Instructor:
Office Phone:
Email:
Office:
Office Hours:

Course Description and Rationale:

Students in ITR300 will identify personal strengths, interests, and professional values as they relate to career exploration and decision making. This course is designed to increase awareness of the professional decision making process, exploring career choices, and expanding the understanding of the 21st century world of work. Students will study key career development theories and learn how to integrate self-knowledge into occupational/life decisions and personal goals. Students then will devise and practice strategies to attain these goals.

Prerequisites:

You will need access to a computer with speakers or headphones and a reliable internet connection. If you have any technical problems please contact the Helpdesk (http://web.uri.edu/cma/help-desk-hours).   This class does not require any high level programming or software knowledge. A basic familiarity with Web 2.0 tools (blog, social networks, wiki's) will be extremely helpful. You will be expected to learn any new software we use through your own trial and error and/or through any online tutorials posted by the instructor.

- Please note: Firefox is the recommended (and free from www.mozilla.com/firefox) browser for Sakai usage. Google Chrome does NOT support the videos in this class. Use Internet Explorer or Mozilla Firefox.

Class Days/Time:

This is a blended class. We will meet three times during the semester (September 10, October 3, and October 31 – each of those three days from 9:30 AM – 10:45 AM) and the remainder of the course will take place online. Assignments will be due weekly. Please reference the syllabi and see each week's instructions.

Course Credit and Expectations: Students will earn 3-credits for completing course requirements as outlined on this syllabus. Since the course is being taught online, the reading and writing assignments will represent time-wise what would normally be expected of a student in regular classroom setting.

Don't forget to log into Sakai: Create a calendar reminder to remember to log into SAKAI. Here are some free choices Calendar Apps (http://www.cnet.com/news/best-calendar-apps-ios-android/). Online courses are not suited for all students. If you think you will have trouble keeping up with the schedule on your own, please consider switching to a face-to-face section.

Contacting Your Instructor: Stay connected with your instructor in multiple ways, such as: phone, email, and Sakai. Email is best way to contact me. I will respond to all email within 24-48 hours. Please be sure to follow appropriate professional communication guidelines:

- Include a subject that relates to the email topic, and includes "ITR 300" in the subject line
  Avoid including "URGENT" unless it is a true emergency
- Include a professional salutation, such as "Dear," "Hello," or "Hi"
- Keep the message short and to the point
  Avoid one word or one line responses
- Use a professional closing, such as "Sincerely," "Best Regards," "Best," etc.
- PROOFREAD for spelling, grammar and punctuation errors
- Check that any necessary attachments are included

Course Objectives:
- Apply psychological theories to explain how materials and networks influence professional outcomes through out-of-classroom engagement with Alumni Mentors, informational interviews and participation in a culminating career event: Rhody Alumni Mentor Networking Night. Focused skills include public speaking, analytical thinking, conducting industry research, learning to take initiative, interpersonal communication, reflection, and self-assessment.
- Develop individual *Career Pathway Plan* that reflects on career development theory, self-assessment, job search strategies and networking as it relates to your field of interest. The plan incorporates your refined resume, cover letter, and informational interview developed throughout the course.
- Identify personal strengths, limitations, interests, and professional values as they relate to career exploration and decision making and justify action plans
- Conduct informational interview with a professional in the field to practice and refined crucial interview skills, and develop an understanding of career pathways
- Integrate terms generated through self assessment, informational interviews and mentor interactions to effectively use RhodyNet and job resources to locate internships and jobs
- Identify specific, research-based recommendations for effective informational interview strategies, evaluate articles for accuracy and authority through discussion posts (including APA citations), and apply in informational interview.
- Recognize and utilize reflection to analyze and challenge one's own participation in confronting ethical issues in the professional work environment.
- Research the current state of industry and present on economic and ethical impacts, challenges and ramifications of decision making in the 21st century world of work.
- Explore occupational trends and potential career niches through engagement with mentors, career fairs and networking night.
- Established effective social media presence and network

