

ME 290 GLOBAL ENGINEERING PROFESSIONAL SEMINAR

FALL 2015

GLOBAL PROFILE ASSIGNMENT

THE GLOBAL PROFILE

The profile is a two page document providing a strategic answer to one of the most useful interview questions ever devised: "Tell me about yourself."

The first challenge is to identify what information is most *relevant* for the opportunity at hand. The second challenge is to make that material *compelling* for those you wish to impact. For ME 290, the profile is an opportunity to show why future interviewers or application reviewers should wish to interact further with you. While the potential audience is somewhat general, the specific focus is on your professional and technical credentials.

For ME 290 the "packet" includes the Global Professional Profile and current (revised) resume. Please also include the "draft" resume completed earlier this semester.

What does it look like?

The profile is about 1000 words. A document of this length provides an opportunity to cover basics and also to develop engaging events so readers understand more about "who you are." With a couple of pages, there is space to go beyond the abstract labels found in resumes, such as "hard working," and to develop actual examples that are persuasive.

The profile should be formatted as a single-spaced, two-page formal document with a title, three or more main headings, with possibly several subheadings, and a close. Following the close, your name and contact information, such as your Purdue email address, should be provided. Each page should have a "footer" with your last name and the page number.

How are profiles evaluated?

Profiles (and resumes) are evaluated on both content and format. See "**Profile Evaluation**" (page 4 of this packet) to review criteria and the associated points. The profile packet also requires a current (revised) resume. Resume feedback will be based on the "**Resume Checklist**" (page 5 of this packet). Please also include a draft resume. Responding to any earlier feedback provided on the draft is also important. Finally, a "**Cover Sheet**" (page 6 of this packet) has space for authors to confirm that expectations for the profile have been met.

How are profiles submitted?

The profile is due as a communications assignment for ME 290 in Week 11. Please place the cover sheet with your signature on top and staple together all pages for a total of five pages:

1. Cover sheet
2. Profile, page one
3. Profile, page two
4. Resume, draft
5. Resume, revised

Please **staple** all pages together and place in the attendance folder Week 11.

MAIN DIVISIONS OF THE PROFILE

The profile should be divided into three major parts, each with their own main heading, best worded to avoid "generic" wording such as "Introduction." As the profile has substantial length, headings are used to help readers read quickly and efficiently. The three parts consist of an introduction, a core or middle segment describing qualifications, and a closing segment that looks to the future. These three different parts are each described below.

Part I: Introduction

The introduction should mention the purpose of the document as well as indicate what will be covered. Your own background is also provided—*briefly* introducing yourself to the reader. More about “you” will be revealed in the other two parts of the profile. From 10% to 20% of the document should be “introductory.”

Remember to carefully consider the difference between “personal” and “professional.” The “personal” is relevant only to the extent that it relates to “professional.” For a professional profile, what matters is how your background relates to the decision to pursue engineering or to pursue particular engineering goals.

Here are some elements to consider for the introduction:

1. Overview of the document—indicates the purpose of the profile. For example, announce to the reader that you will introduce yourself as an engineering student working toward an engineering career that addresses important global challenges —be sure to use your own wording!
2. Discuss your background briefly—i.e., introduce yourself by including the basics such as—name, current affiliation/s, program of study (BSME, etc).
3. Some background—why engineering? Why mechanical engineering at Purdue?
4. Why did you make this choice? What happened that made it clear to you that this choice was the best one? What has happened recently that confirms this choice?
5. What do you like to do best in connection with this choice?

Part II: Credentials and Experience

The second or “core” section should present your academic engineering credentials and your engineering experience. Choose some aspects to present in detail or to illustrate by developing an event or providing an example. Remember also to include material that underlines your commitment to professional ethics.

This second section is longer than the introduction and probably also longer than the closing. This core, or middle, part should be 40% to 60% of the overall length—perhaps 500 words. With increasing experience, portions given to the middle and last sections tend to switch—credentials and experience shrink while candidates for major leadership roles devote much more space to their “vision” for future work.

