**
EMPLOYABILITY ASSESSMENT TOOLKIT**

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| **Task:** | LinkedIn Profile Development  |
| **Task type:** | Multimedia Assessment  |
| **Value:** | 5% |
| **Length:** | Create Profile/ 200 word summary |
| **Level:** | Transition In |

# Task Objectives:

1. Effectively navigate the LinkedIn User interface (technology)
2. Create a professional LinkedIn profile (initiative and enterprise; self-management)
3. Join groups and make professional connections (communications; initiative)

Task Rationale:Having a LinkedIn profile can help you find future employers, highlight your experiences, education and awards, build your professional network and personal influence, and help you to know more about your industry.

# Task Description:

For this task you are to create a LinkedIn profile. In your profile you must have:

1. A professional colour photograph
2. A summary of your personal attributes and skills ( approximately 200 words)
3. A list of your educational experiences and achievements
4. Connections to at least ONE group and at least FIVE people.

NOTE: If you wish, you have the option to keep your profile private by going to “edit profile”/ “manage public profile settings”

# Additional information:

Information for staff implementing this task

Students started to think about their future careers and how they should present themselves in a professional manner online. For many students it was a surprise that a high percentage of jobs are never advertised, and that LinkedIn is emerging as a powerful recruitment method. Students can improve their employability by networking with industry and showcasing their skills and body of work.

**Top Tips:**

1. Make the profile work for the students – have some flexibility e.g. which groups they join.
2. Make sure students view their profile as it appears to the public (“profile”/ View profile as”/ “public”). Students lost marks for not joining groups when they had joined but the groups weren’t visible to the marker.
3. Some students may wish to keep their profile private- they can do so by “Edit profile”/ “Manage public profile settings”.
4. Be prepared to get a lot of LinkedIn invites from students.

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| **Criteria****5 marks total** | **5 marks** | **4 marks** | **3 marks** | **2 marks** | **0-1 mark** |
| **Overall LinkedIn Profile** | You have demonstrated a very high level of understanding of LinkedIn Profile Writing. You have demonstrated depth and breadth in your Search Engine Optimisation (keyword) strategies. Customised URL has been modified. | You have demonstrated a high level of understanding of LinkedIn Profile Writing. You have demonstrated depth and breadth in your Search Engine Optimisation (keyword) strategies. Customised URL has been provided. | You have demonstrated a good understanding of LinkedIn Profile Writing. You have used relevant Search Engine Optimisation (keyword) strategies. Standard LinkedIn URL has not been changed. | You have demonstrated a good understanding of LinkedIn Profile Writing. You have used some relevant Search Engine Optimisation (keyword) strategies. Standard LinkedIn URL has not been changed. | You fail to demonstrate a satisfactory level of understanding of LinkedIn Profile Writing.  |
| **Photograph**  | Professional colour photo (men in shirt, tie and women in professional attire), no distracting background. Smiling. Headshot clearly showing face is neatly framed and portrays a professional image. | Professional colour head and shoulders photo, neatly framed and portrays a professional image. | Professional colour photo, possibly taken at an event with distracting background, clothing style not necessarily represents a professional image. | Picture missing or does not portray a professional image. Too far away or too close. Distracting background. Obvious cropping with other people in the photo. | No photo provided. |
| **Summary** | You provided a clear, succinct and ‘punchy’ summary of who you are. Includes discipline skills relevant to job/market. Three transferable skills included with evidence statement for each. Evidence statement for each. Bullet points also effective. | Summary is included with discipline skills relevant to job/market. No validation of transferable skills included. | Summary is too generic and needs to be tailored further to be taken seriously by an employer. | Summary describes who you are with general insight into your background. | No summary provided. |
| **Education**  | This section is organised, clear and well defined. Highlights most pertinent information and includes: Start and Completion Date of Course, Course Name and Majors, University Name, Academic Awards and achievements.GPA (if above 4.99), Study Abroad (if applicable). Extracurricular activity or Sporting Achievements | This section is well organised and easy to read and includes:University Name, Graduation date, Major and degree. GPA (if above 4.99) and ‘extra’ information such as study abroad and course work are missing. | Information such as: Graduation date, Major included but degree. GPA is not listed (and is above 4.99).This section is not well organised and there is no order to how information is formatted | This section is missing the most critical information such as: Graduation Date is missing, Commencement date is missing and Degree listed by not major/s. | No Education provided. |
| **Groups**  | Has added at least 4 Groups (e.g., Griffith University Careers Service, Pharmacy Professionals Network) | Has added at least 3 Groups (e.g., Griffith University Careers Service, Pharmacy Professionals Network) | Has added at least 2 Groups (e.g., Griffith University Careers Service, Pharmacy Professionals Network) | Has added at least 1 Group (e.g., Griffith University Careers Service, Pharmacy Professionals Network) | No Groups added. |
| **Connections** | Over 15 connections have been added, using a personal message to tailor the introduction. | Between 11 and 15 connections have been added. | Between 6 and 10 connections have been added. | Between 1 and 5 connections have been added. | No connections have been added. |