



TalentMarks

Make Your Marks Count



Career Centered College Culture & Curriculum

**12 techniques to integrate career
exploration, planning, strategies
and experiences into YOUR
college culture and curriculum**



www.talentmarks.com

**By Don Philabaum,
President/CEO TalentMarks**



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FOREWORD



Martin Yate, CPC
New York Times
Bestselling author

THE CURRENT CAREER SERVICES MODEL IS BROKEN!

The current career education process is broken. It's just not working for graduates, career centers or employers.

Why do I say that?

It's a known fact that 80 percent of graduates do not have a job on graduation day, and that it will take grads --on average--over 7 months to find a job. In contrast, more than 50% of grads had jobs by graduation in the years prior to 2007.

What are we doing differently today to help these grads?

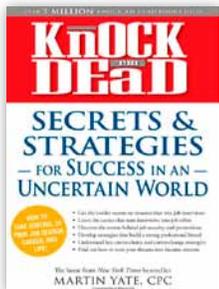
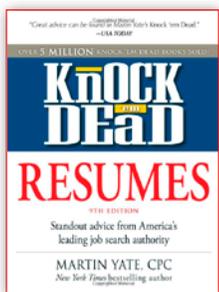
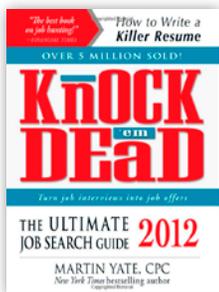
At a time graduates are facing the worst job market since the depression, the techniques and tools to search for jobs have changed significantly. Graduates don't have a clue how to build a job search strategy, professionally use Social Media tools, or even begin to manage the campus to corporate transition. This is not my opinion. It's the opinion of business and hiring managers I've interviewed over the past 4 years.

It's not the career centers' fault!

Career centers are doing what has been asked of them on the limited resources provided. In fact, industry stats are showing that career centers' budgets were cut nearly 4 percent over the past two years. That makes it nearly impossible for these already stretched career departments to provide the extra coaching students need to compete for limited jobs in these uncertain times.

So what can we do to fix this broken system?

Your students need to be told before they even apply at your college, and it should be repeated daily while in college, that they need to invest time connecting with alumni, exploring career options and developing a life-long career plan. They need to take ownership of their careers, but in order for





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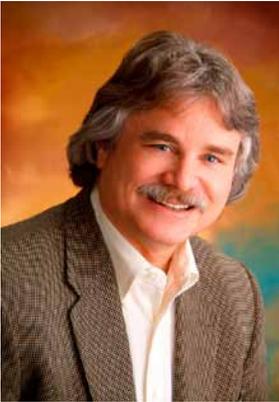
them to so, you need to put a series of requirements in place that they can work towards.

Your college also needs to take this situation more seriously—not only to help your students and alumni—but because the government, businesses and parents are beginning to become more vocal about their dissatisfactions surrounding the system.

If you are serious about bringing change to a system that is showing its age, please read on. This report will outline 12 ways you can introduce changes that will have profound effects on the careers of your students and alumni.

Martin





Don Philabaum

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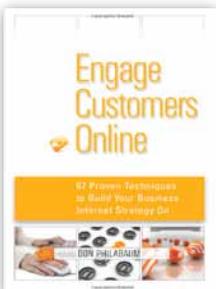
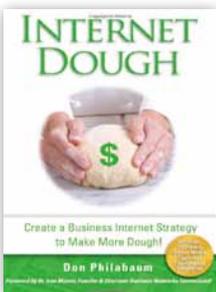
I've spoken to at least a thousand alumni and career professionals since 1995 about how to use the Internet to increase alumni networking, mentoring with the goal of helping alumni do business with each other and get jobs.

During that time I've written dozens of white papers and books designed to provide a roadmap of the process.

This report tries to bring it all together by sharing 12 ways your career center, alumni association, faculty and staff can all work together to develop a culture both on and off campus that is focused on what grads and alumni want—

successful lives and careers!

I hope you join the discussion and that you challenge your campus to become focused on putting the career center and its mission at the heart of every campus initiative.





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*“When a subject becomes totally obsolete
we make it a required course.”*

Peter Drucker

DEFINITION...

Career Centered College Culture & Curriculum

a philosophy and process that puts a student’s career at the center of every campus activity, event, or course and, one that is supported by students, faculty, staff and alumni





“Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

Barack Obama

THE WORST OF TIMES, THE BEST OF TIMES!

You have a unique opportunity to change the culture on your campus and along the way help grads and alumni have successful careers. These are difficult times for both:

- Since 2008, nearly 80 percent of grads were unemployed on graduation day.
- According to recent research, the unemployment rate for alumni has doubled since 2007. In fact, one report suggests 1 in 6 unemployed people have a bachelors degree or higher.

On top of those sobering statistics, the Department of Labor’s research, suggests students entering the workforce today will have had 10-14 jobs by the time they are 38 years old. As for those over 50 years old in this economy, they are finding it extremely difficult to fight their way into positions at the pay levels they are accustomed to.

Surveys suggest that looking for a job is among the top three most stressful times in one’s life. In fact, it ranks right up there with a death in a family and public speaking. And yet in today’s unpredictable economy, your grads and alumni will be looking for jobs and reliving this stress over and over again.

So that got me thinking...

- Why does everyone have to *stumble* through the job search process if they are going to do it so many times?
- Why can’t a college use the power of its alumni, business network and curriculum to help alumni make contacts that will lead to business and ultimately jobs?
- Why can’t a college take a proactive role and REQUIRE students to build a career and job search strategy that they can follow through each of these job transitions?





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Imagine the reduced stress graduates would experience and satisfaction they could gain if they knew how to network, how to build their personal brands, how to use Social Media in their job searches and how to build keyword-laden resumes.

You can help by changing a college culture!

Colleges and universities have an enormous opportunity to help students and alumni lead more successful careers in these uncertain times by:

1. Making it part of their mission to deliver e-Learning career courses on networking, branding, how to find a job, using Social Media, and introducing interviewing techniques so that students can understand the realities of looking for a job.
2. Deliver career services “in the cloud” so they can get the information they want anytime, anywhere and through any device.
3. Build stronger connections between students, alumni and alumni-owned and managed businesses.
4. Help students understand how to use the knowledge they gain in class in their career development pursuits and job searches.
5. Require students to participate in a 4-year career curriculum that gives them year-by-year exposure to alumni mentors, career courses, career exploration, and career experts --so by the time they reach their senior years, they've written out a career and job search plan.

You have one chance to change the culture of your campus to one that is focused on building successful careers for alumni and students. Sure it will take some time and some resources, but the long term pay off will be enormous.

We'll look at 12 ways you can help build change while infusing career education and training in your college culture and curriculum.

While this is the worst of times for students to start their careers, these times could be better if you give them the knowledge, skills and strategy to stand out in a crowded job market.





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EXERCISE:

List 5 reasons why your college should consider integrating career education and training into the college culture and curriculum.

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 people on campus you want to see start discussing this idea!

1. _____
2. _____
3. _____
4. _____
5. _____





“The great aim of education is not knowledge but action.”

Herbert Spencer

WHAT HAVE YOU DONE TO HELP?

Colleges and universities are founded on the premise that their roles are to create responsible, enlightened, and productive citizens that will give back to their communities and nation.

In the “Leave it to Beaver” era and the hundred years prior, that not only made sense, but it worked! At a time in the 1970’s when only 40 percent of high school graduates went on to college, college graduates were sought after by rapidly growing industries for their knowledge, skills and passions.

Graduates led institutions and organizations using the knowledge they gained in college and expanded the U.S. economy from \$1 trillion dollars in the early 70’s to over \$15 trillion dollars today. In addition, four decades of college graduates made significant contributions to human rights, health issues and supported worldwide democracy that has literally changed the direction of our planet and species! It’s a phenomenal accomplishment in the history of mankind!

Our colleges and universities continue to graduate enlightened citizens. As this new generation of graduates proudly walks across so many stages on graduation day to receive their diplomas from their presidents, most are shocked to discover that the knowledge and skills they picked up in college are not as in-demand as they had hoped on the day they enrolled in college.

More than 60 percent are stepping into positions that have nothing to do with their college majors and, according to the Bureau of Labor Statistics, over 17 million college grads currently hold jobs that do not require a college degree. Professor Richard Vedder of Ohio University and founder of the Center for College Affordability and Productivity said the report shows, “as many as one out of three college graduates today are in jobs that previously or historically have been filled by people with lesser educations, jobs that do not require higher-level learning skills, critical thinking skills, writing skills or anything of that nature.”



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He goes on to cite in the report that, “20 percent of cab drivers have college degrees,” and, “300,000 waitresses have college degrees”.

Graduates since 2008 are swimming upstream against strong economic and global changes and issues:

- In 2007 over 50% of college grads had jobs by their graduation days; today that number is around 20 percent.
- Research is showing grads that start their careers during economic downturns will earn 6-8 percent less than their predecessors, and it will take more than a decade to catch up.
- The average grad now has over \$25,000 in student loans and nearly \$5,000 in credit card debt
- According to The National Association of Colleges and Employers it will take graduates on average 7.4 months to find a job
- Since 1978, tuition at US colleges has increased more than 900 percent, 650 points above inflation.

Previous generations benefited from state-subsidized higher education policies.

In state after state, there has been a fundamental shift in how education is financed. For example, in 1970, Texas subsidized 80 percent of the cost of a college education. This made it extremely affordable for emerging middle class families to send their kids to college. Today, however, the state only subsidizes 20 percent of the cost of education and has transferred the cost of education to parents and students requiring them to use up a larger share of their family finances and encumbering them with unheard levels of student loan debt.

In addition to rising tuition and housing costs, colleges find it necessary to add on additional fees. For example, Higher Education reported that in Colorado between 2006 and 2010, tuition rose 69 percent, but fees rose more than twice as much at 142 percent. Other institutions like Indiana University instituted a steep “temporary repair and maintenance fee” and Southern Illinois University charged students a “matriculation fee” of \$180.

To make matters worse, these 1,700,000 students that graduate each year are now finding they don’t only compete with their peers from neighboring colleges, but they are competing for jobs with the 6,000,000 Chinese graduates and



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millions more from India and other countries. The United States has dropped from having the largest percent of college graduates to the 14th largest. (In 2006 alone, China produced 1,500,000 Science and Engineering graduates)

What's more, they are also competing with the nearly 9,000,000 Americans who have lost jobs during the economic downturn that started in 2008 and continues today. (To put that into perspective, 13-15 million jobs were lost in the great depression.)