For students, it is important to provide specifics about internships, research projects, independent study, international programs, and other distinctive credentials. Be sure to include activities that go beyond official university programs if they relate to your strengths as a global engineering professional. That connection is made clear by describing particular events, details, and outcomes—going beyond a “listing” or “naming” that is typical for resumes because of space limitations. **Provide specific names and titles where possible. Include a story or two to bring the events to life.** A good way to structure a narrative is to begin with a challenge and then show how it was met—that can add suspense! Be sure to include specifics that add interest and let your reader “live” this event with you.

Finally, try to organize this section around one or more themes. Be careful not to have too many! Examples of themes might include a love of design, being drawn to the impossible, or enjoying the play of mathematics in actual real-world problems. These abstractions are “brought to life” by including some description of actual events.

Because the “core” section is somewhat longer, consider using subheadings to identify subdivisions so that this more detailed part is easily readable. Subheads operate for readers as a means to “divide and conquer” longer segments. Subheads also provide writers the opportunity to “headline” important aspects, helping reader “skim” the text and at the same time remember important points.

Be sure to affirm the importance of professional ethics to you as a global engineering professional and include an example in which you had to reason through a decision between competing “rights.” Remember that professional ethics is not just a matter of the law; rather, professional ethics involve judgments about competing “rights,” not simply determinations about “legal” or “illegal.” ***Developing the professional ethics example is awarded half of the available points for content because the presentation is so challenging—and important.***

Here are some elements to consider in the core “credentials and experience” section:

1. Identify current degree program by name and by university.
2. Identify specific “path” through this program—minors, international programs, languages, emphasis in special areas as reflected in choices of restricted electives, etc.
3. Name and describe summer internships, part-time employment, supplemental programs and experiences.
4. Include co-curricular activities at Purdue, e.g., ASME, Purdue Bands, etc., as they relate to professional credentials, e.g., opportunities to gain leadership skills, etc.
5. **(Required) Include an example of “ethical reasoning” where decisions had to be made in the face of “right versus right” courses of action in a technical, educational, or organizational situation.**

Part III: Professional Interests, Professional Ethics, Global Vision, Career Goals

The last, or closing, segment should be from 20% to 30% of the entire profile—definitely longer than the introduction, but perhaps not as long as the middle “credentials” segment. As you look toward the future, show awareness of global issues by discussing a particular area such as one of those identified on the NAE website, <http://www.engineeringchallenges.org/> Discussion about professional goals should, ideally, relate to an overlap between individual “professional interests” and the global opportunity that is identified or sought (“visions/goals”). Often this is the most valuable part of the profile. Here is an opportunity to show how your interests and your credentials empower you to impact the global challenges that you identify as most relevant and significant.

Often, the more specific, the more useful these statements will be. To help readers envision your goals, provide descriptions of events or situations that would illustrate their achievement.

Here are some elements to consider for closing segment:

1. What career goals do you hold out for yourself? Do you want to have your own company? Other? Do you want to focus on energy issues? Other?
2. What’s most important? Why? What’s at stake?
3. Vision: Looking ahead, how do you expect to contribute—as a global engineer-- to the big technological issues of this century?

Finally, note that a great resource for profile development is available on **NSF GlobalHUB**, <http://globalhub.org/>. As you work on your professional profile, a good strategy is to review those “global profiles” posted—many are Purdue colleagues. Please consider posting your profile on GlobalHUB too. In doing so, you will be joining a professional community of your peers, a “best practice” approach for global engineering professionals.

For questions, please email Dianne Atkinson at dla@purdue.edu

GLOBAL ENGINEERING PROFESSIONAL PROFILE FALL 2015 PROFILE AND RESUME EVALUATION

The Global Engineering Profile ___/20 possible points

The list below focuses on major dimensions of document quality. Most weight is given to the development of persuasive content, but the sequencing and presentation of that material is also important, including such issues as correctness in grammar, punctuation, and spelling. The **Global Engineering Profile** document will be evaluated based on the following considerations:

