Name of strategy?

Overview

Professional Branding in action

(A scenario that a reader could envision, addressing the reader directly with "you")
You're an instructor or advisor preparing students who are going to be entering the workforce. You want to support your students by helping them create public profiles that present themselves in a professional manner to future employers. Also allows students to showcase what they're learning and doing in the program (enhances program visibility, not just student visibility).

(We're focusing just on students creating a LinkedIn profile here, not their own website or Google Site — to keep this on ramp simple)

Why use [Professional Branding]?

(Can include practical reasons, pedagogical reasons, references to research on learning, etc.)

- Networking and visibility
- Students can remain connected to your institution, department, instructors, other alums (alumni groups)
- Showcase your program (for advisors); showcase yourself and your work (for student); give/receive public-facing recommendations (student, faculty)
- Place to create a portfolio for students outside LMS
- It's popular, maybe even essential for non-academic jobs; can often import data directly from LinkedIn to online job applications
- LinkedIn can help students define the information necessary for their resume
- Provides students some control/ownership over their professional online identity (will appear near the top of Google searches, etc.)

Tips for success

(Address common misconceptions or pitfalls, how to prepare to use the strategy, how students might respond, etc.)

- Does not require extra class time (can be completed outside of meetings)
- Incorporate this into existing events, such as seminars or Geology Club meetings
- Involve your career development center! Ask what resources may already exist on your campus.
- Can follow and connect with potential employers and professional organizations (e.g. NAGT)
- Potential pitfall for students: putting too much information or irrelevant information on profile/resume; be specific, highlight your best work rather than including everything; burying information that's relevant for potential employers.
- Ask alums to review LinkedIn pages and provide feedback in conversation with students.
- Invite photography students to take headshots of students

- Have students and alums collect examples of great profiles
- Create a document (similar to a career planning template; in excel?) that would help students create a FULL LinkedIn profile - for example, it might ask whether the student has a profile image, a banner image, a tagline, have they uploaded examples of work, have they selected relevant skills, have they followed X number of employers/agencies/professional organizations, etc. This could do double duty for LinkedIn and creating Resume (it could ask which skills they have, and provide concrete examples of those skills)
- Embed in courses, have students post regularly or interact with posts regularly (easier if you have a seminar course or PD class devoted to this type of thing)

Additional examples

(Can include links to activities on Teach the Earth with short descriptions, brief descriptions of other scenarios or examples, etc.)

Resources

(Supporting literature, online resources, etc.)

- https://serc.carleton.edu/sp/library/media/social_media.html
- Portfolios (carleton.edu)
- How to Make a LinkedIn Profile as a College Student (pearsonaccelerated.com)
- How to Create a LinkedIn Profile (for Students)
- Skills list from geoscience job postings (for students to include on profile, if relevant)
    - Shafer, G.W.; al., et (2022). Supplemental Material: Critical workforce skills for bachelor-level geoscientists: An analysis of geoscience job advertisements. Geological Society of America. Journal contribution. https://doi.org/10.1130/GEOS.S.21706625.v1

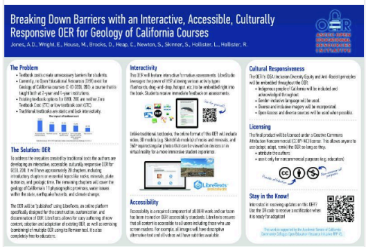
Photos or imagery

(If you have any photos you are willing to make public on the website, or are already licensed through Creative Commons-Share Alike and/or are in the public domain, please add them here with a caption and attribution)

Students can include documents, links to showcase their coursework, presentations, etc.:

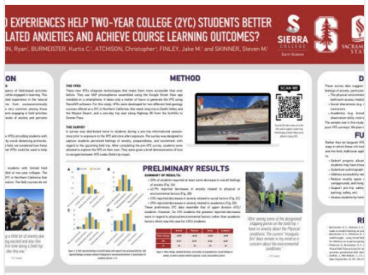
Featured

Link



Breaking Down Barriers with an Interactive, Accessible,...
Canva
Presented at the 2023 NAGT Earth Educators' Rendezvous in Pasadena, CA

Link



Can virtual field experiences help two-year college (2YC)...
Canva
Presented at the GSA Connects conference in October 2022.