The point is, and it will reiterate throughout this white paper, college students will need more than a degree to get a job; **they will need to know how to compete for the limited jobs in the market place.**

This generation is clueless when it comes to searching for a job. A couple visits to the career center are not going to help them:

1. Explore their personalities, behaviors, and interests via assessments
2. Explore careers, industries and jobs that are right for them
3. Build keyword-laden resumes
4. Create a job search strategy
5. Learn how to network professionally
6. Use Linked In, Twitter, facebook and other Social Media outlets to sniff out job leads
7. Obtain and “nail” interviews, and then professionally follow up
8. Build their personal brands by creating professional blogs and Twitter accounts
9. Learn how to transition from “campus to corporate”
10. Pick up communication, teamwork, leadership, ethical and other skills that business leaders routinely say students are lacking

If you move in this direction, you will be saying to your prospective students, current students, staff and alumni that your college cares about the outcome of their educations and the impact their personal and professional lives. You will be putting your money where your mouth is by showing them that your college culture and curriculum is aligned with helping them through the transitions in their lives.



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There are jobs out there!

While there are limited jobs in this market place, the “Help Wanted” Signs are still being hung in every corner of our nation. David Perry, author of “Guerilla Marketing for Job Search 3.0” shared this information with the 700 career centers participating in our Grad Career Webinar series:

In the six months from May 2011 to October 2011, companies/organizations hired 24,469,000 people. That comes out to:

- 4,078,166 per month
- 134,938 per day
- 5,664 per hour
- 94 per minute
- 1.5 per second

At the same time, nearly 3,000,000 jobs went unfilled each month!

Colleges and Universities that recognize this will not only give their graduates an edge over graduates from competing colleges, but they will help them build successful career and job search strategies.

We are going to show you how you can get your campus to focus on the time it takes to get a job to get the buy-in of your entire campus community. We’ll help you see that by preparing grads for their first job searches, you will cut down the average time it takes them to get jobs. Each month that your students beat the national average of 7.4 months of unemployment, your graduates will put \$3,000 to \$5,000 in salary in their pockets.

Imagine if you were able to help 100 of your grads cut four months each off their job searches. That would result in \$1,200,000 to \$2,000,000 in salary for all of them. You and your graduates are leaving a lot of money on the table.

Your competitors will be moving in this direction, not only because it’s the right thing to do, and the reasons we’ve shared, but because it will—more than any other initiative you’ve introduced, provide the biggest buzz, most excitement, and improve the careers and lives of alumni and their families.



EXERCISE:

List 5 things you are doing today, that you did not do in 2007 that are helping to help grads get jobs by graduation day. Be prepared to substantiate the effectiveness by indicating percents of students and alumni participating.

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 things that you would like to do if you had the budget to do it. Be prepared to share why you think it would help solve some of the issues we've discussed.

1. _____
2. _____
3. _____
4. _____
5. _____





“Thrift means that you should always have the best you can possibly afford, when the thing has any reference to your physical and mental health, to your growth in efficiency and power.”

Orison Swett Marden

PENNYWISE AND POUND FOOLISH?

Are colleges and universities allocating resources to the departments that will make the most impact on college students’ careers?

While the college continues its mission to provide students a rigorous curriculum that qualifies them for their degrees, the career center has traditionally been under-funded and more recently has been asked to do more, with less.

In fact, the 2011 NACE Research report shows the median budget spiraling down when--as the previous points suggest --more resources should be provided. Their report indicates career centers had to cut their budgets by:

1. 2.9 percent in 2010/2011 school year
2. 1.5 percent in 2009/2010 school year

According to the report the median budget fell to only \$33,000 per year. Now keep in mind this is for non-personal cost. It covers the cost for conferences, software, books, speakers, and money that goes for resources to help the career center build career and job search strategies.

Let’s look at that budget from a different perspective. Let’s examine it from a budget per student based on different size colleges. Based on a budget of \$33,000 per year for the career center:

- A small college with 1,200 students would be investing \$27.50 per student
- A slightly larger college with 2,500 students would be investing \$13.20 per student
- A medium sized college of 5,000 student would be \$6.60 per student





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in career tools, such as assessments, books, and speakers, and in miscellaneous services and advice.

Depending on the size of the school, management is suggesting \$6.60 to \$27.50 is a worthy amount to help prepare graduates for their careers.

What do you think?

We don't think those figures are enough. In our white paper, "10 Ways to Get More Resources For Your Career Center," we suggested that you compare your per student budget to that of Orientation, Student Affairs, Athletics, Transportation and even Admissions.

Let's put this into perspective and look at what is being spent in other departments per student.

Admissions cost per enrolled student

In 2007, Lipman Hearne released a study on marketing expenditures of 157 institutions ranging from research institutions to small liberal arts colleges. The report, "Key Insights April 2007," revealed that spending within college and university marketing/communication programs increased 50 percent between 2000 and 2007.

Industry experts affirmed the logic of increased admissions marketing budgets:

Rae Goldsmith, then vice president for communications and marketing at CASE, said of the study, *"What this survey points out is that the more an institution invests in strategic marketing and communications, the more it will gain in terms of achieving student recruitment and other goals."*

Wow! Wouldn't you love to hear someone in a leadership position at your college make that statement for your career center? Let's see how that sounds:

Your College President name here *"What we have determined is that the more we invest in helping the students and alumni build successful careers the faster they transition from unemployed to gainful employment, the higher the salary they get and the more contributions we receive over time!"*





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The Lipman Hearne report showed that the average four-year private institution spent about \$1,941 to recruit a student, and the average four-year public institution spent about 20 percent of that amount (\$398).

That was then. Today it's significantly higher!

The National Association of College Admission Counseling "2011 State of College Admissions" report shows the average:

- Private colleges spent \$3,042.52 to recruit an enrolled student
- State colleges spent \$987.01 to recruit an enrolled student

Now compare that to the career student budget per student that ranged from \$6.60 to \$27.50! Budgets to recruit students are continuing to rise and yet the budgets to help students matriculate into their careers continue to fall, requiring career professionals to do more with less.

Does that seem fair for career professionals and students? Does it show where college priorities are?

Now let's look at staffing

Colleges have anywhere from 150 to 2,000 faculty teaching on their campuses. At many colleges, it's not unusual for a student to faculty ratio of 1 faculty person to 20 students. Soka University in Orange County claims a 1 to 9 ratio. Wow!

Career Center professionals could only dream of providing that level of individual coaching and level of commitment and service to students.

The same NACE Research report mentioned above also reported that:

- The average ratio of students to full-time professional career staff was calculated to be 2,890 students per FTE staff member. (1 to 2,890)
- The average ratio of students per career counselor is 9,377 students per counselor. (1 to 9,377)
- The average number of counseling appointments per career counselor is 1,863 per year.

You do the math.





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If a career counselor dedicated even $\frac{1}{2}$ of the 2,000 hours they work each year to career coaching, their effect will be negligible. The typical college student receives by our estimates less than 4 hours of career advisement and coaching in the four years of their college career—when they should have 10 times that.

The National Association of College Admissions Officers 2011 State of College Admission Counseling report suggests that the admissions office is significantly better staffed than the career center.

Their surveys found that on average the ratio of applicants to admission officers at colleges and universities in the US was:

- 1 to 981 at public institutions
- 1 to 402 at private institutions

I always felt a bit of empathy for admissions officers who had to deal with a huge influx of applications during their “season” **but compared to what career center staff and career center counselors have to deal with year round—well, there is no comparison; career centers have a much greater workload.**

The career center staff clearly wins the contest of being the leanest group on campus.

But should they be?

Is this the message you want to send to your prospective students and parents? What do you think your prospective students and parents will think of your career advisor to student counseling ratio? Is it a number you share or hide?

In today’s competitive times, we think it’s a number you should share, as long as you invest in more career advisors.





This is not a tough decision

We realize these are difficult times for colleges and universities.

Presidents and upper management would be wise to evaluate travel, conference, salaries, and take a hard look at all departments on campus to find ways to deliver more resources to the career center. Every department, every resource should be evaluated for its contribution to the end game for graduates—to help them have successful careers!

Nicholas Negroponte, founder and chairman of One Laptop per Child, suggests that perspective is worth 50 IQ points. He suggests that organizations would be wise to consider from what perspective they are attempting to solve these problems that students face today. If colleges and universities look at this from the traditional angle which is from inside the organization and/or industry, they may very likely be trying to solve an institutional problem and not the problem students, grads and alumni want solved. As you look at your situation make sure you look at it from your customers' perspective and learn what it is they want you to do for them.

Jim Sage, the Chief Information Officer of The University of Akron suggests, “

“Colleges and Universities are in a constant battle to better serve students while at the same time reduce costs. As we move forward, our success will be measured in how well our graduates do at not just getting a job, but a job that is related to their major and field of interest. Finding ways to deliver career education and career coaching using available Social Media tools is one of dozens of new ways colleges can provide high touch career services.”

Frankly. The career centers budget is SO LOW already (median \$33,000 per school per year according to 2011 NACE Research), it wouldn't take the Chief Finance Officer at the college more than 10 minutes to find areas to shift funds that would QUADRUPLE the career center budget!

If they can't find the money by shifting it out of unproductive areas, the CFOs might take this as an opportunity to look at how they can lower costs by looking outside their industry. A report issues by the National Center for Education Statistics in November of 2011, might give administrators a benchmark they should aim for.





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According to the report, on average, for-profit schools spent \$2,659 per student on instructional costs during the 2008-09 academic, compared with \$9,418 per student at public universities and \$15,289 per student at private non-profit colleges.

Non profit colleges could learn a couple lessons from their for-profit cousins, not only how to effectively run online education, but to hold costs.

These are difficult times for graduates and alumni.

Bold moves need to be taken on campuses to align the cost of education to the emerging competitive opportunities and economic times, yet provide a return on investment for students, grads, alumni and the families and businesses that support them.

Colleges and universities would be wise to invest more in career education, even if they have to reduce services in other departments on campus.

A perfect storm of significantly reduced labor demand, increased foreign competition, economic and government regulations is making it harder than ever for grads to find work.





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EXERCISE

Compare the per student budget the career center has now to other departments like admissions, orientation, clubs, student newspaper/radio station, student affairs, athletics, graduation and others.