Key vocabulary:
- *Content* – articles, videos and presentations that introduce you to some of the essential psychological concepts related to part of the professional development, recruitment and selection process.
- *Assessments* – surveys and reading progress monitors that help you (and I) assess your learning.
- *Assignments* – materials that you create and submit (e.g., resume, LinkedIn profile, RAM Plan).
- *Original Discussion Post Forums* – Well written and complete answers. Minimum length is one page 12 point Arial or Calibri font, double spaced.   Posts must include one citation in APA 6th edition format. The original post must include information from a professional, scholarly source that is outside the course. Cite the source in APA 6th style (author's last name, year of publication, page number) within the post, and include a complete bibliographic reference in APA 6th edition style at the end of the post.
- *Peer Posts*– opportunities to give and receive constructive feedback from peers and professionals. You are required to make one original post to the Discussion Forums and respond to two peers.

Note: A website can be cited (with a URL) but does not count as the outside article unless it is clearly an entire website that uses peer-review. A website such as Wikipedia would not qualify because, while edited and vetted (to a degree), it is not a refereed source.

APA Example

Calvo, M. G., & Lang, P. J. (2004). Gaze patterns when looking at emotional pictures: Motivationally biased attention. Motivation and Emotion, 28, 221–243. doi:10.1023/B%3AMOEM.0000040153.26156.ed

Need help? Reference for APA 6th Edition Citation formatting:

http://uri.libguides.com/c.php?g=42326&p=268189

https://owl.english.purdue.edu/owl/resource/560/01/

Reference for APA Annotated Bibliography formatting: https://owl.english.purdue.edu/owl/resource/614/03/

Course Materials and Resources:

All required reading, viewing and learning assessments are provided for you free of additional charge within the class on Sakai and through university resources.

Assignments and Grading Policy:

Original Online Discussion Post Forums (7%): These posts represent your "attendance/participation" and are critical to this course. The original post must include information from a professional, scholarly source that is outside the course. Cite at least one source in APA 6th style (author's last name, year of publication, page number) within the post, and include a complete bibliographic reference in APA style at the end of the post. Minimum length is one page using 12 point Calibri or Arial font with double spacing. See *ITR 300: Career Planning Discussion Rubric*). For each post, you are expected to respond to the provided prompts with a complete and thoughtful response. You are then expected to provide feedback to at least 2 of your peers' posts.

In-Class Participation (3%): In-class participation is your contribution to class discussion for the sessions that we meet in-person. In-class discussions should reflect that you have reviewed the material, can apply it within the context of a live discussion, and that you can interact with your instructor and peers in a thoughtful and respectful manner.

Quizzes (6 %): Short quizzes that will be given in-class that allow you (and I) to assess your learning.

Self/Job Assessment (10%) and Skills Match Activity (1%): You will complete CA Career Zone Assessment and turn in a copy of your results. This self assessment will help you identify how your interests are connected to career pathway satisfaction. Through the *Skills Match Activity,* you will assess how your experiences, courses/projects and credentials meet the requirements of an internship or job. Through the activity you will be able to identify your strengths and weaknesses, and develop responses to potential interview questions.

Resume (10%) and Cover Letter (10%): An important outcome of this course is for you to create a polished and professional resume, as well as an understanding of the role that resumes and other professional documents play in the job search process. You will create a draft resume to receive feedback then submit your final resume.

Elevator Pitch (5%): You will develop Elevator Pitch or 30-second commercial that you can use in a variety of situations to introduce yourself, your skills, and career goals.

All-Star LinkedIn Profile(10%): You will create and maintain a LinkedIn Profile/Account. We will discuss the importance of your online image in class and how employers are using these images to make hiring decisions. Each student will develop the major components of their profile to reach an All-Star Status (see *LinkedIn Rubric*).

Informational Interview and Reflection (10%): You will also engage in and be informed by outside perspectives through connections made with professionals in your field to examine, discuss, and address topics related to academics, skills, future career paths, workplace culture and opportunities for professional development. You will conduct one informational interview of a professional in the field in which you are interested.

