

Chapter 23

Developing a post-degree brand

Chapter summary

This chapter covers the following topics:

- The importance of personal profiling for postgraduates
- Strategies to market yourself as an academic, and as a professional
- The online profiling tools available
- Citation metrics and how they are used in academia
- Social media as professional profiling tools

1. Introduction

Once your graduate-level degree is finished what do you do? The possibilities are endless. Corporate work might be to your liking, government or civil services roles might be to your taste, or academia might beckon. Either way, you will need to do more than wait for suitable opportunities to arise. These days it is not enough to be a graduate holding a higher degree. The world is full of people with post-graduate degrees. You need to set yourself apart from the crowd, sell yourself and market your skill set.

Selling yourself might seem unappealing, especially if you have spent many years working towards a doctorate by research, or some other higher degree. You might think you are already an 'expert'. However, there are no longer the opportunities that once existed for postgraduate degree holders to walk into a job. Some employers even doubt the benefits of postgraduate research degrees and feel you might be overqualified, preferring to offer roles to people with fewer qualifications. This might seem absurd and to show little appreciation of the all the work you have done. However, it is not up to employers to see your worth; it is up to you to market it, and by the end of your degree you will certainly have marketable skills (see the post-book '**Confidence checklist**' at the end of **Chapter 22**). Selling your skill set is something that you must now do in the increasingly competitive work environment.

2. Profiling

I am not an employment consultant, so I don't have unique advice on how to pitch yourself to employers, do interviews, or prepare your resume. There are plenty of people with specialized skills in these areas and I strongly suggest you build a relationship with such people on your campus, and attend any employment-related workshops, *well before* your final year as a graduate student. Conditions for employment change regularly and professionals in these roles are intimately aware of shifts in emphasis regarding employer-demand, changing workplace practices, and the expectations and conventions in terms of job applications. I suggest you consult relevant works in the Career Skills series by MacMillan (Career skills, 2020). I shall confine my advice to online profiling.

An online profile now is what the curriculum vitae, or CV, used to be years ago, namely, a record of your achievements and a way to market yourself to employers. With the advent of the internet, the paper-based CV is still valuable; however, there are many more interesting and creative ways to market yourself now and it is important to be aware of them and use them. I divide these into **academic profiling**, **corporate profiling** and **social profiling**; however, the distinctions are blurring amongst them and many are now used for quite different purposes than they were initially intended.

Academic profiling

This kind of profiling is essential for those interested in a career in academia. There are a number of such profiling outlets and they all have their advantages and disadvantages. Obviously, these profiles are most useful if you are **research-active**, i.e. productive in terms of publishing articles in your academic area, and if you plan to enter academia you must publish (for a useful guide on how to publish, see Wisker, 2015).

However, even if you are early in your academic career, and have not yet published, you should still consider joining these sites as they offer free access to **research papers** by others and provide opportunities for academic **networking**. As you become research active yourself and start to add research papers and works in progress, membership of these online sites will show their value. In general, the longer you are represented in these various online fora the better your chance of being noticed on them. This might lead to work opportunities, but even if it doesn't, the advantages they offer in terms of free online profiling are beneficial for a number of reasons as I outline below.

Some of these academic profiling tools described below might be dismissively thought of merely as 'Facebook for academics', but in truth they are more than a place for displaying your research and qualifications. They can notify you about work opportunities and provide profile and **citation metrics**. Sometimes called **analytics**, these are tools for determining your academic value as measured by research output, and – more importantly – citations, in terms of download percentiles and general influence within your field of scholarship.

It is probably best to explain some of these terms before continuing:

