

Career Everywhere – It Takes A Village

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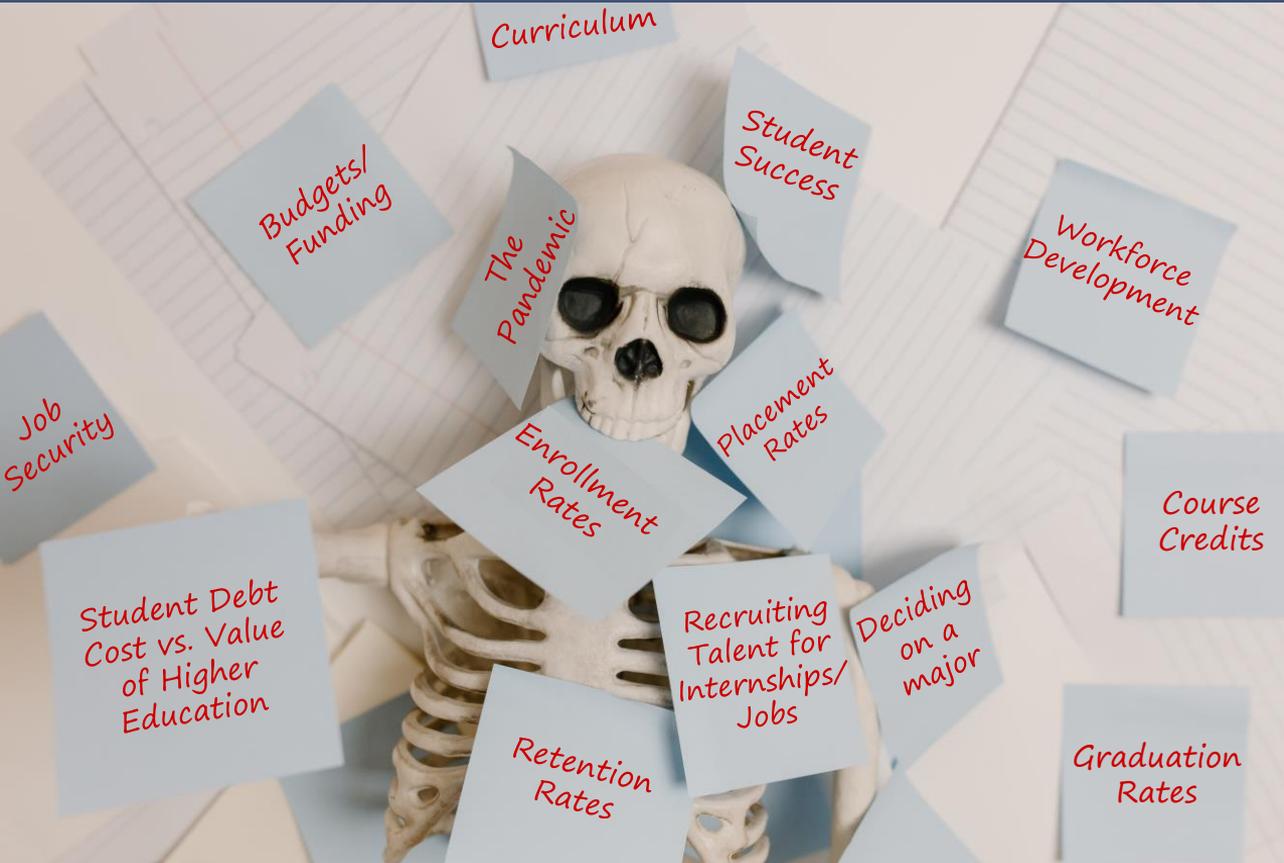
Topics to Discuss

- What It Is
- Where Can Everyone Collaborate
- Takeaways/Next Steps

The Village



What's Going On With the Village?



Look Familiar?

Career Everywhere Defined

- Career Everywhere is about embedding career in classrooms, across campus, and beyond so more students have access to the resources they need to build meaningful careers.
 - ▶ Engaging students with career resources before, during and after college
 - ▶ Providing truly equitable access to all students 24/7/365
 - ▶ Shifting the role of career services from provider to facilitator

Collaboration Defined



- A process of generating ideas
- Group decisions on many levels
- Matching talents/interests with responsibilities
- Helps all stakeholders

Collaboration Defined

- Commitment
- Allow mistakes, yet expect success
- Communication
 - The process of sharing and understanding meaning
 - Clear and transparent
- Start small