RAM Mentor Program (10%): You are required to connect with an Alumni Mentor who is a professional in your field or a relevant field. Through the mentorship component you will apply your knowledge of career development to further explore your professional pathway through informational interviews and interactions with your mentor. You will connect with them to complete required assignments: *RAM Connection Message, RAM Plan, RAM Reflection, and RAM Survey*.

Career Pathway Plan (18%): The Career Pathway Plan builds from the assignments throughout the course regarding career development theory, self-assessment, resume development, LinkedIn Profile development, interviewing and mentorship. You will create your plan based on your individual career pathway, and support your plan with peer reviewed literature. Through your research using appropriate career development search terms, you will find at least 5

scholarly articles, critically evaluate each article, and develop your final plan to implement in your job/internship search. See Career Pathway Plan Final Project Guidelines and rubric at the end of syllabus.

Final Grades:
A 93-100   A- 90-92   B+ 87-89   B 83-86   B- 80-82   C+ 77-79
C 73-76   C- 70-72   D+ 67-69   D 60-66   F <60

Deadlines:
Professionals get the job done on time - anything else is unacceptable. No coursework will be accepted after the deadline on Sakai. Technical difficulties at the last minute do not constitute legitimate excuses. Please contact me before the due dates of assignments if you are having difficulties.

URI Policies/Resources:
ACCOMMODATIONS AND SERVICES: Any student with a documented disability is encouraged to contact their professor early in the semester to work out reasonable accommodations to support your success in your courses. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098. The Learning Online website offers information on registering: http://web.uri.edu/learningonline/disability-accommodations/

CLASS ATTENDANCE: Please review the "Class Day/Time, Attendance, Participation, and Classroom Protocol" section. In the event of an emergency that prevents you from attending or logging in and contributing to class please contact me ASAP.

ASSIGNMENTS: All assignments are expected to completed, on-time and typed. Assignments will be submitted via Sakai. Penalties will be assessed on post-deadline submissions and it is imperative that you contact me if you are unable to submit assignments on time as scheduled. Since each assignment scaffolds the next, assignments more than one class period late will NOT be accepted.

ACADEMIC ENHANCEMENT CENTER: The work in this course is complex and intensive. To do the best you can, it's a good idea to visit the Academic Enhancement Center (AEC) in Roosevelt Hall. Additional information can be found at www.uri.edu/aec, or by calling (401) 874-2367, or stop by the fourth floor in Roosevelt Hall.

WRITING CENTER: The Writing Center is for "all writers, all disciplines, at all levels, and all stages of writing." If an instructor suggests that you go to the Writing Center, it is not a punishment, and does not mean that you are a terrible writer. It means the instructor wants you to receive more individualized attention to your writing than s/he is able to provide, given the constraints of the class. Additional information can be found at: http://www.uri.edu/artsci/writing/center/index.shtml

ACADEMIC DISHONESTY: All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive a 0 for the paper. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following website: http://gervaseprograms.georgetown.edu/hc/plagiarism.html, the URI Student Handbook, and UNIVERSITY MANUAL sections on Plagiarism and Cheating at http://www.uri.edu/facsen/8.20-8.27.html - cheating.

ANTI-BIAS: Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team www.uri.edu/student_life/brt where you will find people and resources to help.

HOLIDAYS: It is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must provide written notification to each instructor.