Compare the student to staff ratio in other departments like admissions, orientation, clubs, student newspaper/radio station, student affairs, athletics and others.

There are just short of 21 million students enrolled in degree-granting postsecondary institutions in the United States. Total enrollment increased 43 percent from 1995 to 2006 and is expected to increase another 13 percent by 2020. Was your budget increased to reflect the increased student and alumni work load?





“To be ignorant of one’s ignorance is the malady of the ignorant.”

Amos Bronson Alcott

GRADS ARE CLUELESS ABOUT HOW TO FIND JOBS

Man’s DNA did not include instructions about how to look for a job!

Hunt for food --yes—but build a personal brand, learn how to network, create a keyword-laden resume, use Social Media, or use personal marketing techniques—NO!

Research we’ve conducted confirms that.

During the TalentMarks annual 12 Hour Virtual Career Marathon which features 24 of the world’s top career authors, students were polled to learn more about their job search skills.

1. Over 60 percent were spending only 1-5 hours per WEEK on their job search
2. 95 percent did not have a career or job search plan
3. Over 30 percent had never connected with an alum for networking and 60 percent had networked with only one alum in their entire college career

The first stat shocked us, however we were forewarned when Richard Bolles shared a similar stat in our Spring Grad Career Webinar series.

In Richard’s book, *“What Color is Your Parachute,”* he includes 10 Truths of Job Hunting. The number 2 Truth says:

Mastering the job-hunt this time, and for the rest of your life, is a lot of hard work and takes some hard thinking. The more you work and the more thinking, you put into pursuing your job-hunt, and doing homework on yourself, the more successful your job-hunt is likely to be. Caution: Are you lazy, day by day? Uh, oh! Most people do their job-hunt or career change the same way they do life.”





It takes more than a resume!

With limited resources, the career center has not had the opportunity to invest more time in graduates who need more coaching and training on not only how to look for a job but how to keep the job they get!

Employers complain students don't have:

- Written communication skills
- Interpersonal skills
- Problem solving skills
- Technical skill
- Teamwork

With limited resources, career centers do the best they can to provide dozens of services to students with one of the key services provided being **the development of resumes**.

Yet, it takes more than a resume to get a job today.

Studies show the average hiring manager receives more than 250 resumes for a job and spends less than 30 seconds reviewing them. Price Waterhouse, for example, received over 250,000 resumes on their corporate website in one year and hired less than 1 percent of them. In other research, the average job seeker will spend nearly 40 hours a month on job boards, yet industry stats are suggesting less than 12% of positions offered (though not accepted) are filled this way.

Think about that for a moment.

That means 247,500 people invest time to find the opportunity, personalize their resume for the opportunity and frequently send follow-up emails. This group of job seekers could have easily wasted a half a million hours just applying for positions at PW. It kind of also makes you sorry for the hiring managers!





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In our opinion, students today should be required to take courses focused on:

- Career exploration
- Building career strategies
- Networking
- Job search strategies
- Interviewing
- Building their personal brands
- Using Social Media to get jobs

College students, though, and for that matter few alumni, know how to build a career and job search strategy.

- Most are poor networkers
- Virtually none are carefully building their thought leadership via Twitter, facebook and LinkedIn
- A limited number are using the hundreds of new online job search marketing tools that will help them get noticed in a crowded job market.
- A select few know how to load their resumes with keywords to get found by algorithm designed by companies to help find the right candidates

Tony Beshara is President of one of Texas's largest employment placement firms and has put over 8,000 people in jobs in the last 30 years. Tony knows what it takes to get a job. In fact, he will frequently rattle off statistics that would make any student cringe:

- It takes 100 phone calls to reach 10 hiring managers of which—2 may have jobs
- It will take the average person 16 interviews to get a job

Tony has also written 3 career books and has become the resident career expert on Dr. Phil's TV program. Tony believes colleges and universities can better prepare students in career planning and job search techniques:

“No one is born with job search skills. Today there are multiple channels and new Social Media tools that increase the complexity of searching for a job. Students need more training on where to spend their job search time and the fundamentals of how to search for a job. This isn't just my opinion it's the feedback I get daily from hiring managers.”



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In good times, when the cost of education was lower and students that wanted jobs could find them, parents and students placed fewer expectations on the college's role in helping grads prepare for their careers.

However, because of this miserable economy, parents, students and alumni are looking for more from their college degrees. They are looking for a job that will lead to a successful career. Not just any job will do—they are looking for “gainful employment” that is relevant to their major that will provide them an income stream to live the American dream as well as pay back their student loans.

To rectify this situation colleges and universities will need to change their culture and curriculum and require students to create written career and job search plans.





EXERCISE

Determine the average time it takes your grads to get jobs and then set a goal and strategy about how you are going to help reduce that number by one month. Identify what your strategy is.

Require each graduate to complete a written career and job search strategy. Outline what you want them to include in their plans.





CAREER CENTERED COLLEGE CULTURE & CURRICULUM

“No people come into possession of a culture without having paid a heavy price for it.”

James A. Baldwin

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The goal of this white paper is to offer a roadmap that your college can follow to adopt a Career Centered College Culture & Curriculum philosophy. We define that as:

a philosophy and process that puts a student’s career at the heart of every campus activity and course and is supported by students, faculty, staff and alumni

This approach will not fundamentally change the courses or structure of the courses offered by faculty but will integrate advice and practical ways students can use the knowledge to show their creativity and ability to add to a company’s efficiency and bottom line.

The career center should not be relegated to the status of a club, where participation is optional. Students should be required to invest hours their freshman, sophomore, junior and seniors years as well as connect via social media and build relationship with at least two dozen alumni.

Their education and campus experience should be centered on the outcome they expect—which is a successful career.

That means everyone on campus needs to look at their departments to see how they can support the number one goal for students—to prepare for and launch successful careers. The only way to achieve that is to get everyone—faculty, students, staff, parents and even alumni—behind a plan to focus on helping students build a written career and job search plan.

To accomplish this, we are suggesting that colleges put more emphasis and resources in the Career Center. The career center’s role will move from not only providing occasional lectures in classes on resume development and





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interviewing, but to one where the faculty, staff and alumni are helping them prepare students for their careers from the moment they arrive on campus through graduation and after.

Over the past two years I've had multiple conversations with Martin Yate, who besides writing 14 career books has literally talked to, and shared career planning strategies with, millions of people all over the planet. When Martin speaks, he speaks from an authentic position of witnessing the trials and tribulations of decades of graduates who have received minimal career exploration and job search strategies. He takes the emails and phone calls from frantic students, moms returning to work, and dads who find themselves out of work at 60 years old. They have this common: They've done nothing to prepare because it wasn't a requirement or priority of their degree.

I'm going to share with you what Martin has said to me repeatedly over the past two years.

They only way colleges are going to improve the miserable fate graduates face after graduation day is by requiring graduates to invest in their career plan and strategy!

Now, I'm a believer, and I know you are --or will be--by the time you finish reading this report!

It will require a slight modification in the college vision, mission and goals to incorporate not only the development of responsible citizens, but to also give them the skills and knowledge to lead successful careers.

Winston Churchill once said, "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty."

Your college has an enormous opportunity to improve the outcomes and lives of your staff, faculty, students and alumni because virtually none of your competitors are looking at this problem through with the filters we are about to share with you!

Why should you do this?





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You should do if for a variety of reasons, not only to help your grads and alumni have successful careers, but because there are political and competitive risks that you face if you don't move in this direction.

- **Government**

With the total value of student loan debt tipping the 1 TRILLION mark outstripping the total credit card debt of ALL consumers, Congress is starting to focus on the cost of education, and the students'/alumni's return on investment which is leading them to evaluate the "truth in advertising" techniques used by all educational institutions.

The Federal government provides over \$30 billion dollars in loans and grants each year and another \$30 billion in research grants to colleges. Now that they are holding the "bag" for a trillion dollars, and their constituents are beating them up with stories about the inability to get jobs and pay back their student loans. And, they are listening!

The Dodd-Frank law requires the Education Department and the new Consumer Financial Protection Bureau to report on private education loans by July 2012. As part of that, the consumer bureau recently announced it was seeking answers from students, schools and lenders to a series of questions. You should anticipate that the student loan process will undergo a whole new set of rules, regulations, qualifications which will affect which schools, majors, subjects and students alike. The results have the potential to fundamentally require colleges to reinvent how they do business.

The "gainful employment" legislation is their first notice to all colleges to begin making changes in the way they market, operate and serve their customers. All colleges should carefully read the requirements posted in a bill that, although it has a slow fuse, is already changing recruiting behaviors.

Colleges and universities who step up to the plate and center their college education around making sure graduates have successful careers will be ahead of future legislative changes and public relation issues.





- **Contributions**

If the value of the diploma continues to diminish and the satisfaction of a record number of new graduates continues to decrease the college could face decades of declining contributions.

I was talking to Gerry Crispen, co-founder of CareerXroads, who holds regular meetings with the top human resources people in the country, and he shared with me a personal story about this. Gerry was about attending a speaker's presentation 35 years ago, where a little known theologian who had written a new book, "What Color is Your Parachute", suggested that, "Employed alumni are giving alumni!"

Is your college doing everything in its power to help advance the careers of not only your grads, but your alumni? Are you putting their personal and business success—before you ask for donations? You know the phrase, "you have to give before you ask." If you invest MORE in their careers, I guarantee they will have more to share with you over their lifetimes. By taking this step, you will not have to beg for money; alumni will gladly give back.

- **Alternative Education**

A 2010 report by the Sloan Consortium showed the percentage of students taking online courses was surging. 2009 saw a record 17 percent increase on top of the previous year which held a 12 percent increase.

That was contrasted by only a 1.2 percent growth rate of the overall higher-education student population.

The behaviors of consumers are changing fast and the internet continues to cause the disintermediation of industries. It started with the annihilation of something called the Encyclopedia Britannica, stormed through the travel, entertainment, music industries, and it's literally blowing the printed book industry apart.

SmartPhones have become the fastest adopted "appliance" in the history of electronics and they along with SmartPads are opening a new behavior and marketing/engagement channel for students and alumni.





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New online education models are developing that are cheaper and more flexible and yet provide a degree that the business world seems to accept. Organizations that do not adapt to these changes may find themselves modifying some of their college dorms and buildings to retirement communities.

It's also the right thing to do!