Data Sources

- National Association of Colleges and Employers
- Personal Experience



Super's Career Development Stages

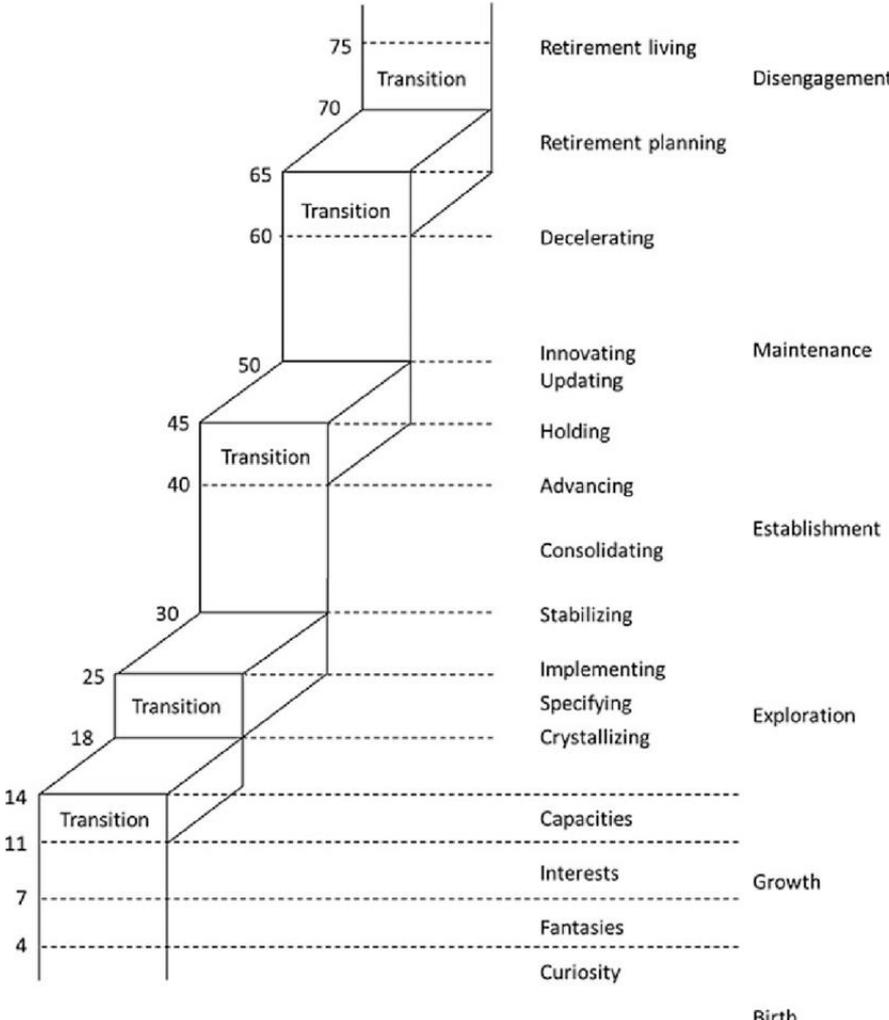
Disengagement (Age 65+) – Reduced output, prepare for retirement.

Maintenance (Age 45 – 64) – Continual adjustment process to improve position.

Establishment (Age 25 – 44) – Entry-skill building and stabilization through work experience.

Exploration (Age 15 – 24) – “Try out” through classes, work experience, hobbies. Collection of relevant information. Tentative choice and skill development.

Growth (Age Birth - 14 or 15) – Form self-concept, develop capacities, attitudes, interests and needs, and form a general understanding of the world of work.



Possible Collaboration Areas



Collaboration - Career Readiness

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

Students

- Key to ensuring successful entrance into the workforce. Career readiness is the foundation upon which a successful career is launched. Career readiness is, quite simply, the new career currency.

Higher Education

- Provides a framework for addressing career-related goals and outcomes of curricular and extracurricular activities, regardless of the student's field of study.

Employers

- Plays an important role in sourcing talent, providing a means of identifying key skills and abilities across all job functions; similarly, career readiness offers employers a framework for developing talent through internship and other experiential education programs.