1. Profile Content (about 2/3 or 14 points)

- a. **Introduction:** The author is presented as someone who has chosen engineering, who is actively constructing a future.
- b. **Experience and Credentials:** Both practical experience and academic credentials are included.
- c. **Professional Ethics (5 points, that is, 50% of content value):** An example of **ethical reasoning** related to the **professional practice of engineering is included**. *At least one instance of ethical decision making* in the engineering classroom, in a technical work assignment, or in a position of responsibility (e.g., internship, co-op assignment, service work, or voluntary organization), is presented and analyzed showing awareness of ethical responsibilities and the need to reason about ethical decisions (**5 points**).
 - Note that “ethics,” as discussed in the Seminar, relates to issues that are not just a matter of the law (“legal” or “illegal”) where the decision is clear. Professional ethics often involves the challenge of reasoning about situations where there are competing “rights” or “virtues.” **The vocabulary provided in the “Ethical Reasoning” hand-out is an important resource for framing your example.**
- d. **Vision and Goals:** Discussion includes what is important in an emerging world where technology is not contained by geography, where diversity and cultural differences impact professional work.

2. Organization (about 10% or 2 points)

- a. At least three subdivisions marked by **headings** are created to organize the profile.
- b. Topics are developed in sufficient depth so as to provide a more comprehensive picture than would be achieved with a resume listing.
- c. Illustrations, examples, and stories are included to provide specifics about general claims.
- d. The sequence of topics follows a plan. Examples of plans include timelines or unifying themes such as interdisciplinary work or “green engineering.”

3. Style (about 10% or 2 points)

- a. Formality in word choice is maintained. Examples include: avoiding contractions and abbreviations.
- b. Formality is also achieved by limiting “conversational” elements such as incomplete sentences, exclamations, and informal phrases (e.g., “goof off”).

4. Correctness (about 5% or 1 point)

- a. Words are used properly and spelled correctly, including verb conjugations and subject/verb agreements.
- b. Standard punctuation rules for written English are observed.

5. Format (about 5% or 1 point)

- a. Text is formatted as two pages, single spaced.
- b. Headings are formatted in bold or different font from text.
- c. Open line marks new paragraph; at least three paragraph breaks are used per page.
- d. Footers include **author name** as well as **page numbers**.

The Mechanical Engineering Resume ___/10 possible points

The **resume** is evaluated with a little more emphasis on presentation (style, format and correctness) because of the importance of first impressions and on (rapid) readability for this document. Basis for resume is **10 points**. Please refer to the “Resume Checklist” for details about each of the following categories.

1. **Content (60% or 6 points)**—Refer to “Information,” “Audience” and “Development” sections on Resume Checklist (distributed with assignment and included below).
Information

- a. Be specific, e.g., spell out “BSME”; also spell out Mechanical Engineering major (Bachelor of Science in Mechanical Engineering). Other “mechanical engineering majors” at Purdue are offered in the School of Technology (“MET”). For “computer experience,” name specific operating systems, provide name and even version for applications, if significant (e.g., AutoCAD r.14).
- b. List different experiences by job title or by function; include company name. Location and dates may be less important. Group together early/similar experiences. Omit supervisor names to protect privacy; reserve supervisor contact information for face-to-face interview presentation.
- c. Chunk information into a “hand-full” of different areas.
- d. Include both formal (e.g., academic credentials) and informal (e.g., service activities), paid and unpaid.

Audience

- e. Take “audience perspective” (e.g., emphasize *working, contributing...* rather than *gaining, obtaining...*).
- f. Provide only a selection of credentials, achievements, and interests—include only those important for intended audience.
- g. Use descriptors that are meaningful to audience, e.g., “Mechanical Engineering Design” rather than “ME 263.”

Development

- h. Develop information to fit one page exactly.
- i. Unpack achievements—provide titles for projects and reports.
- j. **Include language skills** from whatever source; also add indication of competency if beyond minimum high school coursework.
- k. **Include a sub-heading relating to global or international.**
- l. Describe achievements in quantitative terms where appropriate (e.g., “Treasurer, managed \$50,000 annual budget).
- m. Show “whole person” as well as engineering credentials and achievements.
- n. Show progress toward the BSME with details—courses, team experience, design projects, and course work in related areas such as management or communications.