We mentioned a startling statistic discovered by the recent NACE Research report, which indicated the average 2011 grad took 7.4 months to get a job.

Your goal is to give your graduates the right skills to stand out in a crowded job market so they can get a job faster! Assuming the average graduate is earning \$3,500 per month or \$21 per hour, reducing the college to job cycle by 3 months would be worth over \$10,000 to each graduate. **Now that is a graduation present every graduate would thank you for!**

If you do nothing, you are saying you are sending a powerful message, one that will come back to affect enrollment, pride and contributions.

To us, it seems a wise investment to lead to happier grads who get off to a successful career. We believe that the need is so great, timing so right, and the opportunity so vast, that when properly presented, your faculty, staff, students, administrators, and alumni will actively participate to make this happen. What team wouldn't be excited about seeing their students excel in the marketplace?

This process has the potential to have as powerful and long lasting an effect as a capital campaign.

In the upcoming section we'll focus on 12 ways you can help your college quickly and efficiently break through the silos, departmental issues, contracts and relationships to develop an integrated strategy that focuses on giving your graduates the skills, knowledge and confidence to lead productive and successful lives and careers.

You've probably even contemplated some of them, but have not had an opportunity to act on them.





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As President Barack Obama's quote suggests at the start of this section—you are the change you've been waiting for. Someone on your campus has to make the first move to help your college focus on outcomes and help your graduates and alumni have successful careers.

Why not you?

Politicians are recognizing JOBS are the number one priority for their constituents. It's the same for your alumni!





EXERCISE

Which departments will you need to get involved in this process? Think in terms of phases. Start your plan by knocking off the easiest parts first. Build consensus with departments that will align with the idea, and once you have them on board, continue reaching out to others.

We've shared 3 reasons why you should be moving in this direction, but your reasons might be different. Take a moment to reflect on what external and internal forces would require you to build a Career Centered College Culture and Curriculum.





“Every politician has a promising career. Unfortunately, most of them do not keep those promises.”

Jarod Kintz

12 WAYS TO INTEGRATE CAREER STRATEGIES IN YOUR CULTURE & CURRICULUM

It’s time to put the career center at the center of a student’s education

The career center, like campus clubs and activities, is available to students and alumni *if they want to take advantage of it.*

Few colleges or universities require students to invest any time in the career center, or for that matter developing a written career and job search plan.

It’s no secret that students live busy lives while on campus.

Due to the enormous amount of time and effort students invest in class time, research, study, projects, and reports, as well as the final rush to complete last minute requirements their senior year, few students invest the time required to not only identify what industries and jobs their degrees and interests would best match, but few have spent any time at all picking up the skills necessary to get a job.

We’ve spoken to hundreds of career center professionals in the last decade. The number one issue they face is trying to increase their department’s effectiveness on diminishing resources and their number two issue **is getting access to students and gaining students’ commitment to work on their career strategies!**

We’ve spoken to many career professionals who can no longer email students because students complain they are getting too many emails from the various departments on campus.





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Few colleges have thought through the negative effects of sending a graduate out with so little career training.

- If they have not taken the time to prepare a professional resume, it not only reflects poorly on them but the college.
- If they don't know how to interview and have poor communication skills, it not only reflects poorly on them, but the college and every graduate that follows.
- If it takes 7.4 months or longer to get a job, it reflects poorly on your college and students' and graduates' satisfaction levels plummet!

All of this affects hiring, admissions and contributions!

The Career Center

The focus of a Career Centered College Culture and Curriculum is to integrate the Career Center and its mission into the courses and daily lives of students, faculty and parents, while at the same time connecting and networking students with alumni and their businesses.

The Career Centered College Culture and Curriculum program we've designed will help your college discover the unique opportunities your institution has in building incredibly successful careers.

As a reminder, the overall goal is to:

Help grads not only get jobs faster than your current benchmarks indicate, but, also help them get jobs relevant to their majors and career aspirations!



You can accomplish that by:

1. Listening to what business leaders have to say
2. Running your career center by the numbers
3. Focusing on helping your alumni during transitions in their lives
4. Building a career center in the “clouds”
5. Personal reflection, career evaluation, and self study
6. Connecting students with alumni
7. Providing a core career curriculum
8. Integrating career learning opportunities with classes
9. Requiring students to write career and job search plans
10. Building a career support team for students.
11. Reaching into alumni’s businesses for internships & Jobs
12. Having the career center report to a different department

Let's evaluate each of these to see the effect they will have on your organization creating a Career Centered College Culture and Curriculum program





*“You can’t fake listening.
It shows.”*

Raquel Welch

1) LISTEN TO WHAT BUSINESS LEADERS ARE SAYING!

In a previous business I founded, we photographed 200,000 college graduates when the president awarded them their diplomas each year.

I always got the feeling from attending literally a thousand graduation ceremonies over two decades that colleges and universities considered their job done on graduation day. As the chairs were folded and the banners were taken down, the staff and faculty started to think about the next class and any responsibility to the current class quickly faded.

The longer I work in higher education, the more I look at graduation day as a transitional day for the college. It’s a day in which the college stops focusing on helping students acquire the knowledge to graduate and begins helping them apply the knowledge they acquired to so they can lead successful lives and careers.

It got me thinking. Does anyone at the college:

- Survey hiring managers to find out what they can do to better prepare graduates so they can immediately step in and be productive employees?
- Talk with business leaders to see if their graduates have the skill sets needed to lead their companies?

I couldn’t find individual colleges that conducted these types of surveys and acted on them but I did find an association who polled over 1000 hiring managers.

A survey commissioned by the Accrediting Council for Independent Colleges and Schools shows that many hiring decision-makers believe that the post-secondary education system could do a better job preparing students for the workplace. The study, conducted by FTI Consulting, surveyed 1,006 professionals—representing various industries in the United States—who make





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hiring decisions on whether job applicants have the knowledge and skills they need to succeed in the workplace.

The results published in November 2011, showed the industry thinks higher education could be doing a better job preparing graduates for the workplace:

1. Only 7% believe the higher education system does an “excellent” job preparing students, while 54% say it does a “Good” job and 39% say “only fair” or “poor.”
2. 45% of decision-makers believe that most students would be better served by an education that specifically prepares them for the workplace. 55% prefer a broad-based education that helps them choose their best career paths.
3. Hiring decision-makers admit to difficulties in finding the right applicants to fill open positions.
4. Only 16% say that applicants are “very prepared” with the knowledge and skills they would need for the job. 63% say applicants are “somewhat prepared” and another 21% say applicants are unprepared.
5. 54% of hiring decision-makers report that the process of finding applicants with the necessary skills and knowledge sets is difficult.
6. 29% of decision-makers say that finding the right applicant has become more difficult over the past few years. Only 15% say it has become easier.

The full report is an interesting read. Contact us directly if you’d like to learn details. It should be a must read for everyone on the president’s council, the board of trustees, and faculty. I’ve not seen a report in a long time that is saying as strongly as this report suggests, that business professionals are looking for improvements in the “products” they are being offered.

After reading the report it might make sense to:

1. Conduct a gap analysis and evaluate where your students are not matching business professionals’ expectations.
2. Build new curriculum and programs to offset the knowledge and skills shortage.
3. Better prepare your graduates for the campus to corporate transition and offer more training in the skill areas business leaders suggest students are lacking.
4. Make it easier for business professionals to be able to find and hire your graduates.





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If you can accomplish anyone of these, but hopefully all four, you will be positioning your graduates to not only stand out in a crowded job market and get more interviews, but to go on to have more successful careers, with less stress and effort when transitioning from job to job.

More importantly, **it will help students get jobs, because businesses that know you are listening to them and acting on their suggestions** will look at more of your students' resumes, interview them more often, and offer them jobs at higher wages.

It really wouldn't be that hard to implement a program to determine business satisfaction. All you need are a couple of good student interns and the ability to contact last year's grads. Your interns can either track down grads by their Facebook accounts, the alumni online directory, or your own lists and ask the contacts for the names of the people they report to. With that information in hand, you not only have a new business contacts to add to your list, but you can send out a nice letter with a few survey questions asking how prepared the graduate was, and if they would consider other graduates from your college.

There are a limited number of colleges who are taking these next steps and acting on such information. Here is an example of a student salary money back guarantee offered to employers of MTI College students:

We at MTI are acutely aware of the time and energy that employers invest in new employees. We have made it our mission to prepare our students to be a reliable asset in their chosen fields of study. MTI's confidence in our graduates now comes with a spectacular salary-back guarantee! MTI College is pleased to introduce the **MTI Guaranteed Graduate** program that allows employers to hire MTI graduates with the confidence of knowing that their new employees have the backing of the college that prepared them for the job.

Talk about listening to customers and acting on it! This one is pretty phenomenal.

I know you are thinking that you will be retired before this idea gets adopted at your college, but you never know. There is a perfect storm heading your direction brought on by competition online, the economy, changing consumer behaviors, technology and the government. This perfect storm will force every department in your college to align around common objectives to survive!





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Don't believe me? Listen to what Peter Drucker has to say about the future of higher education:

Thirty years from now the big university campuses will be relics. Universities won't survive. It's as large a change as when we first got the printed book. Do you realize that the cost of higher education has risen as fast as the cost of health care? And for the middle-class family, college education for their children is as much of a necessity as is medical care—without it the kids have no future. Such totally uncontrollable expenditures, without any visible improvement in either the content or the quality of education, means that the system is rapidly becoming untenable. Higher education is in deep crisis.

Or, listen to another Peter, this one—Peter McPherson, a former commercial banker who was president of Michigan State University from 1993 to 2004.

“Market pressure is going to force educators to think about things unconventionally; every sector of business that has gone through this struggle has always said ‘we can't do it.’ That's what health care said, that's what the automobile companies said. But the markets do work, and change does come.”

Both Peters' quotes are from 1997. That was long before the dot com bust, 911, the housing bust, stock market crash in 2008 and the continual rise in the cost of education. Long before the disintermediating forces of the Internet changed the music, entertainment, news and other industries.

If your campus is focused on your customers' satisfaction and you are doing everything you can to help get them jobs, do business with each other—and you are showing your customers the VALUE you add—you will improve the odds that you will maintain your market position and your price advantage over the disintermediating forces working against your industry.

I love Raquel Welsh quote above as it reminds me that we can no longer offer lip service to our customers.