- *Publication output* is the amount of scholarly work produced by an individual academic. This output is usually measured yearly. It is a condition of employment in some universities that academic output is above a certain figure, e.g. one or two scholarly peer-reviewed papers in an A-ranked (top-ranked) journal per year. This is, in fact, very difficult to accomplish for the average academic as some of the best A-ranked journals routinely reject 80–90 per cent of submissions, and it takes many months – sometimes years – for your work to appear in print, although **online first** access is increasingly common and accepted. **Online first** is a pre-publication digital copy in all respects the same as a printed copy but without a volume and issue number, since this has not yet been assigned. It comes out reasonably quickly after acceptance of a submitted article and can be considered, from the point of view of research output, to be an official publication.
- *Research active*: A person with a high publication output, or at least a steady stream of publications over a long period, is considered to be **research active**. Needless to say, for an academic career this is very important. It is *not* possible to be competitive for academic jobs if one does not publish.
- *Citations*: These are the number of times other academics reference (or ‘cite’) your work in their own work. This is a direct measure of scholarly influence. It demonstrates in a very concrete way that your work is being read by others. Citations are not *necessarily* a good thing (your work might be cited in order to be severely criticized), but in general it is better to be cited than not cited as it shows your work is relevant, and most citations are made as an endorsement of the findings or ideas articulated in the work being cited. If these ideas or findings were irrelevant, trivial, poorly expressed, or unimportant, your work would not be cited, and hence you would not be noticed. You don’t want your academic work to be unnoticed. To use Oscar Wilde’s dictum: ‘It’s better being talked about than *not* being talked about’. Citations are measured by indices such as the *h-index*, the *g-index* and the *i10-index*. The technicalities of these will not concern us, but in general the differences are as follows:
 - *h-index*: The h-index was proposed by J. E. Hirsch in his paper ‘An index to quantify an individual’s scientific research output’ (Hirsch, 2005). The h-index is defined as the number of papers (h) with a citation number $\geq h$. For example, a scientist with an h-index of 37 has 37 papers cited at least 37 times. An advantage of the h-index is that it allows for direct comparisons within disciplines, as it measures quantity and impact by a single value. Roughly speaking, a good h-index for a researcher is considered to be 20 after 20 years of work as a professional academic; 40 is considered outstanding, and 60 is exceptional.
 - *g-index*: The g-index was proposed by Leo Egghe in his paper ‘Theory and practice of the g-index’ to improve upon the h-index (Egghe, 2006). The g-index looks at overall academic record. It is calculated this way: ‘[Given a set of articles] ranked in decreasing order of the number of citations that they received, the g-index is the (unique) largest number such that the top g articles

received (together) at least g^2 citations' (Egghe, 2006, pp. 131). The *g-index* gives prominence to highly cited articles, according to the performance of an author's top articles. It assists in evaluating the difference between authors' respective impacts. The inflated values of the *g-index* help to give credit to lowly cited or non-cited papers while giving credit for highly cited papers. Put simply: A *g-index* of 20 means that an academic has published at least 20 articles which have at least 400 citations.

- *i10-index*: This is the number of publications with at least 10 citations. This very simple measure is only used by **Google Scholar**, and is another way to help gauge the productivity of a scholar.

Google Scholar

Google Scholar is the world's largest academic search engine. In 2018 it was estimated to have contained more than 389 million documents. It offers a way of indexing and recording the full text of a researcher's publications and associated metadata and capturing citations for their publications. It also functions as a virtual CV of a researcher's output with the added advantage that internet bots, or data collection 'spiders', will automatically collect citations, and add them to their citation count over time, allowing researchers to display not only their publications, but also their citations as well.

You will need a Google account before you can begin. First, set up an account with Google Scholar. Then follow these steps:

- Click on 'My citations'.
- Follow the instructions, adding your affiliation information and your university email address. (Remember to validate the address – you'll receive an email asking you to do this.)
- Add keywords relating to your research and add a link to your university home page (if you have one).
- Add a photo if you want to personalize your profile.
- Click on 'Next step' to create your basic profile.
- Add your publications. Google will probably suggest the correct ones and ask you to confirm that they are yours. Be careful if you have a common name as publications by others may be included in the suggestions. There may also be some types of articles that you don't want to include (Google indexes lots of content such as newsletters and book reviews, not just scholarly articles).
- To find missing publications, you can search using article titles or DOIs. You can also add missing publications manually if required.
- Make your profile public – this means that others will be able to find it and discover your body of work (from Harzing, 2020b).

An example of a Google Scholar profile is given below. I shall use my own as I have access to it and don't need permission from others.

Martin Davies
Principal Fellow, Associate Professor in Higher Education, [University of Melbourne](#)
Verified email at unimelb.edu.au - [Homepage](#)
Critical Thinking Argumentation Theory Computer-Aided Argument ...
Interdisciplinary Higher Edu... Philosophy of Educ

FOLLOWING

Cited by [VIEW ALL](#)

