LinkedIn Profile Assessment Task

Course

Subject

Year Level  First year

Weighting

Learning outcomes

1. Develop a professional LinkedIn profile
2. Establish professional connections and join groups in LinkedIn
3. Evaluate your LinkedIn profile and that of a peer

Task description

You will review LinkedIn profiles and discuss the purposes and advantages of having a high-quality profile. You will then use the tips provided to create a professional LinkedIn profile, connect with others through the interface and join LinkedIn groups.

The final component of this assessment task requires you to evaluate your LinkedIn profile, and that of a peer, to maximise your potential to use LinkedIn as a professional networking and marketing tool. You will submit your evaluations, including the links to both your own and your partner’s LinkedIn profiles, via LearnJCU.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Activity</th>
<th>Assessment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review LinkedIn profiles and contribute to discussions (required but not assessed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a professional LinkedIn profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Establish professional connections and join groups in LinkedIn</td>
<td>LinkedIn profile</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Evaluate your LinkedIn profile and that of a peer</td>
<td>Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Review and collaborate

Your lecturer will post, on LearnJCU, the links to several exemplar LinkedIn profiles. In addition, you will need to explore the LinkedIn interface, and source 3-4 further profiles to share and discuss in class. Ensure that you review and critique a sufficient number of profiles to enable you to actively contribute to the class discussion; and to enhance your capacity to evaluate your profile and that of a peer.

In class, you will identify and discuss the purposes and advantages of having a strong LinkedIn profile. You will also identify strengths and weaknesses, and generate a list of tips for effective self-marketing using the LinkedIn interface. The goal at this stage is to establish the features of a high-quality LinkedIn profile by examining and critiquing exemplars. You will use what you learn during this stage to create your own LinkedIn profile.
Develop a professional LinkedIn profile

To develop your LinkedIn profile, refer to the following guides and videos supplied by LinkedIn:

- Profile checklist
- Tailoring your profile to your goals
- LinkedIn for Students: Your Career Starts Here (YouTube video)
- Customising your public profile URL

Further support for using LinkedIn is available through LinkedIn Help.

In addition, consider the following aspects of a professional LinkedIn profile:

**Audience**
Be aware that your LinkedIn profile is accessible to diverse audiences. Tailor your profile to your target audience(s) (e.g. current or future employers).

**Currency**
It is important that your résumé and LinkedIn profile remain current and relevant now and into the future.

**Style**
Consider your future profession, your personality and career aspirations. Review the profiles of people who are leaders in your chosen profession and use their profiles to assist you to plan your own career.

**Establish professional connections and join groups in LinkedIn**

It is important to develop a profile that shows that you are proactive and serious about your career. Use LinkedIn strategically to connect and collaborate with professionals and groups from relevant fields. Doing so can lead to new job opportunities, mentor(s) and/or learning opportunities to build a successful career.

To complete this component of the task, refer to the following LinkedIn guides:

- Searching on LinkedIn
- Building Your Professional Network
- Your Network and Degrees of Connection

In addition, use the information and resources prepared by JCU Careers and Employment to build your knowledge of effective networking.

**Evaluation of LinkedIn profiles**

This component of the assessment task will be completed one week prior to submission of all components. You will need to find a partner with whom you feel comfortable sharing your LinkedIn profile. Then, using the knowledge that you have gained through class discussions, you will evaluate the quality of your LinkedIn profile and that of your partner. You then have one week to consider the feedback that you have received from your partner and to decide whether you will incorporate aspects of their feedback into your final submission.
To complete the evaluations, you will use the templates provided by your lecturer. Both evaluations will be submitted via LearnJCU, in addition to the links to both your own and your partner’s LinkedIn profile.

Submission

As previously mentioned, you will submit your evaluations, including the links to both your partner’s and your own LinkedIn profile, via LearnJCU approximately one week after the evaluation stage. This due date will be provided by your lecturer.
Implementation Guide for Staff

It is recommended that you include a stage to review and discuss LinkedIn profiles with your students to ensure that they have the required knowledge to develop a professional LinkedIn profile.

Provide your students with a selection of exemplar LinkedIn profiles to review in class, and ask them to source both high and low-quality LinkedIn profiles to share and discuss together. This stage, outlined in the shaded section of the table below, could be facilitated either online or in a face-to-face tutorial setting. Similarly, the self and peer evaluations could be facilitated online or in a tutorial setting.