Course Schedule and Deadlines:

Date	Objectives	Discussion Post Due	Peer Posts Due	Assignments
Week 1: Sept. 6 – 10	• Identify three models of career development and apply them to self • Articulate three career development goals you would like to obtain from this class.	Friday at 11:59 p.m.	Sunday at 11:59 PM	No assignment due. (only Discussion posts are due)
Week 2: Sept. 11 – 17	• Define self-assessment and its usefulness • View directions for the assessment (video tutorial below) and complete assessment from www.cacareerzone.org • Use assessment results to identify your Holland Code (RIASEC) and apply each element to your interest or challenge areas	Friday at 11:59 p.m.	Sunday at 11:59 p.m.	CA Career Zone Assessment
Week 3: Sept. 18-24	• Define networking and give three examples of how networking is useful to you. • Define "All-Star" status within LinkedIn and criteria for reaching an "All-Star" status. • Create an Education and Headline for your LinkedIn profile.	Discussion in-class on Sept 19	N/A	In-class quiz (Week 1-3 content)
Week 4: Sept. 25 - Oct. 1	• Define internships (experiential education) and how it relates to your professional development. • Create LinkedIn Summary and identify Industry in LinkedIn profile	Friday at 11:59 p.m.	Sunday at 11:59 p.m.	No assignment due. (only Discussion posts are due)
Week 5: Oct. 2 – 8	• Identify Career Events happening at URI • Identify professional associations that will benefit your career development • Develop your Elevator Pitch • Activate your LinkedIn account	Discussion in-class on Oct 3	N/A	Elevator Pitch to be presented in class by each student In-class quiz (Week 4-5 content)
Week 6: Oct. 9 – 15	• Create your own unique resume based on guidelines	**Resume Assignment (no discussion posts):** First draft resume: Wednesday at 11:59 p.m. Peer review of 1 peer resume: Friday at 11:59 p.m. Final draft of your resume: Sunday at 11:59 p.m.		
Week 7: Oct. 16 – 22	• Write a LinkedIn Connection Message or email to send to your selected mentor • Complete a LinkedIn (RAM) activity to find alumnae in your field of interest	Friday at 11:59 p.m.	Sunday at 11:59 p.m.	RAM Mentor Connection Message
Week 8: Oct. 23 – 29	• Differentiate between jobs and careers • Understand Informational Interviewing and relation to your career objectives • Understand three resources used for company research • Identify thought leaders on LinkedIn • Introduce Informational Interview assignment	Friday at 11:59 p.m.	Sunday at 11:59 p.m.	All-Star LinkedIn Profile

Week 9: Oct. 30 – Nov. 5	• Identify three types of interviewing • Answer sample interview questions • Create an interview list activity	Discussion in-class on Oct 31	N/A	In-class quiz (Week 6-9 content) Skills Match Activity RAM Plan
Week 10: Nov. 6 – 12	• Identify a career ladder for field of interest • Identify salary information and working environments of jobs • Create a cover letter	Friday at 11:59 p.m.	Sunday at 11:59 p.m.	Cover letter and associated job description
Week 11: Nov. 13 – 26	• Gain a better understanding of your field of interest • Build your network through informational interview	**Informational Interview due (no discussion posts)** Final draft due Sunday at 11:59 p.m.		
Week 12: Nov. 27 – Dec. 3	• Identify three ways to prepare for an entry level position while still in college • Create a timeline for job searching	Friday at 11:59 p.m.	Sunday at 11:59 p.m.	No assignment due. (only Discussion posts are due)
Week 13: Dec. 4 – 10	• Evaluate a mentor/mentee experience • Understand the value of building a network	**Career Pathways Plan due** **RAM Survey & RAM Reflection (no discussion posts)** Final draft due Sunday at 11:59 p.m.		

Career Pathway Plan

Career planning is an ongoing process that can help you manage your learning and development.

You can use the four step planning process whether you are:
- still at school
- entry level professional adding skills
- experienced professional changing your job or career

Career planning is the continuous process of:
- thinking about your interests, values, skills and preferences
- exploring the life, work and learning options available to you
- ensuring that your work fits with your personal circumstances
- continuously fine-tuning your professional documents and brand to reflect your career goals

You can revisit and make use of this process all the way through your career.

1. Knowing Yourself

Introduction

Introduce *Career Development Theory* and relate one of the career development models to you and your life. Provide a concrete example of this theory at work in your life. Define your career objectives after graduation from the University of Rhode Island.

Self-Assessment

Introduce Self-Assessment and describe why self-assessment is important when job/internship searching, interviewing or team building.