	All	Since 2015
Citations	2459	1590
h-index	21	18
i10-index	33	24

TITLE	CITED BY	YEAR
Concept mapping, mind mapping and argument mapping: what are the differences and do they matter? M Davies Higher education 62 (3), 279-301	656	2011
Groupwork as a form of assessment: Common problems and recommended solutions WM Davies Higher Education 58 (4), 563-584	252	2009
An 'infusion' approach to critical thinking: Moore on the critical thinking debate WM Davies Higher Education Research & Development 25 (2), 179-193	128	2006
Intensive teaching formats: A review WM Davies Issues in Educational Research 16 (1), 1-20	118	2006
Critical thinking and the disciplines reconsidered M Davies Higher Education Research & Development 32 (4), 529-544	113	2013
Chapter 1 Interdisciplinary higher education M Davies, M Devlin Interdisciplinary higher education: Perspectives and practicalities 5, 3-28	100 *	2010
Interdisciplinary higher education: Implications for teaching and learning M Davies, MT Devlin, ... University of Melbourne-Centre for the Study of Higher Education	98	2007
SYSTEMATIC INFLUENCES ON TEACHING EVALUATIONS: THE CASE FOR CAUTION* M Davies, J Hirschberg, J Lye, C Johnston, I McDonald Australian Economic Papers 46 (1), 18-36	95	2007
The Palgrave handbook of critical thinking in higher education M Davies, R Barnett	85	2015

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Sample of Google Scholar profile.

Google Scholar is essentially a static page of publications, with no scope for interactivity. It does not permit the addition of personal details beyond name and academic position, key works and co-authors. Its benefit is as a comprehensive repository of publications and associated citations.

ORCID

ORCID is a not for profit online repository for researchers. According to their website they provide: 'infrastructure needed for researchers to share information on a global scale. We enable transparent and trustworthy connections between researchers, their contributions, and affiliations by providing an identifier for individuals to use with their name as they engage in research, scholarship, and innovation activities'. In practice, ORCID is also little more than a static page listing your papers, book chapters, conference papers along with institutional affiliations and educational qualifications. It functions, effectively, as a reasonably complete online CV and can be exported and printed as such. However, it has become the standard **digital identifier** for academics, and it is used by all libraries and research organizations worldwide. It is essential to have an ORCID profile, even as a fledgling academic. Get one here: www.orcid.com.

Like Google Scholar, ORCID acts as a comprehensive repository of a researcher's publications with the added advantage of allowing them to display education qualifications, employment over time, distinctions, awards, and other personal information. It does not show citations (a big disadvantage); however, it does link to **Scopus** IDs

where citations can be displayed ('Scopus' is a citation database). Again, I shall use my own profile as an example.

The screenshot shows the ORCID profile for Martin Davies. The header includes the ORCID logo and navigation links for researchers, organizations, about, and help. The profile details are as follows:

Martin Davies
ORCID ID
<https://orcid.org/0000-0002-5137-3638>

Biography
 I am an Associate Professor in Higher Education at the University of Melbourne. My research areas lie at the intersection of Philosophy and Education. Currently I work on areas associated with epistemology and theory of knowledge; argumentation theory; computer-aided argument mapping; logic and critical thinking; citation analytics; philosophy of mind and cognitive science.

Employment (5)

- University of Melbourne: Melbourne, Victoria, AU**
 2013-12-01 to present | Principal Fellow/Associate Professor (Graduate School of Education)
 Employment
 Source: Martin Davies (Preferred source)
- University of Melbourne: Melbourne, Victoria, AU**
 2003-01-01 to 2013-12 | Associate Professor (Faculty of Business and Economics)
 Employment
 Source: Martin Davies (Preferred source)
- Monash University: Clayton, VIC, AU**
 2000-01-01 to 2003-12-01 | Lecturer
 Employment
 Source: Martin Davies (Preferred source)
- University of Adelaide: Adelaide, SA, AU**
 1998-01-01 to 2000-12-01 | Lecturer (Advisory Centre for University Education)
 Employment
 Source: Martin Davies (Preferred source)
- Flinders University: Adelaide, SA, AU**
 1987-01-01 to 1997-12-01 | Lecturer (Philosophy)

Other IDs
 Scopus Author ID: 53563127400
 Scopus Author ID: 35847380900

Sample of an ORCID profile

Other academic profiling websites require a warning. **ResearchGate**, and its competitor sites, **Academia.edu** and **Kudos** are commercial, or proto-commercial, sites that depend on uploaded documents from academics to provide access services. In addition, there are discipline-specific sites, such as **PhilPeople** for professional philosophers, and other dedicated profiling sites for academics in the sciences and social sciences. As I note below, there are ethical and legal issues to be considered when using any of these services, so use them with caution.

