second commercial, setting a weekly contact goal, joining *mailing lists*, tracking responses, and following up.
- 3. Explain how self-assessment is valuable to résumé writing.** Employers want to hire employees who are focused. Employees want a job that not only produces an income but is satisfying. A good self-assessment will clarify the skills you have to offer an employer, the work environment that best suits you, and employment qualities that lead to your satisfaction.
- 4. Use the Internet to research career opportunities and potential employers.** The World Wide Web offers a wide array of tools that can help you research your chosen career. Effective career research should make use of area-specific search engines, job boards, newsgroups, media sites, government statistics, and employer sites. By combining the information provided by these resources, you should be able to get a complete picture of the employment market you wish to enter and the *skill words* that should be included in your résumé.
- 5. Develop powerful job search e-portfolio content.** Powerful job search e-portfolio content is employer-centered and documents the skills that will make you an attractive employee. Quality research and self-assessment are critical to developing content centered on the skills employers want and the benefits these skills provide in an easy-to-use Web site. All traditional résumé content should be developed with these requirements in mind in a manner that does not appear self-centered. Additional e-portfolio content to demonstrate your skills is included as a gallery for potential employers to peruse.
- 6. Document effective Web site structure and design components.** Documenting effective Web site structure involves segmenting Web site content and outlining what will be presented on each site page. A navigation chart is developed showing how the various pages of the site will be linked together. Each page of the site should use the same design components outlining the who, what, when, and where of the site. Select a *browser-safe color* scheme for effective viewing by the widest possible audience and use standard content in the header and footer of each page to create a site identity.
- 7. Create a job search e-portfolio Web site and place it on an Internet server.** A job search e-portfolio consists of anything that will help a potential employer evaluate your worth as a potential employee. Use the site navigation chart

to develop HTML pages displaying traditional résumé content and linking to your ASCII résumé, PDF résumé, and a gallery of works that demonstrate your skills to allow the evaluator to see how effective you could be in their

organization. Once all of your content (HTML pages, supporting documents, résumés, and graphics) has been stored in a folder and tested locally, it can be moved to a Web server. The site should be tested again from the Web.

## KEY TERMS AND CONCEPTS

Browser-safe colors, 1.25

E-gallery, 1.20

Electronic job market, 1.2

Electronic portfolio (e-portfolio), 1.2

Hidden job market, 1.4

Mailing list, 1.5

Multimedia (HTML) résumé, 1.12

Portable document format (PDF), 1.14

Portable document format résumé (PDF résumé), 1.12

Résumé, 1.7

Scannable résumé (ASCII résumé), 1.12

Skill words, 1.7

Storyboard, 1.23

## SHORT-ANSWER QUESTIONS

1. How is designing a Web page different from designing a print document?
2. Why should multiple résumé formats be included in a job search e-portfolio?
3. What elements of a Web site homepage should be carried throughout the rest of the site pages? Why?
4. Why is the gallery of a job search e-portfolio as important as a well-written and researched résumé?
5. Why is it important to include job and industry-specific skill words in the content of your résumé?
6. What important audience preferences should you consider when designing a job search e-portfolio?
7. Why should a Web site that works on your computer be retested after it is placed on a Web server?
8. How do you know what skill words to include in your résumé? Where do you put these skill words?
9. How do you determine how much content to put on a single Web page?
10. Why is it important to view a newly developed Web site on multiple computers using a variety of browsers?
11. Why should you consider using browser-safe colors on your e-portfolio site?
12. How does the hidden job market complicate the job search?
13. Visit the job board [www.monster.com](http://www.monster.com) and review the site content. Is this a site that you would recommend for first-time job hunters? Why or why not?

## ASSIGNMENTS AND EXERCISES

1. **DESCRIBE YOUR CAREER** Using the research methods we have outlined in the module, locate information about your career. Document your findings in a paper, being sure to include job title synonyms, educational standards, work environment, job forecast statistics, normal work week, and any other pertinent information. Cite your sources.
2. **DEVELOPING JOB CONTACTS** Begin to build a list of job contacts. Consider it a running list. Create a list of your friends; your business associates; teachers; adults in your immediate

- and extended family; acquaintances; and people who are in the field that interests you.
3. **OCCUPATIONAL OUTLOOK** One important resource you can find online is the *Occupational Outlook Handbook*. Go to the *Occupational Outlook Handbook* Web site [www.bls.gov/oco/](http://www.bls.gov/oco/) and look through the index to get an idea of the many jobs that people actually do. Select three to five jobs from the index that interest you. Write a brief description of each, including as much information as you can find on what kind of work the job involves; working conditions; qualities and skills you need to get the job; job outlook; earnings; related occupations, including advanced positions; and sources you can contact for more information.
  4. **VISIT INDUSTRY WEB SITES** Using the research methods we have outlined in the module, locate and visit at least three business Web sites in the industry you've selected. For each site document the page layout, the colors, and the formality of the site. Did you find press and news releases? If so, what did they tell you about the company? Did you find recruitment pages? If so, what types of positions are available? What skill words did you find on these sites that should be included in your résumé?
  5. **ENTRY-LEVEL JOB POSTINGS** Visit [www.collegegrad.com](http://www.collegegrad.com) and search for entry-level job postings in your area of interest. How many postings did you find? Are you qualified, or will you be qualified for the available positions when you complete your current educational goals? Are the listings for a geographic location that you would consider? What skill words should you include in your résumé to be considered for these positions?
  6. **FINALIZE YOUR RÉSUMÉS** If you compiled your résumés as you completed the module, review them for presentation effectiveness and content. If you did not build your résumés as you went through the module, do so now. Start by building all of the content in an unformatted document and then create scannable, PDF, and HTML versions. Unless you have sufficient business experience to use a Summary of Qualifications section, use an objective statement that includes the job title, industry, your best skill words, and the benefit you could provide to the hiring organization. In addition to the objective statement, include Work, Education, and References sections. Other sections can be included to suit your background and career. Solicit feedback from at least one classmate.
  7. **SELECT CONTENT FOR YOUR E-PORTFOLIO GALLERY** Look through the files on your computer for work that represents your current skills and could be of interest to a potential employer. Create a list of at least three files that would be appropriate for a job search e-portfolio along with a short description of the skills the files exhibit. What other skills should you develop documents to demonstrate? What types of documents would best showcase these skills?
  8. **SEARCH THE WORLD WIDE WEB** Use search tools to locate e-portfolios that have already been posted on the Web. How many e-portfolios did you locate? How many of these e-portfolios were designed for a job search? Pick the best e-portfolio you located and critique its content and design.
  9. **BUILD YOUR E-PORTFOLIO SITE** Use either a text editor or Web authoring software to build the HTML pages of your job search e-portfolio Web site. Do not use office productivity software such as a word processor. Include a minimum of three HTML pages, your ASCII résumé, your PDF résumé, and three gallery pages using another document format such as word or PowerPoint.