Give three concrete examples of how your top three interest areas exhibit themselves in your life using (RIASEC) ranking from the www.cacareerzone assessment.

Example: I have a strong (S)ocial interest and I am most happy when I am engaged in conversation or learning about other people. Therefore, I researched and joined the Leadership Institute at URI so that I could learn more about communication, trust, interpersonal relationships, and personal risk-taking …)

2. Researching Your Options

Networking Strategies/Mentorship

Introduce why networking is important and how it relates to you and your career goals. Create a time line for your networking approach and provide concrete steps or actions that you will take in order to achieve your career objectives.

LinkedIn

Define 5 elements that achieve "All-Star" status within LinkedIn profiles and summarize the uses and benefits of having an active LinkedIn profile.

Alumni Mentor

Describe the benefits of having an alumni mentor in your field. Research and list three well defined goals you have for a mentor/mentee experience. In establishing a mentor partnership (RAM Plan), carefully evaluate what you need.

For example, what specifically would you like to accomplish? Setting goals is critical to the success of your mentoring partnership. Goals give the partnership a distinct purpose and help you organize and articulate your expectations. Well-defined goals help determine the work done together, maintain the focus of the relationship, and once accomplished, signal the achievement of what you set out to do.

Job Search Strategies

Introduce three job search strategies you can employ to identify entry level positions in your field. Research and develop a timeline for your job search process (include start/end dates of research, creating job search tools like cover letters, preparation for interviewing or for on-campus interviewing, etc.).

3. Making Decisions

Experience

Identify and state skills, abilities or experiences you can obtain while still in college that will benefit you to prepare for an entry level job in your field of interest. Explain why internships and/or experience are important to achieving your

career objectives. Identify obstacles you foresee when entering the world of work and explain how you will overcome them.

Provide three possible internships, jobs or experiences in your field of interest (provide the description) and state how the experience will help build your skills, abilities and strengths. Identify what attracts you most to the position.

Evaluating a Career

Identify an entry level from your job search and next level positions in your field of interest. Research the cost of this position in terms of time and money (education, training, re-location, etc.). Identify the benefits in terms of pay, work-life balance and level of stress.

4. Taking Action

Interviewing

Introduce the various forms of interviewing, and describe how you should best prepare for an interview. Describe the benefits of researching a company before interviewing with them.

Find and state in concrete terms, a specific job you are interested in obtaining (show portion of job description and identify on which site it was found). Use your research techniques (tools) and state five things (not listed in the job description) you learned about the job or organization for which you want to work. Describe the research tools you used.

Define the differences between interviewing for a job and performing an informational interview with a professional in the field. Discuss the benefits of conducting an informational interview. Include the informational interview you conducted.

Cover Letter

Based on an entry level job of interest identified in your jobs search, develop a cover letter for the position. Include your final cover letter in your career plan.

Resume

Based on an entry level job of interested identified in your jobs search, develop a resume for the position. Include your final resume in your career plan.

Annotated Bibliography

You are required to cite a minimum of five unique sources to support your Career Pathway Plan. Each citation must be from a peer-reviewed, scholarly source that is outside the course. Cite the source in APA 6th style (author's last name, year of publication, page number) within your plan, and include a complete annotated bibliography in APA style at the end of the plan.

Note: A website can be cited (with a URL) but does not count as the outside article unless it is clearly an entire website that uses peer-review. A website such as Wikipedia would not qualify because, while edited and vetted (to a degree), it is not a refereed source.