ResearchGate

ResearchGate (RG) has been described as a 'mashup of Facebook, Twitter and LinkedIn' (Lin, 2012). It is mainly for scientists with approximately 60 per cent of its members from science disciplines. However, scholars working in other disciplines are welcome. At the time of writing it had 17 million members. ResearchGate is essentially a site for academics which provides a forum for uploading papers, works in progress, book chapters and conference papers, and selecting key words that describe the work uploaded. This allows your work to be fully searchable. It also provides a chat area where members can post on a variety of specialist and general topics, and members can 'follow' other members, similar to the same function on

Facebook. This is useful for getting an idea who might be interested in your work. A **ResearchGate score** (or 'RG' score) is a composite index particular to the RG site comprising citations received for publications, the journal impact factor, the number of followers, 'questions asked' and 'answers given' in chat. Membership requires a university email address. You can join the site here: www.researchgate.com.

Martin Davies
 ·il 33.96 · PhD (Flinders), PhD (Adelaide) · [Edit](#)

[Add new research](#) +

Overview Research Experience **New** Stats Scores Research you follow

About me [Edit](#)

Introduction
 Principal Fellow (Associate Professor) at the Melbourne Graduate School of Education at the University of Melbourne. My interests intersect higher education and philosophy. I'm presently working on topics in the areas of philosophy of education, citation analytics, argumentation theory, critical thinking, history of philosophy, metaphysics and philosophy of mind. Most recent paper: 'Critical thinking in business education: Current outlook and future prospects,' *Studies in Higher Education*.

Languages
 English

Disciplines
 Higher Education Epistemology Metaphysics Logic

Skills and expertise (26)
 Pedagogy and Education Academic Writing Pedagogy Critical Thinking
 Article Writing Research Proposal Writing Research Papers Research Paper Writing
 Higher Education Analytical Philosophy [View all](#)

Current affiliation [Edit](#)

University of Melbourne
 Location
Melbourne, Australia
 Department
Melbourne Graduate School for Education
 Position
Professor (Associate)
 Time period
Dec 2014 - Present
 Role
 I write on topics at the intersection of Philosophy and Education.

Are you part of a lab? [?](#)
 Add your lab to show others who you're currently working with.
[Add lab](#) [Not now](#)

Stats overview [View all](#)

1,190
 Total Research Interest [?](#)

1,448
 Citations [?](#)

Network

Following (8) [View all](#)

David Hitchcock
 ·il 22.46 · McMaster ... [Unfollow](#)

Sample of a ResearchGate profile. As long as the profile fields are completed, a CV can be produced with one click.

Academia.edu

Academia.edu has no particular disciplinary emphasis and is open to membership of all scholars. As of October 2019 it claimed to have 99 million users making it the world's largest academic profiling site. It is a competitor to ResearchGate (another is **Kudos**) and like its competitors, it purports to be an open access repository, but is really a for-profit social media site that also offers an opportunity for file sharing, providing metrics for measuring citations and research downloads. Unlike RG it does not offer a discussion forum. It initiated a premium service for paid subscribers in 2016. Like RG it allows academics to follow each other's work and requires a university email address for membership.

A Search for papers, people, and interests

HOME ANALYTICS GRANTS READERS MENTIONS PREMIUM UPLOAD

Martin Davies [Preview Your Personal Website](#)

2.1 University of Melbourne, Melbourne Graduate School of Education, Faculty Member Philosophy of Mind +50

Associate Professor/Principal Research Fellow in the Melbourne Graduate School of Education at the University of Melbourne. I am interested in topics at the intersection of philosophy and education. Author/Editor of six books and around 90 scholarly papers...

980 Followers 8 Following 18 Co-authors 47,343 Total Views

UPLOAD EDIT

ALL 7 BOOKS 63 PAPERS

BOOKS

Ch 10 DAVIES
Studies in Critical Thinking, 2019
Argument mapping is a way of diagramming the logical structure of an argument to explicitly and c... more

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The Palgrave Handbook of Critical Thinking in Higher Education
by Martin Davies and Ronald Barnett
The Palgrave Handbook of Critical Thinking in Higher Education explores critical thinking in high... more

Edit 391 Views

17 Readers 39 Mentions View Impact

Fast Virtual Machines, hosted in Australia.
SEE VPS

Sample of an Academia.edu profile

There is some debate as to the ethics of sites like ResearchGate and Academia.edu. They use the scholarly work uploaded by academics to promote their sites, and benefit from academic scholarship in terms of generating advertising revenue (similar to Facebook). Their business model essentially profits from others' work – explicitly so in the case of Academia.edu which has a paid access service. It could be said that this is not consistent with the aim and principles of open access publishing and scholarship. However, against this, it has to be said that academic journals also profit from academics work, spectacularly so in some cases. In 2015 it was estimated that the scholarly publication market was worth \$25 billion with only marginal expenditure for publishing, the rest going to profits (Ware, 2015). It could be argued that these academic websites do no more than what publishers traditionally did in terms of taking advantage of authors, although improving on accessibility. There are open source platforms for publishing, see for example, the **Open Library of Humanities**, however, RG and Academia.edu have captured a large corner of the academic research market owing to their ease of accessibility. This does have its advantages for scholars wanting to promote themselves and their work.