Competencies for a Career-Ready Workforce Definitions



Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



Teamwork

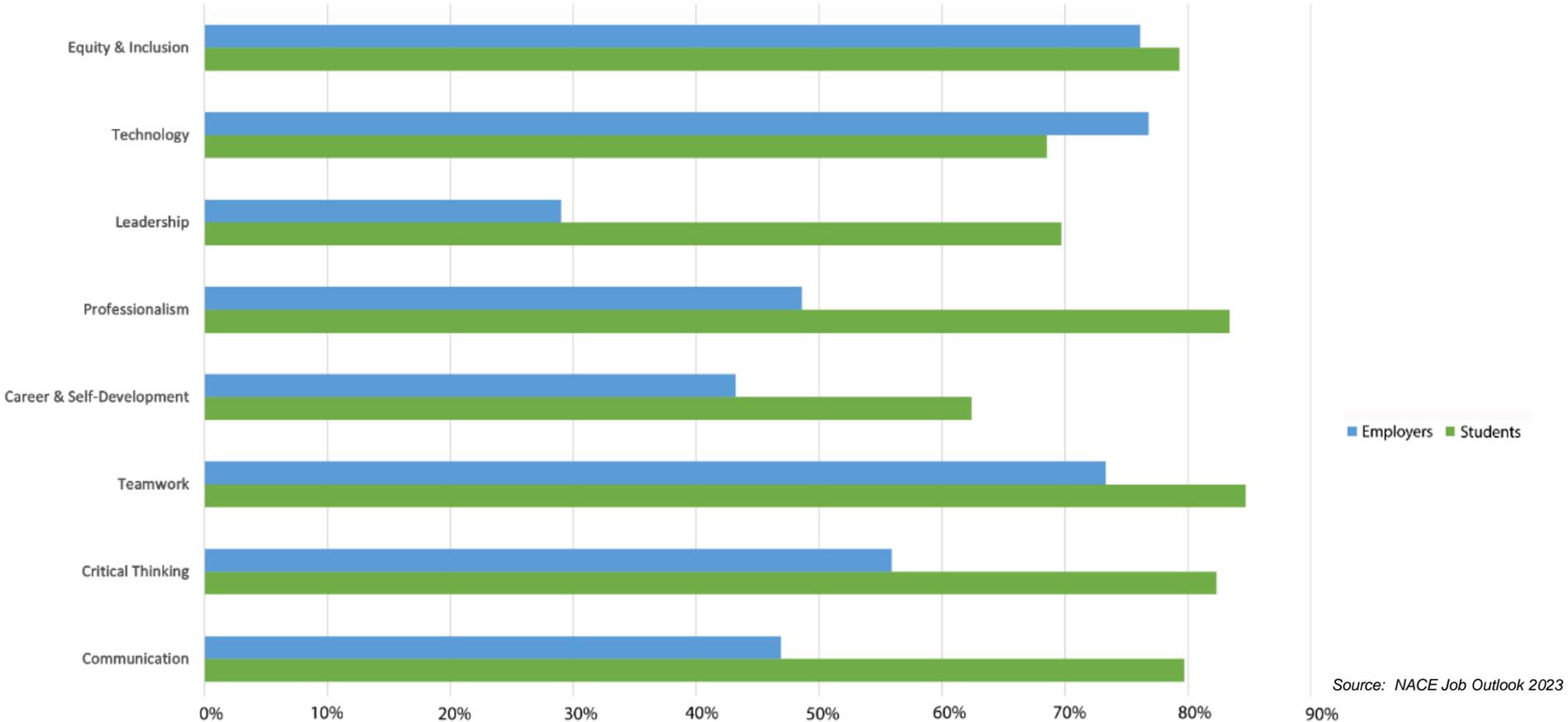
Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Career Readiness Proficiency Ratings: Students vs. Employers