2. Organization (10% or 1 point)—Refer to “Organization” on Resume Checklist

Organization

- a. Place more important categories first/higher on the page
- b. Limit sub-divisions within major categories to *three to five*, a “hand-full.”
- c. Design of headings and sub-headings signal importance and hierarchy.
- d. Be consistent at level of entire document and within each section: Consistency establishes scheme that allows audience to read quickly.

3. Style and Format (10% or 1 point)—Refer to “Presentation” on Resume Checklist

Presentation

- a. Avoid all abbreviations: spell out “Indiana,” spell out dates (month *names* rather than numbers) for formality.
- b. “Spell check” after every editing session.
- c. Use lists for emphasis because of appeal and emphasis (readability). Beware of the vertical white space required to format multiple lists, however.
- d. Limit font changes (style or size) to a *maximum* of 3 per page. For design interest, use serif (e.g., “Garamond”) as well as “sans serif” (“Arial”), taking care to maintain format consistency. “Italics” and *limited use* of “bold” can also help differentiate headings.
- e. Name should be largest and most formal heading on the page. Consider “expanding” with white space between characters for emphasis.
- f. Margins should echo “calling card” formality, same all around, narrow (.75 inch)

4. Correctness (10% or 1 point)

- a. Words are used properly and spelled correctly, including verb conjugations and subject/verb agreements.
- b. Standard punctuation rules for written English are observed with attention paid to resume-specific usage such as omission of subject pronouns such as “I.”

GLOBAL PROFESSIONAL PROFILE AND ME RESUME

FALL 2015 COVER SHEET

As the profile author, please enter a ✓ for each item below and then sign at the bottom of the page. Attach the cover sheet to the two additional profile pages and bring the profile packet to class Week 11.

Confirm the following for the Profile assignment packet:

___ **Packet is complete:** 1) Cover sheet (this page, with signature) on top, 2) Two-page profile, 3) Revised resume and an earlier draft—total of 5 pages.

Confirm the following for the Profile:

___ **Formal report format:** title, headings, **last name and page number** in footer; professional levels of correctness (spelling, grammar, punctuation)

___ **Readable paragraphs:** open line between single-spaced paragraphs, three to five paragraphs per page

___ **Available space used:** two pages single-spaced, not more than two pages

___ **Content includes:** introduction, experience and credentials, **ethical reasoning example**, global professional vision/goals, that is, interests/aspirations

Confirm that the “ethical reasoning example” includes:

___ Include an actual, specific experience, that is, a conflict of “**right versus right**,” requiring ethical reasoning beyond “legal versus illegal.”

___ **Circle the dilemma* in the list below that you addressed in your example:**

- a. truth vs. loyalty
- b. individual vs. community,
- c. short-term vs. long-term,
- d. justice vs. mercy; other—enter below:

**These four dilemma are listed on the “ethical reasoning” hand-out distributed in class and posted on the ME 290 course page, linked on MECOM, <https://engineering.purdue.edu/MECOM>*

Confirm the following content for the Resume:

___ **Contact information** includes full name, Purdue email or LinkedIn, cell phone (optional).

___ **Education** section lists Purdue degree program in full: Bachelor of Science in Mechanical Engineering and provides some specifics: specific focus, minors, concentrations, projects.

___ **Experience** section includes some of the following: service projects, part-time work, summer work, internships (whether paid or not), co-op rotations, other non-academic experience.

Confirm the following format for the Resume:

___ **Full page:** occupy the full page with margins about .75 inches, use professional font size (10/11).

___ **Major headings:** use about 5 major headings to divide and label content for good readability.

___ **Use “formal report” resources** such as bold for headings, indentation & bullets for lists.

___ **Avoid first person** pronouns (“I”); avoid informalities such as “etc.”; spell out all abbreviations.

___ **Use lists** rather than paragraphs for details and specifics.

Confirm that both draft and final versions are included:

___ Two resumes included, draft and final.

Signature—please sign: _____

Name—please print: _____

