

# Business Networking (LinkedIn)



Level:

High-Intermediate/Advanced



Objectives:

the student will create/review their profile on one of business networking websites



Timing

20-30 minutes



Prep/

Materials:

access to Internet + laptop/computer

Business and professional websites (e.g., LinkedIn, Xing, Ziggs, Networking for Professionals) are free or low-cost networking resources. Assignees and their spouses can use these websites to create and post professional profiles online, network with others in their field, and search for employment opportunities. Many large, international companies also use these websites to seek new employees. Although in some ways similar to social media, these sites are purely business and professional networking sites rather than social sites.

This activity is designed for English language learners to create a professional profile on a business networking website and to include appropriate content.

In case your student has a profile on LinkedIn created, you can spend some time reviewing it together and looking into ways to improve it.



Breakdown:

1. Become familiar with the business networking website that will be used, and create your own profile on that site. Your student should bring their résumé to expedite completing their own profile; this activity can easily follow a résumé-writing activity. If your student has completed a résumé, Steps 3 and 4 may be abbreviated or omitted.

2. Project your own business networking website profile, and discuss the website with your student.

3. Demonstrate how to create and edit a profile.

4. Look over the resume your student has created and correct spelling and grammar, assist with vocabulary as appropriate (e.g., *résumé* in the United States is CV elsewhere).

5. Your student then goes to the business networking website and creates their account (this could be given as a home assignment not to waste time during your language lesson).

6. As your student begins filling in their profile, guide them in completing profile sections briefly and clearly, as follows:

- a. Education: specific universities attended, degrees attained, and major/courses of study
- b. Work history/professional experience: jobs, dates, locations, and specifically what the job entailed and what they accomplished; explain/teach your student to use the following:
  - Sentence fragments (e.g., Managed 10 employees)
  - Action verbs to describe experiences (e.g., Hired and managed staff of 10)
  - What they accomplished in each job (e.g., Led a team of eight that increased sales by 9% last year)
- c. Expertise/skills: two or three items in which they are particularly talented, such as corporate taxation, stock fund management, or website development
- d. Language skills/international experience
- e. Language fluencies (e.g., English: good oral, excellent written; Spanish: oral and written, fluent)
- f. Amount of time spent living in a country other than the learner's native country (e.g., Raised in Canada; attended one year of university in Barcelona, Spain)
- g. Personal information (address, phone number, and email)

7. After the student finishes completing their profile, review and edit it together. You can give your recommendations on how to make it more appealing.