We need to be actively—no, passionately—listening to the businesses and organizations that hire our graduates to find out what they are thinking—**and act on their thoughts and suggestions!**



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Every professor, staff member, and administrator has a responsibility to the graduates even after they receive their diplomas on graduation day.

You have to decide who your customers are. The businesses that hire your students will likely say that they are YOUR customer and they want to be heard!



“Statistics suggest that when customers complain, business owners and managers ought to get excited about it. The complaining customer represents a huge opportunity for more business.”

Zig Ziglar

2) RUN YOUR CAREER CENTER BY THE NUMBERS!

Every successful business has to look at their revenue, customer satisfaction, costs and other stats in order to keep on top of its game. The best companies are:

- Continually making tweaks and modifications to their procedures in order to stay competitive.
- Holding departments and people accountable to improve their stats.

and, if they don't—there are consequences!

If you were the president of a private or public corporation, association and or government agency and 80 percent of your customers were not getting the value they expected out of your product or services, what do you think would happen to you?

If you were lucky, you'd be given an opportunity to improve the situation.
If you were not, you'd probably be fired!

What stats do you manage your career center by?

1. Increasing the number of students visiting the career center?
2. Increasing the number of students who have written career and job search plans?
3. Increasing the number of students who have internships?
4. How long it takes on average for your students to get jobs?
5. How many alumni mentors a student has had by graduation day?
6. The number of years it takes to complete a 4-year degree?



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Most career centers collect data on students but don't use the data beyond putting it into a yearly report. We think the data can become a powerful tool to get more resources for your career center to get AND keep students focused on their career and job search strategy.

The key is to select 1-2 stats that can drive continual improvement in your organization. If I handed you a page that included the above 6 stats, what would you do with them? Most managers traditional ask for a quick comparison to the previous year. After that, the stats and the report will be quickly forgotten.

You need to pick a stat that you can:

1. Build strategies to improve each year
2. Is easy to explain
3. Tells a story
4. Becomes part of your culture

For example, if you focused on how long it takes the average grad to get a job after graduation, you can show graduates what it will cost them each month by not having a job and then have the story told by peers—who have been there—done that!

According to NACE Research, the average 2011 grad took 7.4 months to get a job. You can tell a story of a grad who worked on their career plan and job search strategy and had a job by graduation day and contrast that with a grad that took the full 7.4 months to get a job.

When a student does the math and realizes not having a job by the time they graduate will cost them between \$21,000 and \$28,000 in lost wages, plus the hassles of living at home, issues with paying loans, and not getting on with their lives, chances are they will become motivated to invest the time to explore their career options, and build a job search strategy. It's a story that parents and grads need to hear at orientation if you want to get mileage out of it.





Make stats part of your culture

If you made stats part of your culture, everyone in your organization would be responsible to help reach or beat the goals each year.

Consider creating posters and running ads in student publications --all focusing on your number. Keep the ads simple. Just publish the number and get them thinking about what that number means!

The idea is to get everyone, your faculty, staff, alumni and students thinking about it, talking about it and *acting on it*.

You are fighting to get their attention and having a simple number in front of them would not only increase awareness, but buy-in. It's commonly known that it takes 5-6 views before one becomes aware of an ad. You have to use guerilla marketing techniques to get your message out there and use stories to build them into your culture.

This is probably one of the most important steps you will take to move your organization to become focused on becoming a Career Centered College Culture and Curriculum organization.

Zig Ziglar reminds us that we need to embrace stats as a way to judge customer satisfaction with the value of your products and services. Running your career center by the numbers will put you on a path of continual improvement that will force the entire campus community to get engaged and take ownership.

In the end you work smarter, not harder, because you have others working with you, not against you.

You have a fantastic opportunity to get more resources for your career center and to help your grads and alumni have more successful careers by focusing on outcomes!





3) FOCUS ON HELPING YOUR ALUMNI DURING TRANSITIONS IN THEIR LIVES

Another way you can help your college change the culture on campus is to encourage your alumni association to focus more on helping the alumni network with one another and on building successful careers.

This will increase mentoring, internships, and increase the likelihood that your students will be hired by alumni!

To me, your alumni association is your “jobs producing” secret weapon. It is the MOST unique job search tool you offer your students. But, in order for it to work for you, your alumni association has to **modify their focus from events to careers!**

They have to provide “value” to alumni

In a research project for the American Insurance Administrators and the NEATrust, titled, “*Current and Desired Relationship with Your Undergraduate Alma Mater*” the Olson Zaltman Associates uncovered that alumni look to their alma mater for help, guidance and/or resources to help them in the transitions in their lives.

Using the patented interview and interpretation technique known as the Zaltman Metaphor Elicitation Technique, the researchers found that:

- Alumni felt like they were just a number to colleges.
- That colleges was always asking for something but never giving any value to them. To grads, the relationship was seen as depleting their resources—not adding to their resources.
- Alumni wanted the college to continue to provide the education, advice and resources they had as an undergrad

The research suggested, “Universities must show that they have their alum’s best interest at heart.” Their research suggested that alumni were looking to their alma maters for help in getting jobs, doing business, and for help in financial matters like buying a home, car or even retiring. **What they were not interested in was “8 ways to give back to the college.”**





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The rather expensive study and report introduced over 7 years ago was pretty much ignored by the alumni industry as few alumni associations have altered their missions and goals to take advantage of the research. Few organizations have ramped up strategies to help alumni keep or get jobs in these down economic times. (A query of our database of 8,000 alumni professionals of titles that include “Career” resulted in 83 individuals)

After becoming aware of the above report, my consulting firm, Internet Strategies Group, produced a series of free webinars that focused on ideas and techniques to help alumni network and get jobs. Our marketing materials suggested alumni professionals would learn:

1. How to use social media (Twitter, facebook, LinkedIn) to help alumni get jobs
2. Techniques to network alumni who need jobs with alumni who have jobs
3. How to use webinars and teleconferences to bring career experts to alumni
4. About 6 free “cool” career tools that will help your alumni stand out from others

Even with our large contact database of alumni professionals, which we marketed to on multiple occasions, only a handful of alumni professionals showed up for the free webinars. The series were among the worst attended we had! It was a clear message to us that this was not part of their mission and certainly not on anyone’s job description.

Focus on career and jobs!

Take a moment to reflect on what your alumni association is doing to help grads and alumni in the transitions of their lives.

Are you:

1. Actively connecting alumni with similar interests to help them build their professional networks?
2. “Working” at building relationships between your alumni, the businesses they work for and your students?
3. Getting to know who they are as well as what issues or phases in their lives they are going through?
4. Offering continued education that helps them advance their careers or deal with the issues they face?





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Be honest when you answer these questions. “Actively,” and, “working,” mean that your organization considers it part of their mission and focuses on this. It doesn’t mean that it is mentioned from time to time in newsletters and at events. *Actively* means there are goals with actionable steps and results that are reviewed and acted on frequently.

There are many benefits of focusing more on networking and helping alumni have successful careers:

1. More alumni will become engaged in student recruitment and mentoring.
2. More successful alumni will contribute—more, and more frequently.
3. You will build relationships with the companies at which alumni are working.
4. Alumni will come back to your college (physically or virtually) for the skills and knowledge needed in our new economy.

It doesn’t take a rocket scientist or surveys from Harvard professors to get inside of alumni’s minds and find out what they want from the alumni association. Just ask your graduating seniors!

Your alumni are the jet fuel in your “jobs producing” strategy. When you help your alumni lead successful lives, they will help you 10 times more!





“I don’t believe that the public knows what it wants; this is the conclusion that I have drawn from my career.”

Charlie Chaplin

4) BUILD YOUR CAREER CENTER IN THE “CLOUDS”

The career center, at most colleges does not have prime real estate.

Many have been assigned left-over space, or the only space left after all academic, clubs and athletic departments got their spaces.

Some career professionals I’ve spoken to joke that they were lucky to get the last space left—a converted boiler room! Others have space on the edge of campus, off the beaten path of students’ daily treks. Nearly all are dealing with a small space that tends to be open, and not organized for private conversations and/or conference discussions.

Welcome to the offices of the majority of career professionals!

It is a bit surprising that with beautiful new health and wellness centers being built on campuses around the country, the career centers are **still dealing with the smallest per square foot space even though they have the responsibility to serve every student on campus and the occasional alum who stops by.**

Some would say that might be why on a nationwide basis only 30% of the students that graduate visit the career center office.

If you agree with some of the strategies we’ve shared and are interested in requiring all of your students to take a personal ownership of their career plans, while at the same time completing an organized, well-thought out curriculum, **you are going to need more space to accommodate serving all students, freshman through seniors.**

With today’s economy and budget cuts, that is not likely to happen. The only logical way to accommodate this strategy is to move your new career services to “the clouds!”



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The timing to do that could not be better, for three reasons:

1. Nearly every college has introduced a series of online e-Learning strategies and courses designed to allow students to watch videos of classes, submit papers, discuss class assignments and even take tests online. You already have systems and procedures that are driving students online.
2. Today's Millennials' behavior is being changed by the powerful SmartPhones, SmartPads and video communication tools available today. They are spending a greater amount of their time accessing the information they want 24/7. Research is suggesting students prefer getting their news, information and entertainment this way.
3. Students have busy schedules. With classes, assignments, tests, reports, group projects, library and research time, not to mention sports, and club meetings, they just don't have a lot of spare time. Fitting in a visit to the career center is getting more difficult to do. Giving them the option of gaining access to your career center 24/7 will likely increase participation and career learning.

Margie Decker, Director of Career Services for Strayer University, is responsible for delivering career services to the institution's 90 campuses and their 50,000 students. Margie has been working on techniques to deliver "in the cloud" career services that students can access anytime, anywhere and from any device.

According to Margie:

"We have to be delivering relevant, timely and proven career strategies to students and alumni that match their behaviors. The career center is no longer a destination but more a state of mind. Career Services has to be available on demand, yet include personal one-on-one connections whenever possible."

While the rest of the campus, including academic advising, is moving to online solutions, the career center is not being afforded technological solutions that would enable them to work smarter, not harder and serve more students more efficiently.