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Reference for APA Annotated Bibliography formatting: https://owl.english.purdue.edu/owl/resource/614/03/

Career Pathways Plan Rubric

	2	1.5	1	0.5
	Mature Skill	**Developing Skill (Intermediate)**	**Developing Skill (Early)**	**Emerging Skill**
Career Pathway Plan Content				
1. Knowing Yourself Introduction to Career Development and Pathway Career Objectives Self-Assessment	— Introduction of career development and pathway is complete — Sufficient detail provided to support assertions — Career objectives identified — Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to self-assessment and career pathway	— Introduction of career development and pathway is mostly complete — Answer focuses only on issues related to the topic — Career objectives identified — Organizes evidence to reveal important patterns, differences, or similarities related to self-assessment and career pathway	— Introduction of career development and pathway is brief with insufficient detail — Unrelated issues were introduced — Career objectives not identified — Organization of evidence is not effective in revealing important patterns, differences or similarities related to self-assessment and career pathway	— Introduction of career development and pathway is incomplete — Career objectives not identified — Excessive discussion of unrelated issues — Lists evidence, but it is not organized and/or does not articulate its relation to self-assessment and career pathway
2. Researching Your Options Networking Strategy LinkedIn Profile Alumni Mentorship Job Search Strategies	— Introduction of job search strategies and networking is complete — Sufficient detail provided to support assertions — All-Star Profile Achieved (10pts.)	— Introduction of job search strategies and networking is mostly complete — Answer focuses only on issues related to the topic — Incomplete LinkedIn Profile (8-9pts.)	— Introduction of job search strategies and networking is brief with insufficient detail — Unrelated issues were introduced. Incomplete — LinkedIn Profile (6-7pts.)	— Introduction of job search strategies and networking is incomplete — Excessive discussion of unrelated issues — Incomplete LinkedIn Profile (0-5pts.
3. Making Decisions	— Skills, abilities and experiences relevant to field are identified and evaluated against career objectives — Obstacles/gaps are identified and discussed — Potential careers are evaluated and discussed in sufficient detail	— Skills, abilities and experiences relevant to field are identified and evaluated against career objectives — Obstacles/gaps are identified and briefly discussed — Potential careers are evaluated and briefly discussed	— Skills, abilities and experiences relevant to field are identified — Obstacles/gaps are listed — Potential careers are listed — Unrelated issues were introduced	— Skills, abilities and experiences irrelevant to field are discussed — Obstacles/gaps are listed. — Excessive discussion of unrelated issue
4. Taking Action Informational Interview Resume Cover Letter	— Section includes final, refined versions of informational interview, cover letter and resume — All submitted materials contain sufficient detail to support skills/strengths, are organized and critically evaluate relevance to career pathway	— Section includes mostly complete: informational interview, cover letter and resume — All submitted materials contain sufficient detail to support skills/strengths, are organized and critically evaluate relevance to career pathway	— Section includes draft versions of: informational interview, cover letter and resume — Submitted materials contain insufficient detail to support skills/strengths, are not organized and unrelated issues were introduced	— Section is incomplete/missing content — Submitted materials contain insufficient detail to support skills/strengths, are not organized and excessive discussion of unrelated issues
SUB-TOTAL				
Evaluating Sources & Bibliography				
Source and Evidence	— Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the thought question	— Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the thought question	— Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the thought question	— Demonstrates and attempt to use sources to support ideas in the writing

Critical Evaluation of Sources	— Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to question	— Organizes evidence to reveal important patterns, differences, or similarities related to the question	— Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities related to the question	— Lists evidence, but it is not organized and/or does not articulate its relation to the question
Uses Relevant APA Style	— All relevant aspects of APA style are used correctly — Title page properly formatted, use of in-text citations, format of references cited	— Infrequent errors in APA style — Errors involve only minor aspects of APA style - no errors in style for citations and references	— Attempted to use APA style by errors are frequent and include errors in citations and references	— Minimal use of APA style — Multiple errors in use of APA style
SUB-TOTAL				
— **Structure & Format**				
Grammar & Writing	— Uses language that skillfully communicates meaning to readers with clarity and fluency — Clear, readable, prose — Good use of transitions; no problems with spelling, punctuation or grammar; Infrequent and minor mechanical problems — Errors do not impair readability	— Uses straightforward language that generally conveys meaning to readers — Occasional errors and minor problems with mechanics of language — Occasional awkward sentences and poor transitions reduce readability	— Uses language that generally conveys meaning to readers with clarity — Although writing may include some errors — Frequent problems with mechanics of language — Awkward sentence construction — Poor or absent transitions. — Frequently difficult to understand	— Uses language that sometimes impedes meaning because of errors in usage — Problems with the mechanics of language serious enough to interfere with effective communication — Frequent errors, in punctuation, spelling, sentence structure, etc.
Organization and Logic	— Clean and logical presentation; good development of an argument — Transitions are made clearly and smoothly	— Presentation is organized but does not present a clear argument for a given position	— Minor problems of organization or logic — Needs work on creating transitions between ideas	— No logical order to the information provided — Sentences rambling — Ideas are repeated
SUB-TOTAL				