Note, however, that if you sign a contract with a publisher to publish your work you cannot, strictly speaking, upload the same publication to ResearchGate or Academia.edu. This would breach copyright, and potentially get you into legal trouble. Publishers have forced academics to remove their profile publications, and there are legal actions taking place between publishers and these academic profiling sites (Kwon, 2019). While undoubtedly helpful in terms of academic profiling, use these sites with caution.

Professional profiling

Professional profiling is a way to market one's skills to companies and employers chiefly in sectors other than the academic sector. The largest such professional profiling site by far is **LinkedIn** with 575+ million subscribers as of April 2020 (Kinsta.com, 2020). While intended as a professional site targeted for corporate, public service, and other non-academic areas, the use of LinkedIn is also pervasive within academia. Recent data indicates that 20 million companies are listed on LinkedIn, there are 14 million open jobs, and 90 per cent of recruiters use it for finding employees (Kinsta.com, 2020). Again, I shall use my own profile as an example.

The image shows a screenshot of a LinkedIn profile for Martin Davies. The profile header includes a search bar, navigation icons (Home, My Network, Jobs, Messaging, Notifications, Me), and a 'Try Premium Career for Free' button. Below the navigation is an advertisement for 'HR Analytics Certificate - Earn an HR Analytics Certificate from Cornell. 100% Online. Apply Now!'. The profile itself features a cover photo of a group of people, a profile picture of Martin Davies, and a blue 'Add profile section' button. The name 'Martin Davies' is prominently displayed, followed by his current and past affiliations: 'University of Melbourne' and 'University of Adelaide'. His title is 'Principal Fellow/Associate Professor | Learning and Teaching | Philosophy | Writing and Publishing | Academic Literacy'. He is located in 'Melbourne, Australia' and has '500+ connections'. There are buttons for 'Contact info' and 'Open to job opportunities'. The 'About' section states that he holds doctorates from the University of Adelaide (2002) and Flinders University (1994), and has received the H. J. Allen Prize in Philosophy from the University of Adelaide in 2002. The 'Featured' section shows a photo of him receiving the 'Vice Chancellor's Award (2018)'. The 'People Also Viewed' section lists several other professionals, including Terry Xue, Bob Fox, Jo Baulderstone, Nicholas Moll, Lynne Cohen, and Trina Jorre de St Jorre.

Sample of a LinkedIn profile

LinkedIn is a social media site as much as a professional profiling site, with a service that allows a member to profile their education, skills, honours, certificates and achievements and membership of organizations. It explicitly functions as an online CV and can be printed as a fairly impressive-looking PDF format that is more or less ready to go as a document to send to prospective employers (see sample below). LinkedIn also allows members to choose their employment-ready status, from 'currently employed', to 'open to job opportunities', and the more explicit 'looking for opportunities', etc. Thus, prospective employers can review potential employees even before interviewing them. This is of great benefit for recruiters.

Contact

Melbourne Graduate School of Education
234 Queensbury Street, Carlton 3053
Melbourne, Victoria, Australia
042 574 6523 (Mobile)
wmdavies@unimelb.edu.au

www.linkedin.com/in/wmartindavies (LinkedIn)
www.martindavies.com.au (Personal)
unimelb.academia.edu/MartinDavies (Personal)
www.researchgate.net/profile/Martin_Davies (Personal)

Top Skills

Lecturing
Higher Education
University Teaching

Honors-Awards

Australia Day Award Nomination for Service to Education (2016)
H. J. Allen Prize in Philosophy (\$22,000)
Australia Day Award Nomination, for service to Education (2017)
Trophy of Appreciation (2017)
Vice Chancellor's Award (2018)

Publications

Palgrave Handbook of Critical Thinking in Higher Education
The Philosophy of Sir William Mitchell
Study Skills for International Postgraduate Students
Interdisciplinary Higher Education: Perspectives and Practicalities
Experience and Content: Consequences of a Continuum Theory