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With a modest increase in resources your career center could be adopting proven, yet innovative technologies and solutions like:

- An e-Learning platform that provides online courses on resume development, interviewing, job searches, using social media and more
- Online group coaching using webcam and online discussion tools
- Webinars to deliver timely and relevant information
- Social media strategies that enable students to promote the courses and tools to their friends.
- Online chat agents available 24/7 to answer students questions
- Smart bulletin boards that encourage crowd source participation
- Facebook applications to connect alumni and students to increase internship and job placement
- Advanced uses of Facebook Fan pages to build connections between hiring managers at businesses and students
- CRM tools that capture students “career plans” and give coaches, mentors, parents and advisors updates of students’ progress
- Online rewards systems to continue to provide recognition for participation, increase use and reward participants

You can use your “in the cloud” strategy to:

- Reach more students and alumni
- Increase students understanding and skill sets
- Decrease the time you spend on emails, phone calls and common questions
- Reach more businesses to connect with your students

Finally by building a more comprehensive online career strategy and integrating it with your existing services you will be able to:

- Encourage your students to take more ownership of their career strategies.
- Reduce the mundane and provide more quality one-on-one
- Use social media to let students “encourage” their classmates to develop their career strategies
- Measure everything automatically

These final points are important enough that I’d like to take a moment to clarify what we are suggesting.



1) Encourage your students to take more ownership of their career strategies.

By building career strategies “in the clouds,” you will be able to provide more variety, content and information to your students at any time. You can also build in customer relationship management (CRM) tools to remind them of opportunities they have overlooked, recognize them for their participation, and encourage them to continue their self study.

Some say this generation has been spoon fed for most of their lives. Your goal should be to spark their interests and help them see that the “end game” of employment is in sight so they can actively own and manage their career strategies.

2) Reduce the mundane and provide more quality one on one

Let’s face it. Much of career counseling is repeating the same thing over and over and over to a new audience each day, and each year. Much of it involves basic training. Think for a moment how much of your day you would get back if you didn’t have to repeat the same information over and over. Then, think about how much more coaching you could do with students to help them craft a successful career and job search strategy if you did not have to teach each student the fundamentals.

For example:

If you required your students to take an online resume course like those designed by TalentMarks, students would learn about the foundations of a resume, the architecture of a resume, and how to make the resume work for them, and you would be able to start at a whole different level—helping them build a powerful resume and reinforcing the information they picked up by viewing the course.

If you used some of the online tools like CareerChat that TalentMarks offers, you would be able to handle incoming questions from your students 24/7 without adding an additional staff person, yet you’d also reduce the number of emails and phone calls you’d have to answer.

The career center of the future will learn how to successfully blend off line and online services in order to serve more—and more effectively—with less time and effort.





3) Use Social Media to let students “encourage” their classmates to develop their career strategies

Your online strategy will enable you to take advantage of the powerful viral effects Social Media tools like facebook, Twitter and even LinkedIn provide. A smart strategy would enable students that participated in an online resume, job search or networking course to share it with their friends at anytime of the day or night. As students see their peers moving forward with their career strategy, peer pressure will help drive participation, enthusiasm and participation.

4) Measure everything automatically

The great thing about the internet is everything is automatically measurable.

We foresee a time in the not too distant future where a college will have to show its students are acquiring “gainful employment” in order to pay back their student loans.

Colleges and universities that are requiring students to learn how to look for a job and build their career strategies will have data they can use to show accreditation firms, US News and World Report, and government agencies. This information can be sorted to show the results of students who have taken ownership of their careers and availed themselves of the career development services against those that have not.

By gathering this data, we suspect that a college will have the ability to advertise and market the results of those students who are engaged in their careers and eliminate or not include the stats of students who are not taking ownership of their careers.

Your “in the cloud” strategy will also help you reduce costs. As your demand for services increases, you will be able to scale your services without adding full time equivalents.

A key service career centers can provide that will help grads choose the right career is to help them understand who they are by requiring assessments and then coaching them on what the results mean!





“Know thyself”

Ancient Greek Aphorism

5) PERSONAL REFLECTION, CAREER EVALUATION AND SELF STUDY

One of the first immersive experiences we suggest you provide incoming freshman is to take a series of personality, behavior, interest and skills tests so they can gain a better understanding of not only their personalities but how to communicate and work with others who have different personalities.

An example we might suggest is the Dr. Tony Alessandra Platinum Rule Behavioral Test that helps identify four types of personalities; Thinkers, Directors, Relaters and Socializers. If this test is offered to admitted students and a Webinar is held over the summer to help them interpret their results, you can leverage the new self knowledge students have acquired so that when they land on campus, they will be able to “identify” fellow students’ communication styles which will lead to the development of a larger network of friends and more meaningful discussions. More importantly it will minimize the effects of misinterpretations of behaviors and communication that inhibit personal growth, communication skills and personal relationships.

We also suggest that students should also have access to a series of career courses related to the careers they are interested in as well as online group coaching and advising using web cam, iPhone Facetime, or any similar tool.

While most colleges do not have the authority to require participation in these programs, there should be incentive programs, extracurricular credit, or even contests offered to encourage participation. It should include a strong marketing program that utilizes Social Media, campus ambassadors, testimonials, alumni participation and campus reminders to encourage participation.

We suggest you carefully develop a strategy that will deliver career related information to students each year.





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For example:

- Their freshman year as we've indicated is a good time to help students understand their own interests, skills, passions, behaviors and personalities so they can begin to explore the types of industries, jobs, and responsibilities in which they will succeed. Besides offering assessments, students should be offered self-study courses on career exploration and learning on how to look for jobs.
- Their sophomore years are a good time to connect students with alumni and give them access to courses on networking and building professional relationships using LinkedIn and even Facebook.
- During their junior years, students should be focusing on building their resumes around the skills, accomplishments, leadership positions, and projects they've that have been part of the educations.
- Of course, students' senior years should be spent learning how to look for jobs, at which industries to look, and how to interview and follow up on interviews.

Additionally the college needs to help students understand how what they are learning can be applied in a business environment and how to communicate those skills in job interviews. Faculty of philosophy, political science and art majors, as examples, must understand that the vast majority of their students will NOT get a job in their fields, but will need to know how to apply the knowledge they do receive across multiple industries and job functions. It's not something that will fundamentally change the curriculum of the faculty, but it will enable the students to use their knowledge bases to build their careers and job search strategies as they move through their college educations.

These are only suggestions to get you thinking about what would be best for your graduates and are not meant to be offered as the only strategies you should implement.

Get your team together and identify strategies that fit your college culture, faculty interests, students' needs and the overall mission of your college.

Your career center has to provide relevant, compelling and "in the cloud" career advice if you want students to take a personal ownership of their careers.



“All men are caught in an inescapable network of mutuality.”

Martin Luther King Jr.

6) CONNECT STUDENTS WITH ALUMNI

There are thousands of successful alumni who may be willing to dedicate time to mentoring current students and recent grads.

In the past, it was nearly impossible to connect willing alumni and students. The typical alumni association that even bothered with an alumni mentor program kept a 3 ring binder and found it nearly impossible to manage the process.

Today, however, with LinkedIn now approaching 130 million users and Facebook with over 800 million users worldwide, in a flash of a moment an assigned alumni administrator, career center staff person, student intern or alumni or parent volunteer can match students with alumni with similar interests and/or who are working in industries and professions that students are interested in.

Alumni associations may try to get the career center involved in their alumni online community but we highly suggest you resist that. Alumni online communities are literal ghost towns and frankly are a waste of college resources.

Regardless of what system you end up using to connect and engage alumni and students you have to be proactive and introduce people to each other!

The Stanford Shyness Clinic suggests 60 percent of us are shy. That shyness prevents us from asking questions in class, introducing ourselves at social events, and even extends into our virtual lives. Your students and alumni will LOVE being introduced to others who have similar interests or are on similar career paths.

One introduction can literally change a life!

We suggest during their freshman year, students be required to build their LinkedIn profile so your team can begin to introduce them to alumni. To be successful,





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both participating alumni and students should sign commitments and have a clear understanding of what is expected of them. Your alumni can either attend a live Webinar or watch a video recording which outlines what is expected of them as a mentor. Your students can either pick up this information from one of the courses you offer or watch on-demand videos that provide details on how to be mentored!

You can increase Internships!

A side benefit of increasing contact with alumni is that you put in motion more conversations and discussions that could result in internships between the students and their mentors. Internships are rapidly becoming an important bullet on resumes. Students with Internships are getting hired, while students without are having to overcome this by differentiating themselves in other ways.

A survey by InternBridge of 18,000 college students found that 60 percent indicated their college is requiring an internship. If this trend continues, you need to find ways to make it easier for your students to get internships.

Shawn Brown, Associate Director of Northeast Ohio Council on Higher Education, works closely with businesses to remind them of the benefits of providing internships and even offers programs to teach businesses how to make it a successful experience for both. He has over 10,000 students willing to participate in internships.

According to Shawn:

“Alumni associations are the bridge the Career Center needs to cross to get access to open-armed alumni who would be more than willing to mentor students. Successful colleges in the future will need to proactively “invent” opportunities to bring alumni and students together online.”

Teach students how to interact and engage with alumni!

We encourage you to develop programs where students write biographies of their mentors as part of a class project or track their mentors’ companies in Google Alerts so they can ask questions about their mentors’ professions and companies.

Your alumni are the key to your students’ internships and your graduates’ first jobs. Focus on building these relationships.





*“The highest reward for a person’s
toil is not what they get from it, but what they
become by it”*

John Ruskin

7) PROVIDE A CORE CAREER CURRICULUM

We discussed at length how graduating seniors are clueless about what it takes to find a job.

Remember, Tony Beshara, author of *The Job Search Solution* and an employment specialist who as personally placed 8,000 people in jobs over 3 decades spoke at our GRAD Career Webinar series and told students:

- It takes 100 phone calls to reach 10 hiring managers of which 2 will have jobs available
- It will take them on average 16 interviews to get jobs! (see page 26)

If students don’t have access to curriculum and “frank” talk that provides them the facts of what it takes to get a job, their chances of getting a job diminish. In fact they end up wasting a great deal of time and in many cases working harder, not smarter.

Don Peck in his book, *“The Next Economy”* suggests, “holding out for the perfect job is likely to turn out poorly for most people. In 2008, fewer people moved, as a percentage for the population, than any year on record.” Peck speculates that Millennials are staying close to home because of the financial and emotional support available from family and friends. Parents may be better advised to encourage their kids to look for jobs outside the family nest.

This kind of advice can be delivered via a series of online courses, webinars and mentoring relationships.



Online education is really nothing new—but it is for career education.