Collaboration - Career Readiness

- Address the Perception Gap Between Employers and Students

Possible Collaboration Areas



Super's Career Development Stages

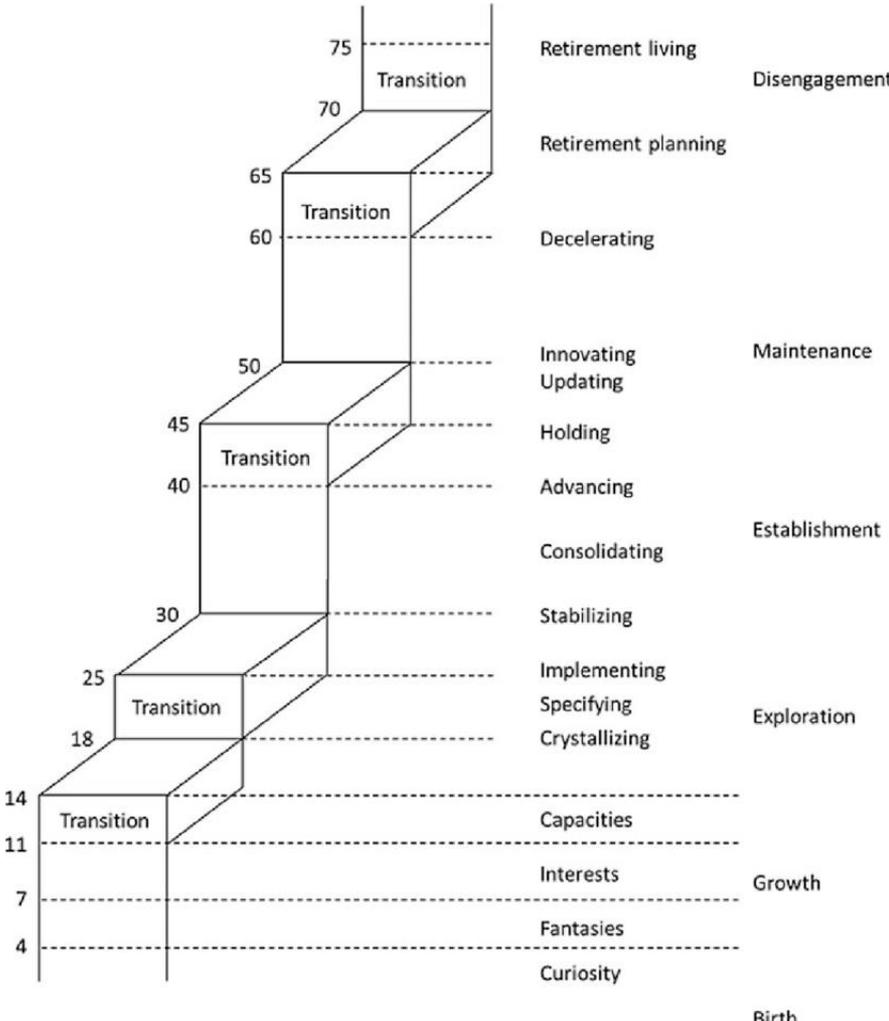
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Collaboration – Skills Development

Attitudes and Preferences and Outcomes of Bachelor's Degree Students

PERCENT VERY/
EXTREMELY
IMPORTANT

The organization offers job security.	87.7%
The opportunity to develop skills specific to the job.	87.5%
The opportunity to develop applied skills, e.g. communication, leadership and teamwork.	86.5%
There are friendly coworkers.	85.8%
The organization has a good insurance/benefits package.	80.6%
Organization embraces diversity.	76.4%
The organization provides me the ability to improve my country/community/world.	73.1%
The organization has a clear agenda of corporate social responsibility.	71.6%
The organization offers opportunity for self-expression and creativity.	67.9%
The organization is located in a diverse and tolerant community.	67.2%
The organization offers a high starting salary.	63.9%
The organization creates sustainable products and/or sustainable operations.	56.0%
The organization is located close to my home.	52.0%
The organization has a well-recognized brand/name/image.	43.1%

PERCENT
EXTREMELY/VERY
IMPORTANT

The opportunity to develop skills specific to the job	90.6%
The organization offers job security	89.3%
The opportunity to develop applied skills (e.g., communication, leadership and teamwork)	89.2%
The organization allows me to integrate my work and family responsibilities	85.9%
There are clearly defined assignments	84.8%
The organization has a good insurance/benefits package	83.9%
There is recognition for a good performance	82.6%
Organization embraces diversity	80.3%
There are friendly coworkers	80.0%
The organization has a clear agenda of corporate social responsibility	78.0%
The organization provides me the ability to improve my country/community/world	77.7%
The organization offers opportunity for self-expression and creativity	72.3%
The organization is located in a diverse and tolerant community	71.1%
The organization provides the opportunity for rapid advancement	70.5%
The organization offers a high starting salary	68.9%
The organization creates sustainable products and/or sustainable operations	67.9%
The organization has a casual/noncompetitive atmosphere	59.9%
The organization is located close to my home	54.6%
The organization has a well-recognized brand/name/image	50.8%

Attitudes and Preferences of Associate Degree Students

Collaboration – Skills Development

- What are the key skills needed?
 - ▶ Digital Skills
 - ▶ Human Skills
- How are the skills developed?