Martin Davies

Principal Fellow/Associate Professor | Learning and Teaching | Philosophy | Writing and Publishing | Academic Literacy
Melbourne, Australia

Summary

I hold doctorates in Philosophy from the University of Adelaide (2002) and Flinders University (1994) and qualifications from Cambridge University. I received the H. J. Allen Prize in Philosophy from the University of Adelaide in 2002. From 2009 to 2011 I was Director of the Williams Centre for Learning Advancement in the Faculty of Economics and Commerce and, from 2005-2013 I was Honorary Fellow in the Department of Economics, and Associate Professor in Higher Education at the University of Melbourne. I am presently Associate Professor at the Melbourne Graduate School of Education and Senior Learning Advisor at Federation University. I do research at the intersection of Education and Philosophy (6 books and 90+ scholarly papers). Individually, and in research teams, I have been in receipt of over A\$1.6m in research income for projects in Higher Education. Research h-index = 21. <https://scholar.google.com.au/citations?user=Z6tx034AAAAJ>

Member of the Victorian Institute of Teaching, the Australasian Association of Philosophy and the Higher Education Research and Development Society of Australasia. Assessor for the Australian Learning and Teaching Council. Co-Editor (2007-2010) and Guest Editor (2011) for the A-ranked journal "Higher Education Research and Development". Editor (2012) of "Journal of International Education in Business". Editor of the "Quantitative Analysis of Teaching and Learning in Economics and Commerce Disciplines" (2004-2010). Associate of argument mapping company, van Gelder and Monk (formerly Austhink). Inaugural president (2014-2017) of a not-for-profit organisation devoted to public education (twice Australia Day Award nominees, 2016/2017). Vice Chancellor's Award (2018).

Specialties: Higher Education; Computer-Aided Argument Mapping; Critical Thinking and Argumentation; History of Philosophy; Interdisciplinary Higher Education; Cognitive Science and Philosophy

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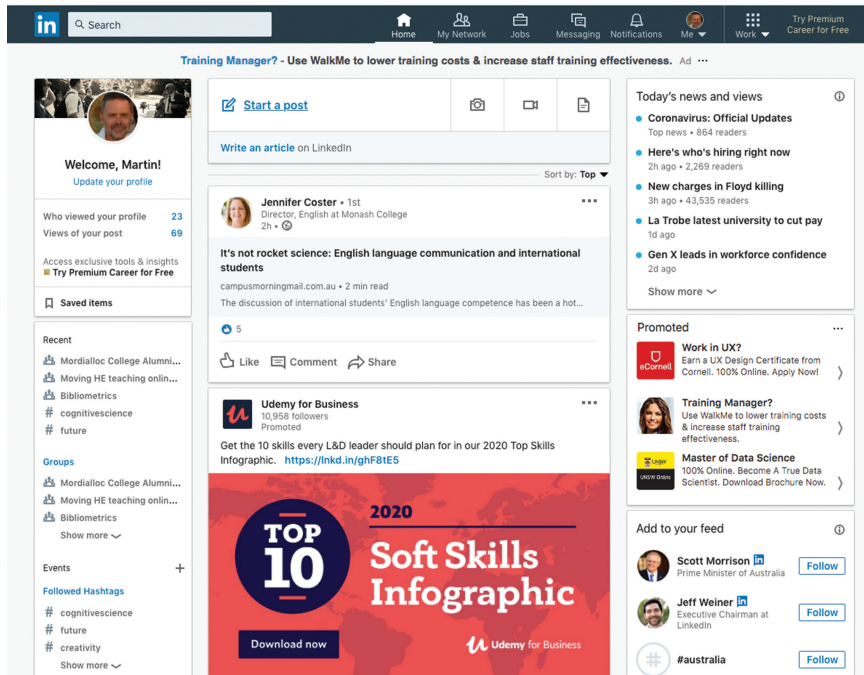
Sample of a CV produced via LinkedIn. As long as the profile fields are completed, it can be produced with one click.

LinkedIn also allows members to join groups formed in professional associations and discussion forums that are related to their interests. This contributes to members' LinkedIn newsfeed allowing them to keep abreast of events, job advertisements, and new publications in their field. Unlike RG and Academia.edu, LinkedIn is not a repository for uploaded publications, although one can draw attention to new publications by means of posting an announcement. In this sense, LinkedIn does

not compete with publishers and functions more like a social media tool, albeit with a professional emphasis.