Nearly every college is developing online courses that complement the existing courses offered on campus or they are building new online degree programs using emerging e-Learning platforms.

The Sloan report we mentioned at the introduction to this white paper collected data from more than 2,500 colleges and universities.

One of the key summaries was:

Bad economic times, which traditionally drive more people back to school, are having a particularly strong impact on demand for online courses. Seventy-three percent of institutions report increased demand for existing online courses, compared with 54 percent for face-to-face. Sixty-six percent report increased demand for new online courses... and students are clamoring for distance education at colleges that don't offer it; 45 percent of institutions in that category report growing demand for new online courses and programs.

Despite this increase in demand for online courses, few institutions are developing online courses in career exploration, job searches, networking, interviewing, building one's personal brand or using Social Media in the job search.

In order to increase the amount of time and attention students spend on their career preparation while keeping staffing affordable, we think it will be critical for your college to offer career courses online.

By offering career courses online:

- You will be able to track use and frequency
- Compare those results with speed of employment and pay rate
- Reach more students anytime, anyplace and through any device
- Provide “master teachers” at ridiculously low costs per student

Plus if you were adopting the TalentMarks e-Learning platform, you'd be able to offer the top career authors and experts as your career faculty.

Why does the career center have to be the last department on campus with an e-Learning strategy?





“The most dangerous strategy is to jump a chasm in two leaps.”

Benjamin Disraeli

8) INTEGRATE CAREER LEARNING OPPORTUNITIES IN CLASSES

Hillary Clinton reminded us that it takes a “village to educate”.

We share that vision when it comes to preparing students for their careers. One lone career professional doesn’t have a chance in making a significant difference in hundreds of graduates’ lives, but a collective team of faculty, administrators, athletic coaches and career professionals, working together—CAN!

An important element of the Career Centered College Culture and Curriculum will be to gain the cooperation and interest of faculty and staff members to build in assignments that will help reinforce the need for students to understand how the information they are learning can be used in building their career strategy.

Let’s take a look at a few examples:

1. The English class, journalism, or PR class could require the students to write a bio about one of their alumni mentors. The instructor could identify what would be required, the content, length, questions to be asked etc. This will enable the student to gain a better understanding of the mentor’s job function, daily activity and responsibilities. These bios could be shared on the admissions website as well as the alumni website as a way to recognize and reward alumni for their career contributors, volunteerism or contributions to the college.
2. The Psychology professor could ask students to do a report that identifies what each learned about personality types from their Platinum Rule Behavior Tests. The professor could ask them to write the report in relation to the type of personalities future employers might have and to discuss how the student would adapt to such a personality.





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3. Students in an English class might be required to participate in a class blog that focuses on a specific industry. Students would be required to set Google Alerts to deliver breaking news, capture press releases and updates from other sources, and then write blog articles about the information to exercise thought leadership skills.
4. Your speech faculty could also incorporate interviewing techniques as an assignment. Students would be required to watch online e-Learning courses on interviewing and then use that knowledge to interview one another in class.
5. Your alumni association or fraternal organizations could offer young alumni meetings where they give students practice at implementing some of the networking techniques they learn via the on-demand e-Learning courses.
6. Marketing and business majors could be asked to create social media strategies for alumni businesses. Students have intuitive knowledge about how to use social media that small business owners lack. Students would not only gain first hand experience in using tools they love, but they'll end up helping alumni who are confused and not sure how to implement a social media strategy themselves. The benefits? Alumni gain knowledge and access to a new marketing channel that rings their cash register while you build a bridge connecting the students to possible long term relationships with these contacts that may well provide internships and jobs in the future.
7. Athletic coaches could use their pulpits to require students to build into their career strategies their understanding of leadership and how critical it is for a team of people to work beyond their differences and focus on the objective of the team.

Take a moment to think about different ways you can integrate career curriculum.

It's ridiculous to think your limited staff time and involvement can make even a small dent in giving graduates a lifetime career strategy.





“If you don’t have a strategy, you’re part of someone else’s strategy.”

Alvin Toffler

9) REQUIRE STUDENTS TO WRITE A CAREER AND JOB SEARCH PLAN

Research conducted by TalentMarks indicates that 95 percent of college grads don’t have a clear (if any) career/job search strategy. That might have worked for the classes of 2007 and prior, when the labor market was strong, but frankly today’s graduates cannot “wing it.”

Besides graduating into a very uncertain and competitive job market, according to the Department of Labor, students today will have 10-14 jobs by the time they are 38 years old. When studies indicate looking for a job is one of the most stressful activities in human history, it only makes sense that we give students the skills to “work smarter, not harder,” through their job transitions.

Many of the professors and staff on our campuses today, started their first job searches by picking up relevant newspapers, newsletters and sitting down on the kitchen table circling 140 character ads and making phone calls.

Today’s graduates have a myriad of emerging strategies and strategies that work in some industries, yet not in others. In order to successfully transition in their job searches they will need to develop the discipline of developing relationships with alumni, classmates, friends and colleagues.

According to Diane Darling, author of the books, the Networking Survival Guide, and Networking for Career Success:

“Careers are stifled and in many cases ruined because people have not been taught to network. Introverts miss out on incredible lifelong business relationships because they were too shy to introduce themselves or failed to follow up on an introduction, and extroverts blew opportunities because they “asked first” and didn’t give value to emerging relationships. College and universities will produce more successful graduates if they educate them in the proven steps to professionally network.”



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The process we've been discussing would require students to slowly --over their four year experience—build their career strategies and job search plans. Studies indicate that when you plan something in writing, it is more likely accomplished. Your students should have completed by their senior years a personal document that identifies:

- Their personality type and what careers would provide the best fit
- Their behavior style so they can know what adjustments they need to make in their communication with people who have different styles
- A pro and con list outlining different job functions and careers to enter
- A networking strategy
- A job search strategy
- A career strategy that will outline what they want to achieve in the next 5 years (including those years after graduation).

While your organization can create forms to accomplish this, an online version of the program would be ideal as it can:

- Remind students to complete items when deadlines pass
- Quickly show coaches and advisors posts, histories, discussions, and student progress
- Provide a lifetime resource for students/alumni that is automatically updated

These could even be used to offer students suggestions about what information or skills they will need to achieve their goals and strategies.

To encourage students to build career strategies, consider offering a guarantee like Thomas College offers. Here's how they explain it to their students:

The **Guaranteed Job Placement program** was launched at Thomas in 1999 and is the only one of its kind in New England and the most extensive guarantee offered by any college or university in the United States. If you don't secure employment within six months after graduation, you can come back to Thomas to for **up to two more years, tuition-free**, or we'll pay the monthly payment for your **federally subsidized student loans** that you incurred while attending Thomas College for up to one year or until you land that first job.



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Even better, if you are employed within six months following graduation, but the position is not within your field of study (you decide that—for whatever reason), you can still choose to come back to Thomas and take an unlimited number of **tuition-free** undergraduate courses for up to two years or you can choose to take up to half of the graduate courses required to complete any one of the Master’s degree programs at Thomas—again, **tuition-free!**

That’s a pretty incredible guarantee!

Because the career center is no more than a campus club and participation is optional, you will need to look at doing innovative things to encourage students to focus on their career explorations and job search strategies.

You don’t have to go the distance to offer a guarantee, but you could provide certificates they could share with employers that show they have completed a rigorous program to prepare them for the campus to corporate transition, or even offer them more advanced career center services that might include:

- Introductions to alumni
- More one-on-one coaching

A few well thought-out incentives will definitely get students’ attention and increase participation.

Assuming your grads have 14 job hunts ahead of them by them during the 15 years after college, you could help reduce the economic pain and personal stress if you made sure they KNEW how to search for a job before they graduated





“A coach is someone who tells you what you don’t want to hear, who has you see what you don’t want to see, so you can be who you have always known you could be.”

Tom Landry

10) BUILD A CAREER SUPPORT TEAM FOR STUDENTS

In the introduction to this white paper we mentioned the research conducted by the National Association of Colleges and Employers found:

- The average ratio of students to full-time professional staff was calculated to be 2,890 students per FTE staff member.
- The average ratio of students per career counselor is 9,377 students per counselor.
- The average number of counseling appointments per career counselor is 1,863.

It’s clear under the present budgeting process the career center does not receive enough resources to provide meaningful and dedicated career advising to students in any of their four years in college.

In a previous white paper “*10 Ways to Get More Resources for Your Career Center*” we went through a long analysis that suggested that a college that adhered to this staffing ratio, would result in—at best—a grad receiving 1.6 hours of career coaching or advising.

That’s barely enough to help a student develop their resume.

Research conducted by Stanford University Associate Professor Eric Bettinger that reviewed the academic records of more than 13,500 students from 8 college campuses including the 2003-4 and 2007-8 academic years, suggests that career coaching can make a sizeable impact on retention, graduation rates and student success.

Their finding showed a:

- 10% increase in retention after six months, that increased to 15% after 18 months
- 13% increase in graduation rates





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The one-on-one coaching required to reach these numbers is not cheap, but it is more effective than increasing financial aid to students! According to Bettinger's study:

a \$1,000 increase in financial aid typically increases persistence by three percentage points, while a two-semester investment in one-on-one coaching costs about the same and increases persistence by five percentage points.

Students in this study received in person one-on-one coaching to achieve these results.

However, there are alternative ways to deliver personal coaching and yet surround students with a group of caring supporters who will help them keep their eyes on the proverbial ball.

In the 2nd initiative we listed above, we suggested that students get introduced and connected to a minimum of 10 alumni with similar majors and are who are working in careers where those students' interests lie.

We would suggest that a requirement of an alum mentor is to invest 2-3 hours a year with the student he or she is assigned. This can be done in webcam discussions, phone calls, emails or personal visits.

We also think a more formal coaching program can be setup and delivered cost effectively using technology and professionally certified coaches and or retired alumni who go through certification. For this to be successful, you will need to develop an overall strategy outlining what coaches will cover each year and what they should discuss so that you keep a uniform and consistent program.

Both faculty and staff could and should be part of the overall coaching initiative. In many ways faculty are already serving this role successfully.

The automated data capture system we suggested in the previous point could also serve for coaches to keep notes, compare strategies and provide a group of people service students more quickly or even on-demand.

Finally we think parents have a role in helping students stay focused on developing their career plans. They should receive updates and be provided access (with their students' permission) to their students' career plans and progress. In many cases, they are footing the bill and should be notified if their student are not taking part in the career development part of their educations.