Link

Episode 273 | GSA 2017, Part 1
Science... sort of Podcast
I appeared on Episode 273 of Science... sort of, a podcast about all manners of science and semi-science-y things. I talked about my undergraduate research that I did under the...

Skills that appear in geoscience job advertisements from Shafer et al (2023):

TABLE 4. RESULTS FROM JOB ADVERTISEMENT ANALYSIS

Skill	Total ads found	Total occurrences
Field Skills	2321 (63%)	14812
Written Communication	2456 (67%)	5906
Planning	1925 (53%)	5637
Data Collection	1755 (48%)	4239
Driving	1859 (51%)	3945
Computer Skills	1334 (36%)	3568
Data Interpretation	1263 (34%)	3375
Physical Abilities	1123 (31%)	2973
Quantitative Skills	828 (23%)	2950
Oral Communication	1597 (44%)	2940
Work as Part of a Team	1441 (39%)	2786
Record Keeping or Documentation	1124 (31%)	2588
Project Management	1354 (37%)	2414
Problem Solving or Critical Thinking	1188 (32%)	2179
Customer or Client Relations	1305 (36%)	1940
Time Management	1319 (36%)	1933
General Communication	1372 (37%)	1895
Data Processing	1200 (33%)	1699
Spatial Understanding	749 (21%)	1672
Equipment Maintenance and Calibration	693 (19%)	1334
Large Data Management	590 (16%)	1285
Follow Safety Protocols	558 (15%)	1132
Attention to Detail	779 (21%)	1097
Lab Skills	453 (12%)	997
Hazardous Waste and Emergency Response Training	500 (14%)	953
Leadership	647 (18%)	877
Supervision and Training	671 (18%)	826
Work Independently	535 (15%)	684
Temporal Understanding	182 (5%)	634
Research Information	248 (7%)	345
Initiative	317 (9%)	343
Desire to Learn	177 (5%)	200
Positive Attitude	159 (4%)	188
Professionalism	134 (4%)	174
Work Ethic	152 (4%)	164
Apply Skills in New Scenarios	127 (3%)	134
Reporting in the Field	23 (1%)	23
Interdisciplinary Thinking	0 (0%)	0
Manage Uncertainty	0 (0%)	0
Systems Thinking	0 (0%)	0

Most frequently requested skills in the most common geoscience occupations from Shafer et al (2023):

TABLE 7. MOST FREQUENTLY REQUESTED SKILLS IN THE MOST COMMON OCCUPATIONS

Skill	Environmental Scientist (number [n] = 914)	Geologist (n = 561)	Geoscientist (n = 680)	GIS Analyst (n = 129)	Meteorologist (n = 115)	Soil and Plant Scientist (n = 513)
Written Communication	77%	79%	59%	49%	59%	80%
Field Skills	82%	89%	62%	50%	29%	16%
Data Collection	60%	83%	51%	33%	22%	8%
Oral Communication	53%	50%	46%	36%	40%	10%
Computer Skills	51%	51%	14%	95%	13%	7%
Project Management	48%	40%	51%	40%	15%	9%
Work as Part of a Team	50%	56%	22%	54%	56%	4%
Driving	52%	59%	18%	30%	20%	84%
Planning	43%	44%	51%	42%	19%	94%
Data Interpretation	41%	49%	25%	67%	45%	8%
General Communication	42%	37%	11%	26%	23%	85%
Problem Solving or Critical Thinking	39%	31%	44%	34%	23%	4%
Record Keeping or Documentation	38%	50%	16%	31%	20%	6%
Customer or Client Relations	37%	30%	8%	28%	22%	89%
Time Management	34%	20%	39%	29%	61%	72%
Quantitative Skills	23%	19%	20%	33%	30%	7%
Data Processing	23%	36%	14%	73%	6%	85%
Physical Abilities	26%	29%	10%	13%	6%	74%
Large Data Management	19%	19%	9%	75%	3%	3%
Spatial Understanding	15%	38%	11%	81%	0%	6%
Temporal Understanding	1%	1%	6%	1%	93%	0%

Your names

(Did you add text or an image or contribute a comment or example? Your name goes here.)

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