Students will need to submit their evaluations, including the links to both their partner’s and their own LinkedIn profile, via LearnJCU.

There is the option to remove the self and/or peer evaluation component(s) from the rubric and to use these as formative steps rather than as assessed items.

If included, the evaluations could be undertaken by students using either:

1. Both templates provided below, i.e. Evaluation of peer’s LinkedIn profile and Evaluation of own LinkedIn profile; or
2. Only the Evaluation of peer’s LinkedIn profile template, provided for both evaluations; or
3. A selection of criteria from the Task Rubric (perhaps to challenge third year students).

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Activity</th>
<th>Delivery Mode</th>
<th>Assessment type: title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review and critique LinkedIn profiles.</td>
<td>LearnJCU discussion board thread or tutorial</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Discuss the purposes and advantages of having a high-quality profile.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify profile strengths and weaknesses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Generate a list of tips for effective self-marketing using LinkedIn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a professional LinkedIn profile</td>
<td>Independent study</td>
<td>Summative: LinkedIn profile</td>
</tr>
<tr>
<td>2</td>
<td>Establish professional connections and join groups in LinkedIn</td>
<td>Independent study</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Evaluate LinkedIn profiles</td>
<td>Self-evaluation: Independent study</td>
<td>Summative: Evaluations</td>
</tr>
<tr>
<td></td>
<td>Peer evaluations: Collaboration online or in tutorial setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and refine LinkedIn profile in light of evaluations and submit via LearnJCU</td>
<td>Independent study</td>
<td>Summative: LinkedIn profile</td>
</tr>
</tbody>
</table>
Important: If you have students who do not wish to have a publicly-accessible profile, there is a setting which allows for profiles to remain private (Edit profile > Manage public profile settings). Some students may not wish to produce a LinkedIn profile. Require these students to complete the same activities as others who have a profile, but in a Microsoft Word document to be submitted via LearnJCU.

Resources and suggestions for LinkedIn use in learning and teaching

- **LinkedIn Help**
- **It's time to launch the career you want and set yourself up for success**
- **LinkedIn on YouTube**

- Direct students to view high quality LinkedIn profiles:
  - JCU Staff profiles, e.g. Subject Coordinator, Lecturer, yours.
  - Professionals in discipline-specific fields (especially those that students may know), past JCU graduates, JCU LinkedIn Alumni. Show the best profiles.
  - [10 Examples of Highly Impactful LinkedIn Profiles](#)

- Involve students in critical discussions of the profiles you view or, as an orienting activity, ask students to compare and contrast different LinkedIn profiles.

- Be flexible and allow students to make choices regarding their LinkedIn profile (e.g. let students choose which groups to join).

- Ensure that students view their profile as it appears to the public (Profile > View profile as > Public).

- Be prepared to receive LinkedIn invites from students.
LinkedIn profile sections

Students will upload a photograph and write headline information. In terms of the Summary, you may wish to prescribe foci and word length, e.g. 200-word overview of key experience and philosophy, or response to prompts such as, Who am I? What are my interests? What is my experience? Alternatively, the summary could be aspirational, e.g. What position do I aspire to have? Where do I see myself going?

Sample summary:

Michelle Redman-MacLaren
Senior Research Officer
Cairns Area, Australia | Higher Education

Current: College of Medicine and Dentistry, James Cook University
Previous: College of Medicine and Dentistry, James Cook University, Development Consultant, Centacare Cairns
Education: James Cook University

Summary

Michelle is a public health researcher who has has experience in hospital and community health social work, community development, health promotion and NGO management (including refugee settlement). Michelle has had the privilege of living and working in rural and remote Australia (including Torres Strait Islands), rural New Zealand, Kosovo, Solomon Islands and Papua New Guinea (PNG).

Michelle is passionate about working in the Pacific, especially with women. Michelle recently completed her NHMRC-funded PhD research where she explored the implications of male circumcision practices with women in PNG, including women’s risk of HIV transmission. Michelle now works on a NHMRC-funded research project exploring characteristics of high performing health centres serving Indigenous Australians. Michelle also continues to works in PNG and Solomon Islands to explore HIV prevention and other public health issues. Michelle facilitates research capacity strengthening, underpinned by decolonising methodologies and action learning.
In the **Experience** section, students outline relevant work experience, including key roles, responsibilities, and achievements. See, for example, Eugene’s profile:

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**Summary**

I am committed to empowering people to reach their potential. I have experience working in government and non-government organisations, community agencies, youth/adolescent services both in Australia and internationally.