Part of the strength of LinkedIn is its ability to foster **professional connections**, rather like Facebook ‘friends’. LinkedIn allows members to invite other people (whether they are members of LinkedIn or not) to become a connection. Once connected, members can communicate with each other via a chat function. A premium paid service allows members to see who has looked at their profile, e.g. recruiters, and how often their profile has appeared in searches, and the ability to mail people and organizations who are not connections. It is also possible to review other members’ public profiles anonymously. However, one can be a LinkedIn member without using these functions.

It is arguable how helpful LinkedIn is in career development, but there is no doubt that building connections is an increasingly important part of self-promotion in the contemporary job market. As noted on Wikipedia, ‘LinkedIn has evolved from being a mere platform for job searchers into a social network which allows users a chance to create a personal brand. Career coach Pamela Green describes a personal brand as the “emotional experience you want people to have as a result of interacting with you,” and a LinkedIn profile is an aspect of that’. Membership for the non-premium service is free, so consider joining LinkedIn and building your profile well prior to graduation: www.linkedin.com.



Sample of a LinkedIn profile 'feed'.

Social profiling

It scarcely seems necessary to describe Facebook and Twitter as they are already so well known. As the world's largest social media platform with around 2.6 billion users, Facebook is ubiquitous. However, it is not often recognized how useful it can be as a profiling tool. Increasingly more academic and professional organizations have a Facebook site, so it has become a de facto way of presenting yourself, following related professional groups, and in turn being seen by potential recruiters. As with any profiling tool you need to be an active user, and your profile needs to be kept up to date. The Economic and Social Research Council offers a number of other reasons for social media profiling:

- promote your research and increase its visibility
- communicate directly and quickly with others who have an interest in your research
- develop new relationships and build networks
- reach new audiences, both within and outside academia
- seek and give advice and feedback
- generate ideas
- share information and links (e.g. journal articles and news items)
- keep up-to-date with the latest news and developments, and forward it to others instantly
- follow and contribute to discussions on events (e.g. conferences that you can't get to in person)
- express who you are as a person (Economic and Social Research Council, 2020).

Facebook is more a social media tool than a professional profiling tool, but it can also function to profile your personality. To make it useful for professional profiling it is important to use it for *more* than showing your extramural interests, i.e. travels, hobbies and photographs of your family. These things are not *irrelevant* to recruiters (they often like to know what kind of 'person' you are as much as your professional skill set), but if Facebook is to function to build your professional employability, it should be accurate in terms of noting your educational accomplishments, work history, membership of professional and learned societies, and so on. There are thousands of professional Facebook organizations and newsfeeds you can join that are related to your discipline area. Like LinkedIn, Facebook should also be used to advertise your work-related interests and academic output by means of announcement posts. In other words, to be professionally useful it needs to offer more than a window into your social life.

Twitter, with 48 million active users, is more important as a professional profiling tool than Facebook owing to its inherent brevity. As a micro-blogging tool, it permits posts of no more than 280 characters. 280 characters is not much, so there is no opportunity for long-winded, discursive, empty talk. This forces you to be succinct. The best way to use Twitter is to post (or repost) and comment on articles you have

read in your field of work that you find interesting. This is a way of demonstrating you are up-to-date with literature, have a focussed mind, and a willingness to be engaged in lifelong learning. This is naturally of interest to prospective employers.

Note, importantly, that a worthwhile employee is one that is *engaged* in their field, not merely looking for a job. What makes a good employee stand out is also their capacity to be *relevant* to their field and to see and take note of relevant trends. Twitter allows you to broadcast to the world that you are a person who is like that. This will be a reason for people to follow your posts. Again, your Twitter profile must be accurate in terms of your professional associations, educational attainment, and current position. But the best use of it is to display how engaged, relevant, and well-read you are in your field.

In all cases, social media sites can act as a 'pointer'. Both Facebook and Twitter can effectively be a gateway to your other profiling sites: ResearchGate, Academia.edu, LinkedIn, ORCID, Google Scholar or, indeed, your own website (whether that is within your educational or professional institution or a stand-alone site). These can all act as mutually reinforcing profiling tools: i.e. the social media sites advertising aspects of your personality and engagement with your profession; the professional and academic sites providing a very contemporary online curriculum vitae. It is on these latter, more extensive and purposeful sites, that your entire skill set and achievements will be on permanent display, and regularly updated.