TOTAL	**/18**
Letter Grade	

Linked in Rubric

Complete (All Star) LinkedIn profiles are 40x more likely to receive opportunities through LinkedIn than those with incomplete profiles and they tend to rank higher in LinkedIn and Google search results. This means you will have the opportunity to connect with more professionals and truly experience the networking benefits of LinkedIn[1]. It will also help you to develop your online presence and professional brand.

For this assignment, you are required to create or update your LinkedIn profile using the criteria below. Point Values:

[_] **1 pt** = Account Created   LinkedIn account is created
[_] **2 pts** = Basic Profile - Incomplete   5 or more sections completed at Basic Level
[_] **3 pts** = Basic Profile - Complete   All sections completed at Basic Level
[_] **4 pts** = All Star Profile - Incomplete   5 or more sections completed at All Star Level
[_] **5 pts** = All Star Profile - Complete   All sections completed at All Star Level

Profile Sections	Basic Level	All Star Level
LinkedIn URL	❑ Not customized (assigned by LinkedIn)	❑ Customized
Photo	❑ Selfie or cropped photo from personal life	❑ Professional profile picture

Headline	❑ Generic headline such as "Student at URI"	❑ Engaging Headline that:
		  o Reflects personal brand
		  o Summarizes ambition
		  o Catches attention

Summary	❑ Limited Summary
	  o Does not express interest or tie in past experience(s)
	  o Does express ambition or goals
	  o Not professionally written
		❑ Summary briefly (1-3 paragraphs):
		  o Describes previous relevant experience or connects background and skills
		  o Conveys direction/ambition/passion
		  o Spells out goals or accomplishments
		  o Uses professional but personal voice
		  o Contains keywords relevant to industry

Connections	❑ <50 connections with professionals	❑ 50+ connections with professionals in your field
Experience	❑ <2 experiences listed ❑ Descriptions lack detail, are unclear, and/or do not include accomplishments ❑ Typos or errors are present	❑ 2+ experiences listed ❑ Descriptions are clear and concise and encapsulate skills, duties and accomplishments ❑ No typos or errors

Education	❑ Incomplete education history	❑ Complete education history listed, including
		  o University level Institution(s)
		  o Graduation Date(s)
		  o Degree(s)
		  o Study Abroad, if applicable

Skills & Expertise	❑ <5 skills listed ❑ Skills not endorsed	❑ 5+ relevant skills identified ❑ Skills endorsed by appropriate connections

Accomplishments & Volunteer Experience	❑ <2 accomplishments added	❑ 2+ relevant accomplishments added:
		  o Relevant courses
		  o Honors/Awards
		  o Projects/Publications
		  o Languages
		  o Certifications
		  o Volunteer Experience

Interests (Following)	❑ Member of relevant and irrelevant groups ❑ Not following companies / Influencers	❑ Connected to groups, companies and thought leaders or Influencers in your field
Overall Competencies of Profile	❑ The profile provides some information, but does not provide an accurate portrait of your direction or experience	❑ The profile demonstrates an in-depth understanding by providing completeness in all relevant fields

Adapted from 'LinkedIn Profile Effectiveness' from Manhattan College Career Services

[1] Cooper, B., & Naatus, M.K. (2014). Linkedin As A Learning Tool In Business Education. American Journal of Business Education. 7(4), 299-306