I subscribe to a solution focused approach which encompasses the use of Cognitive Behavioural Therapy to focus on practical strategies and results-based interventions.

I maintain a caring, professional and empathetic approach to relationships with the clients I support.

My overall aim is to assist people reach their full potential.

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**Experience**

**Senior Social Worker - Queensland Magistrates Early Referral into Treatment Program**

Queensland Health

April 2012 – July 2015 (3 years 4 months) | Maroochydore

Provide high level social work/psychology services by case management services to clients diverted into the Queensland Magistrates Early Referral Into Treatment (QMERIT) program from the criminal justice system within the Sunshine Coast Health Service District.

Coordination and delivery of optimal client care by integrating the role of clinician, broker and advocate in a diverse consumer focused environment.

Contribute to research and quality improvement initiatives within the work unit and for the profession.

Responsible for the service education portfolio and revision of service treatment program.

Representative on the Sunshine Coast Hospital & Health Service - District Community Falls Management & Prevention Committee.
If students have limited employment experience, they can document their placement experience (as shown below for Sarah) or other work integrated learning experiences:

Sarah Daley
Child and Family Worker at Northern Rivers Social Development Council
New South Wales Area, Australia | Nonprofit Organization Management

Education: University of Melbourne

Social Work Placement - Family & Community Worker
CatholicCare NT
May 2009 – August 2009 (4 months) | Tiwi Islands, Northern Territory, Australia

Worked in Pirlangimpi, a community of 350 people on Melville Island in the Tiwi Islands in a skills-building capacity where by a program was developed and facilitated by community Elders. This placement focused on skills transfer and consultancy around program development methodology. Through extensive consultation with local Elders and community leaders, the Strong Families Bush Camp was developed to support families who have been affected by the condition of substance abuse by strengthening community cohesiveness and cultural restoration.

Worked with local women to develop narrative approaches to practice when working with Tiwi children who have experienced trauma. Supported local women to run the Tree of Life program in the Tiwi local language through a collective narrative approach used to build strength and resilience amongst children who have been affected by trauma. These local women are now using this approach as part of a school program in Pirlangimpi.

1 recommendation

Lucy Van Sambeek
Co-ordinator - Healing Our Children project at Relationships Australia NT

It was an absolute delight to supervise Sarah on her 4th year social work placement as she skilfully, respectfully and with sensitivity worked with the Aboriginal communities of the Tiwi Islands to co-ordinate a family healing bush camp.
In addition to employment and placement experience, there is opportunity to detail Volunteer Experience & Causes. The following entry in this section is from Eugene’s profile:

**Lead Tenant**
Anglicare Victoria
2009 – 2010 (1 year) | Social Services

**Lead Tenant (9800 hours of volunteering)**

The aim of the Lead Tenant Program is to provide a safe, stable, caring and supportive living environment in which young people (under-privileged) are able to practice independent living in a shared household, and to assist the young person in transition to an independent living arrangement. A Lead Tenant is a volunteer whose primary focus is to enable a supportive environment for a household of young people.

The volunteer lead Tenant lives in the organisations property. Their role is primarily to provide general direction, encouragement and support within the household, predominantly by example.

The main duties were:
- To be a positive role model to young people living in the house
- To participate in discussions, house meetings and training sessions
- To participate in regular fortnightly supervision with Anglicare staff
- To assist and encourage young people to develop household routines and manage their day to day needs
- To liaise with support staff and Case Managers on a regular basis on issues affecting the residents or household
- To contact the On Call worker in the case of emergency or if the household should members present as at risk to themselves or others
- To act in the best interests of the resident young people at all times
- To maintain the confidentiality of the young people
- To ensure that the policies and procedures are adhered to as prescribed in orientation and training letters
Students should also be required to detail their Education, Honours and Awards and Top Skills. While students identify these Top Skills themselves, others may endorse them. The number of endorsements differentiates Sarah’s Top Skills from what Sarah also knows about… as shown below:
Beyond skills endorsement, student may seek and give **Recommendations**, as shown in this image:

For instance, Sarah received a recommendation from an academic at the University of Melbourne, where Sarah undertook her undergraduate qualifications. On Sarah’s profile, the recommendation appears *in situ* in her Education listing as shown below. [Note that the recommendation also appears on the academic’s profile].