“One of the hardest things in life to learn are which bridges to cross and which bridges to burn.”

Oprah Winfrey

11) SEEK OUT ALUMNI ASSOCIATED BUSINESSES FOR INTERNSHIPS & JOBS

Colleges and universities have alumni working in organizations around the world. If you have 20,000 alumni, there may be anywhere from 3-5,000 organizations they work for.

You have an incredible opportunity to harness your alumni's influence and position within these organizations to increase internships and the hirings of your graduates. We've seen successful models where alumni associations have developed company alumni "affinity groups".

These organizations had four goals when they started company alumni affinity groups. They wanted to:

1. Raise the awareness and prestige of the college within the company.
2. Increase the number of student interns and grads hired.
3. Enroll more employees in the company in their advanced degree programs.
4. Reach parents of students who would soon be looking at colleges.

To launch the program they sorted their databases to find alumni who were working in the same company and instituted a direct mail, email, and phone call campaign to each. In some cases, depending on the number of alumni at the company, a personal visit was also in order.

The ramifications of pursuing this strategy were enormous.

By emulating it, you will first build pride and enthusiasm for alumni within a specific company, you will then get them acting as reminders of the quality interns and grads you have, and finally you will help admissions by delivering their message to prospective students, their parents and others looking for advanced degrees!





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Brilliant!

Once you have a program like this in place you can even take it one step further by offering to subsidize the hourly pay of interns.

Imagine if you could tell your alumni that if their firm hired an intern, the college will subsidize 20-50% of their pay. You'd have employers lining up to take your graduates. A program like this would help supercharge your annual giving program as it gives your phone callers and marketing message a powerful edge that resonates with alumni.

Take some time to decide how to build bridges to the companies with which your alumni are working and concentrate on them.

Your alumni association has the ability to infiltrate thousands of businesses and to use them as recruiting, fundraising and employment partners.





“The greatest gift you can give a person is a job!”

Bernie Schneier

12) HAVING THE CAREER CENTER REPORT TO A DIFFERENT DEPARTMENT

The vast majority of colleges and universities have placed the Career Center under Student Services on their organization chart.

This seems to have made sense over the years. After all, the career center works directly with students and by having it report to student services, it gives the Career Center a better shot at getting access to students via various channels like events, residence halls, etc.

Another group of colleges has put the Career Center under the academic wing, and still a very small minority are beginning to put the career center under the Development Department.

That idea is not new.

Richard Bolles, author of “What Color is Your Parachute” suggested over 35 years ago that, “Working alumni are giving alumni!” Alumni with not only just jobs—but successful careers—will have the resources to give of their time, treasures and their talents!

By placing the Career Center under the Development Office, you open up a number of interesting new opportunities.

1. It will be easier to get the Alumni Office and Career Center working more closely with one another to build mentorships and internships
2. You can reach out to alumni to support initiatives and extracurricular career activities that may not have been funded by the general college budget
3. You could raise money from alumni to subsidize student internships so companies could hire them for a lower hourly wage—or no wage at all.





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Juniata College, a small liberal arts college, was among the first colleges in the country to offer a 4 year college graduation guarantee. They understood that in order to be competitive and offer a fair value to their students and their parents they needed to do everything in their power to make sure students were able to finish college in 4 years. If they didn't, they could continue for free until they graduated.

Juniata College is now taking steps to improve their graduates' chances of getting jobs.

Recently they moved the career center under the office of college advancement and direct supervision of Executive Director of Constituent Relations, Linda Carpenter.

According to Linda, "Even though roughly 60 percent of our graduates have a job or are enrolled in graduate school by graduation day, we believe we can do better. We believe one of our greatest assets to help grads get jobs is our alumni network. Our move to put the career center under the college advancement office will increase the points of contacts between students and alumni. It keeps us thinking about helping alumni build successful careers before we think about asking them to contribute."

You have to decide what will work best for your department.

This kind of move can only occur if the Development Office passionately believes they can open channels and build connections with alumni, the businesses with whom alumni work, and the students on campus. From our perspective, this can't hurt!

Pay for internships

The third point we mentioned above involved offering to subsidize your students' intern pay to encourage more companies to hire them.

It's a relatively new concept but a few colleges have developed funds that pay all or a part of an interns' pay.

The College of Holy Cross in Massachusetts introduced this concept a number of years ago. Its Leadership Council of New York decided to create a "rainy





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day” fund for the college’s summer internship program. As the economic and employment crash unfolded in 2008 and 2009, and businesses that traditionally hired their interns had to pass, the council was able to reach into its fund and give the alumni director the discretion to offer to pay for the students wages for companies who could not afford to do so that year.

According to Amy Murphy, Director of Summer Internships, “It was an unbelievable position for me to be able to tell employers that, in this economy, we would supplement them for a year,” she explains. “We were able to help them financially and provide valuable opportunities for our students. We demonstrated to these employers that, clearly, we are committed to our relationship with them.”

It’s a fantastic idea really, and you could build into it a carrot and stick technique to make sure students are working on their career plans. Consider making this type of program only available to students who have completed specific steps in their career and job search plan. In the last section, we provided an outline of things students should be doing each year. If you used it as a template for your strategy, then students who completed the required steps by the end of their sophomore years would qualify for a summer internship program where an approved company could hire them and --depending on how you set it up—pay only half their hourly wage or all of it.

Changing the entity to which the career center reports might be a bigger hurdle than you want to take on initially. We are not suggesting that you have to implement all of the 10 steps we are recommending at one time. If you like this idea, you can begin to introduce it over time and continue to offer examples and reasons why it should happen.

You have to take an innovative approach to change your culture and realign the resources to give your students a shot at internships, mentoring relationships and the resources & knowledge they need





“Ready—FIRE –Aim”

Unknown

SAMPLE STRATEGY

The goal of this report was build a case as to why your campus should create a Career Centered College Culture and Curriculum.

As part of that strategy we discussed 12 ways to accomplish this mission.

What we want to do now is put together an outline of what your strategy might look like.

Knowing that it’s sometimes harder to get started with a blank sheet of paper, we want to give you a foundation you can build on so you don’t procrastinate. You know you need to be moving in this direction and the sooner you get started, the better your organization’s chance of surviving the tsunami of economic, political, behavioral and technological changes that are coming your way!

Don’t worry about making mistakes. The goal is to get started immediately. The longer you delay the process, the longer the planning phase takes, your graduates will continue to loose earning potential and your alumni satisfaction will drop.

This will all reflect negatively in enrollment and contributions!

Are you ready to dig in?





Build your own strategy

Use this outline to craft your own strategy.

We've sketched out what we envision would be a starting point for your campus to build a successful strategy that will get all departments and influencers, including students and alumni, enthused active and engaged in this important strategy.

Here is a year by year guide on what we think could be a starting point for you.

Freshman Year

1. Introduction video on the scope of the Career Centered College Experience program, and what management's expectations are. Plus, introductory statement by president and administrators.
2. TalentMarks career courses—Career Exploration & LinkedIn
3. Introduction to 3-4 alumni with similar interests and careers, along with exercise participation
4. 8 Online coaching webcam meetings explaining how to work with mentors & LinkedIn networking tips, as well as career exploration training
5. Behavior, skills, personality and interest testing.
6. On Demand video interpreting how results will benefit college students' and businesses' experiences by individual types
7. Access to TalentMarks 18 Career Webinars held on Wednesdays
8. Optional summer career activities including interviewing staff and writing up reports that include their job descriptions, summer Webinar participation and self study

Sophomore Year

1. TalentMarks career courses—Networking, Blogging/Twitter
2. 8 Online coaching web cam meetings providing live discussions on the curriculum strategies and how to build their thought leadership via blogging and tweeting in areas that interest them.
3. On Demand video interpreting how results will benefit college students' and businesses' experiences by individual types



CAREER CENTERED COLLEGE CULTURE & CURRICULUM

4. Access to TalentMarks 18 Career Webinars held on Wednesdays
5. Optional summer career activities including interviewing staff and writing up reports that include their job descriptions, summer webinar participation and self-study

Junior Year

1. TalentMarks career courses—Business on-boarding skills and career fitness
2. 8 Online coaching and webcam meetings providing tips on networking styles, strategies, and how to build thought leadership via blogging and tweeting in areas that interest them.
3. On Demand video interpreting how results will benefit college students' and businesses' experience by individual types
4. Access TalentMarks 18 Career Webinars held on Wednesdays
5. Optional summer career activities including interviewing staff and writing up reports that include their job descriptions, summer Webinar participation and self-study

Senior Year

1. TalentMarks career courses—Social Media, Interviewing
2. 8 Online coaching webcam meetings providing tips on networking styles and strategies and how to build thought leadership via blogging and tweeting in areas that interest them.
3. On Demand video interpreting how results will benefit college students' and businesses' experiences by individual types
4. Access TalentMarks 18 Career webinars held on Wednesdays
5. Optional summer virtual bootcamp participation
6. Your strategy could very likely look different than what we've outlined, but use it as a starting point for your discussions.





“If you’re ridin’ ahead of the herd, take a look back every now and then to make sure it’s still there”

Will Rogers

SUMMARY

If you’ve made it to the summary you must realize your college could be doing more to help grads and alumni build successful careers.

Your next steps are simple!

Pull a team together to start discussing how you can put the career center at the center of the college and university’s activities.

To change your culture, opinions, and modify decades old philosophies is going take time, effort and commitment. It won’t be easy, but somebody has to pick up the challenge. Your passion and compassion for the plights of students and grads will help you overcome the naysayers, roadblocks and setbacks.

Michael Jordan once said:

“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life...and that is why I succeed.”

Michael did this in a very public forum! Millions of people watched each of the moments he describes and everyone that watched gasped, moaned and screamed at him when he missed the 26 game winning shots.

To move this process in time to be of help to your current and future grads, you need to move quickly and publicly.

You’ll need to take a lot of shots to get this process started, but once you do, I’m convinced you will start a snowball reaction that WILL have the greatest impact on the success of not only your graduates and alumni, but the reputation and success of your college!

Act on your passion and keep taking shots! It’s the right thing to do.



TalentMarks partners with career centers and alumni associations to build successful virtual career content, strategies and tools that are delivered anytime, anywhere and through any device.

Serious about helping building a career centered culture and curriculum on your campus?

We invite you to contact us and explore how!



TalentMarks

Make Your Marks Count

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