Anyone who notices and is interested in your contributions by way of comments or posts on Facebook or Twitter (particularly the latter) can be tempted to visit these sites and learn more about your skills, attainments, publications, and – in the case of LinkedIn particularly – your professional connections. This can lead to recognition as a potential employee. The online world has made networking more important than ever. There is no good reason to be reluctant or dismissive of the importance of displaying one's personal connections. It is often these things that can have a big influence in gaining a suitable position or furthering one's career. As often said: 'it is *who* you know, not *what* you know'.

Needless to say, in this age of professional and academic profiling and social media, do not assume that your various online profiles will not be looked at by potential employers. Often, they will do just that. It is possible to view your LinkedIn profile anonymously. It is also possible to search for photos of you on your Facebook site anonymously. Do not put on social media – i.e. posts, photos, comments – anything that is inconsistent with the professional image you wish to project or that you would not want a prospective employer to see!

Anne-Wil Harzing has provided a useful summary table of the various profiling options from the perspective of an academic seeking to build networks and gain visibility for their publications. She does not consider Facebook to be useful for academics, so does not include it. However, it *can* be useful for professional employment if used appropriately as I have intimated. Indeed, prospective employers almost certainly will look at your publicly accessible Facebook site to get an idea what kind of person you are. For completeness I have therefore added it in the table below.

Table X: An online profiling matrix (adapted from Harzing, 2020a)

Feature	Academic profiling				Professional profiling			Social profiling	
	Google Scholar	ORCID	ResearchGate	Academia.edu	LinkedIn	Facebook	Twitter		
Bio	X No, but can add job title, affiliation and key words	✓ Free format of approximately 250 words	✓ Free format of approximately 250 words	✓ Free format of approximately 250 words	✓ Free format of approximately 250 words	✓ Free format of 50 words	✓ Free format of 280 characters.		
Personal photo	✓	X	✓	✓	✓	✓	✓		
Customise profile visually	X	X	X	X	✓	✓	✓		
Display all publications	✓ Yes, full list is automatically generated	✓ Yes, full list is automatically generated	✓ User-friendly import for most; manual for the rest	✓ User-friendly import for most; manual for the rest	X Yes but need to add manually	X	X		
Show citations	✓ By far the best option	✓	✓ Yes, but internal RG citations only	✓ Yes, but internal Academia citations only	X	X	X		
Add full-text of publications	X But many will have full text access through GS links	✓ By far the best option for this	✓ Ideal for this. User-friendly process but be wary of copyright infringement	✓ Ideal for this. User-friendly process but be wary of copyright infringement	X But can add link to URL with full text	X Can manually add links to publications stored elsewhere	X Can manually add links to publications stored elsewhere		
Connect with academics	X No, but can display co-authors	X	✓ Yes, adoption is quite widespread	✓ Yes, adoption is quite widespread	✓ Yes, adoption is very widespread	X✓ Not much used in academia at present but widespread social use.	✓ Yes, but limited		

	Academic profiling				Professional profiling			Social profiling
Feature	Google Scholar	ORCID	ResearchGate	Academia.edu	LinkedIn	Facebook	Twitter	
Connect with others	X	X	X People can follow you, but connection is limited	X People can follow you, but connection is not possible	✓ Yes, adoption is very widespread	✓ Yes, adoption is very widespread	✓ Yes, adoption is very widespread	
Follow academics and non-academics	X	X	✓	✓	✓ Generally used by professionals	✓ Generally used for socialising	✓ One of the best options for this	
Keep up to date with people and topics	X	X	✓	✓	✓	✓	✓	
Share news	X	X	X	X	✓	✓ One of the best options for this	✓ One of the best options for this	
Ask questions and get responses	X	X	✓ But quality of responses is mixed	X No Q and A feature	✓ Has discipline-specific interest groups	✓	✓	
Requires regular maintenance	X None / minimal. Periodic clean-up. Add new publications automatically or by email alert	X None / minimal. Periodic clean-up. Add new publications automatically or by email alert	X Minimal. Update with every new publication. Check full-text requests once a month	X Minimal. Update with every new publication. Check full-text requests once a month	X Minimal. Update job changes. Check connection requests once every month or so.	X Up to you how often you post	X Up to you how often you 'tweet'	

3. Summary

Social and professional profiling may not, by itself, get you a job. But when it comes to applying for positions, and being shortlisted for interviews, it is far better to be a name that is recognized in the field – i.e. ‘seen’ to be engaged in the relevant profession – than someone entirely anonymous. At the very least, it can display that you are completely comfortable with the online world. This is essential in the twenty-first century.