While it would be advantageous to have recommendations from academics, placement supervisors and employers, students can also provide recommendations for their peers (e.g. they may have worked on collaborative project-based assessment task together).
There are other profile sections that you may require students to populate. Sections that can be added within LinkedIn are shown here:

<table>
<thead>
<tr>
<th>Home</th>
<th>Profile</th>
<th>Connections</th>
<th>Jobs</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Photo</strong></td>
<td>Members with a photo get 11 times more profile views.</td>
<td>Add photo</td>
<td><strong>Industry</strong></td>
<td>This helps us customize what you see on LinkedIn.</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>People could be looking for someone with your experience.</td>
<td>Add position</td>
<td><strong>Education</strong></td>
<td>Members with a school on their profile get 7 times more profile views.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Adding a summary is a quick and easy way to highlight your experience and interests.</td>
<td>Add summary</td>
<td><strong>Skills</strong></td>
<td>Members with skills on their profile get 4 times as many profile views.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>This can help you find a new job, get a promotion, or transfer overseas.</td>
<td>Add language</td>
<td><strong>Volunteering Experience</strong></td>
<td>1 in 5 managers hired someone because of their volunteer experiences.</td>
</tr>
<tr>
<td><strong>Volunteering Opportunities</strong></td>
<td>Non-profit organizations could be looking for someone like you.</td>
<td>Add volunteering opportunities</td>
<td><strong>Organizations</strong></td>
<td>Add more color to your professional identity to show who you are.</td>
</tr>
<tr>
<td><strong>Honors &amp; Awards</strong></td>
<td>Show the recognition you’ve earned.</td>
<td></td>
<td><strong>Test Scores</strong></td>
<td>Here’s another way to show your accomplishments.</td>
</tr>
</tbody>
</table>
Submission

Students will need to submit the URL of their LinkedIn profile for marking purposes. They copy the link directly from their profile as shown below. Suggest to students that they include their LinkedIn URL on their resume.
## Evaluation of own LinkedIn profile

<table>
<thead>
<tr>
<th>Aspect / Section of LinkedIn profile</th>
<th>Checklist</th>
<th>Tick</th>
<th>Personal comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing style</td>
<td>It is evident that I understand the style of writing of a LinkedIn profile.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customised URL</td>
<td>I have customised the URL of my LinkedIn profile.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photograph</td>
<td>My photograph is a professional colour head and shoulders photo, neatly framed. It portrays a professional image and does not have a distracting background.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headline</td>
<td>My Headline describes my career profile, including past achievements and future aspirations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>My Summary describes my discipline-specific and generic (transferable) skills. These are relevant to the contemporary workforce. I include an evidence statement for each skill identified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>This section is organised, clear and highlights my most pertinent information. It includes start (and completion) dates of course(s), course name(s) and major(s), institution name(s), academic awards and achievements, GPA (if above 4.99), and study abroad, extracurricular activities and/or sporting achievements (if applicable).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>I have included places of work, location, job titles and company names and dates for each position. My descriptions are clear and formatted as bullets, beginning with action verbs, and are relevant to the contemporary workforce.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisations (professional associations)</td>
<td>I am ‘Following’ discipline-specific or career-relevant organisations or professional associations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer Experience and Causes</td>
<td>I have added all relevant volunteer experiences. These entries include: dates of involvement, activities undertaken, skills gained and leadership positions held. I have added causes that I am interested in.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and experience</td>
<td>I have listed skills, which I have gained and relate to my chosen discipline or area of interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td>I have joined groups that are relevant to my chosen discipline or area of interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Companies</td>
<td>I have added companies that could be potential employers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>I have made at least five connections using a personal message.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Evaluation of peer’s LinkedIn profile

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Desired standard</th>
<th>Specific comment/feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing style</td>
<td>Understands the style of writing of a LinkedIn profile.</td>
<td></td>
</tr>
<tr>
<td>Customised URL</td>
<td>URL has been professionally customised.</td>
<td></td>
</tr>
<tr>
<td>Photograph</td>
<td>Professional colour head and shoulders photo, neatly framed and portrays a professional image, without a distracting background.</td>
<td></td>
</tr>
<tr>
<td>Headline</td>
<td>Headline describes career profile, including past achievements and future goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bullet points may separate keywords.</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>Summary describes discipline-specific and generic (transferable) skills that are relevant to the contemporary workforce. Evidence statement for each skill identified. Bullet points may be used.</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Section is well-organised, clear and highlights the most pertinent information. It includes start (and completion) dates of course(s), course name(s) and major(s), institution name(s), academic awards and achievements, GPA (if above 4.99), and study abroad, extracurricular activities or sporting achievements (if applicable).</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>Places of work, location, job titles and company names and dates are included for each position. Descriptions are clear and formatted as bullets, beginning with action verbs. Descriptions are relevant to the contemporary workforce.</td>
<td></td>
</tr>
<tr>
<td>Organisations (professional associations)</td>
<td>‘Following’ discipline-specific or career-relevant organisations or professional associations.</td>
<td></td>
</tr>
<tr>
<td>Volunteer Experience and Causes</td>
<td>Volunteer experiences added if relevant – well organised, easy to understand; descriptions list dates of involvement, activities undertaken, skills gained and leadership positions held. Causes – added.</td>
<td></td>
</tr>
<tr>
<td>Skills and experience</td>
<td>Lists skills that are relevant to discipline or area of interest.</td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td>Member of groups relevant to discipline or area of interest.</td>
<td></td>
</tr>
<tr>
<td>Companies</td>
<td>Has added companies that could be potential employers.</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>Has made at least five connections using a personal message.</td>
<td></td>
</tr>
</tbody>
</table>
LinkedIn Profile Assessment Task

## Task Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (80%-100% or Upper D to HD)</th>
<th>Sound (65%-79% or C to mid D)</th>
<th>Satisfactory (50%-64% or P)</th>
<th>Unsatisfactory (0%-49% or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LinkedIn profile</td>
<td>• Demonstrates a sophisticated understanding of the purpose of a LinkedIn profile as a self-promoting and networking tool, characterised by extensive evidence developed in relation to a clearly defined audience and context (e.g. professionals in a relevant field)</td>
<td>• Demonstrates a sound understanding of the purpose of a LinkedIn profile as a self-promoting and networking tool, characterised by evidence developed in relation to a clearly defined audience and context (e.g. professionals in a relevant field)</td>
<td>• Demonstrates a basic understanding of the purpose of a LinkedIn profile as a self-promoting and networking tool, characterised by some evidence developed in relation to an audience and context (e.g. professionals in a relevant field)</td>
<td>• Demonstrates limited understanding of the purpose of a LinkedIn profile as a self-promoting and networking tool, characterised by little or no evidence developed in relation to an audience and context (e.g. professionals in a relevant field)</td>
</tr>
<tr>
<td>Understanding and synthesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Written communication          | • Applies highly logical structuring to LinkedIn profile  
• Adopts highly cohesive and fluent language to effectively engage the prospective employer  
• Applies visually appealing and professional formatting to highlight strengths to the prospective employer  
• Uses correct grammar, punctuation and spelling throughout | • Applies logical structuring to LinkedIn profile  
• Adopts cohesive and fluent language to engage the prospective employer  
• Applies professional formatting to highlight strengths to the prospective employer  
• Mostly uses correct grammar, punctuation and spelling | • Mostly applies logical structuring to LinkedIn profile  
• Adopts appropriate language to engage the prospective employer  
• Applies basic formatting  
• Occasionally lapses in correct grammar, punctuation and/or spelling, but not enough to interfere with the meaning conveyed | • Applies unconventional and/or illogical structuring to LinkedIn profile  
• Adopts language that lacks cohesion and fluency and/or is inappropriately pitched to the prospective employer  
• Applies formatting that lacks professionalism and detracts from strengths  
• Makes frequent errors in grammar, punctuation and/or spelling that interfere with the meaning conveyed |
| Evaluation                     |                                                                                                         |                                                                                               |                                                                                             |                                                                                             |
| Evaluative thinking           | • Insightfully evaluates the quality of own LinkedIn profile  
• Provides comprehensive and constructive feedback to a peer, assessing the quality and effectiveness of their LinkedIn profile | • Evaluates the quality of own LinkedIn profile  
• Provides constructive feedback to a peer, assessing the quality and effectiveness of their LinkedIn profile | • Evaluates some aspects of own LinkedIn profile  
• Provides some constructive feedback to a peer, assessing the quality and effectiveness of their LinkedIn profile | • Has difficulty evaluating own LinkedIn profile  
• Provides little or no feedback to peer on the quality and effectiveness of their LinkedIn profile |