Possible Collaboration Areas



Outcomes

- Graduation
 - Begin with the end in mind
- Employment
 - What are employers seeking?
- Fulfillment

Collaboration - Outcomes

- Experiential Learning
- Job Search

Job Search – Experiential Learning

- Internships
- On-Campus Student Work
- Practicum
- Job Shadowing
- Apprenticeships
- Co-Op
- Externship
- Micro-Internship (Gigs)

Job Search - Experiential Learning by the Numbers

55%

Associate degree candidates who received a full time offer of employment from their internship employer

80%

Experiential learners were satisfied with their experience

44%

Employer type for internships is private or for profit

42%

Graduating Seniors who were interns who received a full time offer of employment from their internship employer

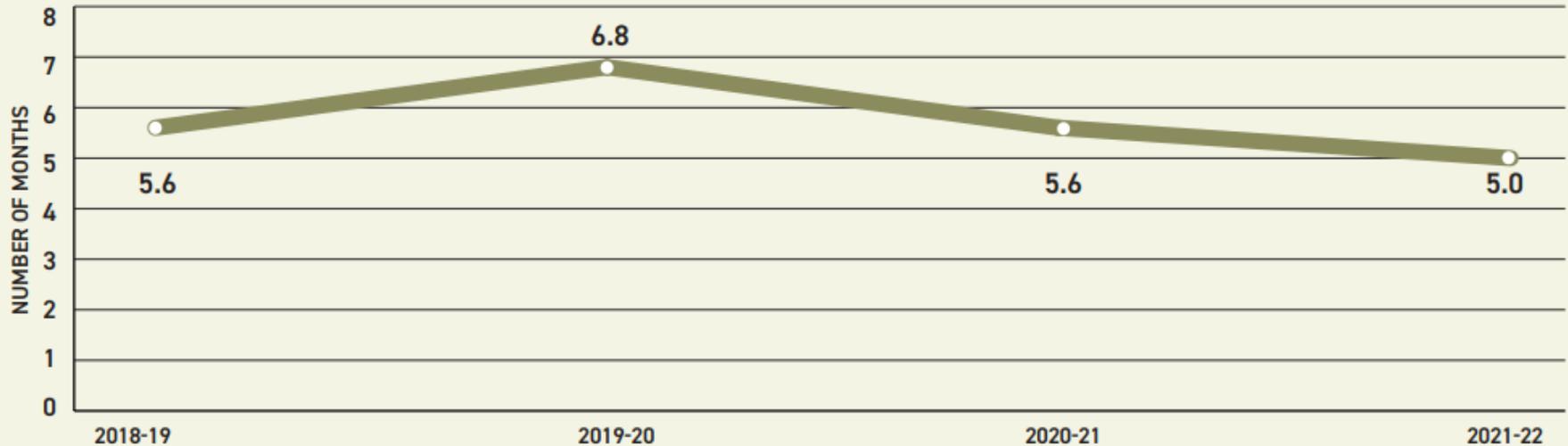
60%

Experiential learners who were paid

Obstacles to Participating in an Internship

- Course load too high
- Not selected for a paid internship
- Had to stay at current job
- Lack of opportunities
- Could not locate an internship

Job Search – Number of Months Prior to Graduation Students Begin Job Search



Job Search - Resources Used

Attitudes and Preferences of Associate Degree Students

	PERCENT OF STUDENTS REPORTING USED RESOURCE	PERCENT OF STUDENTS THAT FOUND IT EXTREMELY OR VERY USEFUL
Employer websites	71.8%	42.5%
LinkedIn	53.2%	24.5%
College-sponsored in-person career/job fairs	42.1%	22.8%
Local/community/industry in-person job fairs	39.6%	10.7%
College-sponsored job boards	38.1%	19.9%
Employer information presentations on campus	38.0%	19.2%
Employer recruitment brochures (PDF or print)	37.5%	15.4%
College-sponsored virtual career fairs	36.8%	20.0%

Additional question focused on use of individuals as a resource.

	PERCENT OF STUDENTS REPORTING USED RESOURCE	PERCENT OF STUDENTS THAT FOUND IT EXTREMELY OR VERY USEFUL
Friends	63.7%	35.3%
Faculty	52.0%	33.8%
Relatives	53.9%	28.3%
Parents	50.0%	28.4%
Career counselor	42.5%	27.0%
Employer representative	44.7%	24.9%
Alumni	29.4%	16.4%

Job Search - Resources Used

	USED	HELPFUL
Job-search websites	91.2%	61.6%
Employer websites	87.1%	54.1%
Friends	70.9%	35.8%
Parents/relatives	57.9%	28.5%
Faculty	55.3%	30.0%
Career center	52.2%	20.5%
In-person career fairs	43.2%	16.3%
Virtual career fairs	41.1%	14.5%
Employer presentations	41.1%	16.0%
Alumni	34.0%	14.4%
Trade associations	33.8%	17.1%
Employer representatives	33.2%	14.8%

Attitudes and Preferences
and Outcomes of Bachelor's
Degree Students

Collaboration - Outcomes

- Have resources available about opportunities everywhere
 - ▷ Share career information
 - ▷ RSS feeds on sites about opportunities

Possible Collaboration Areas



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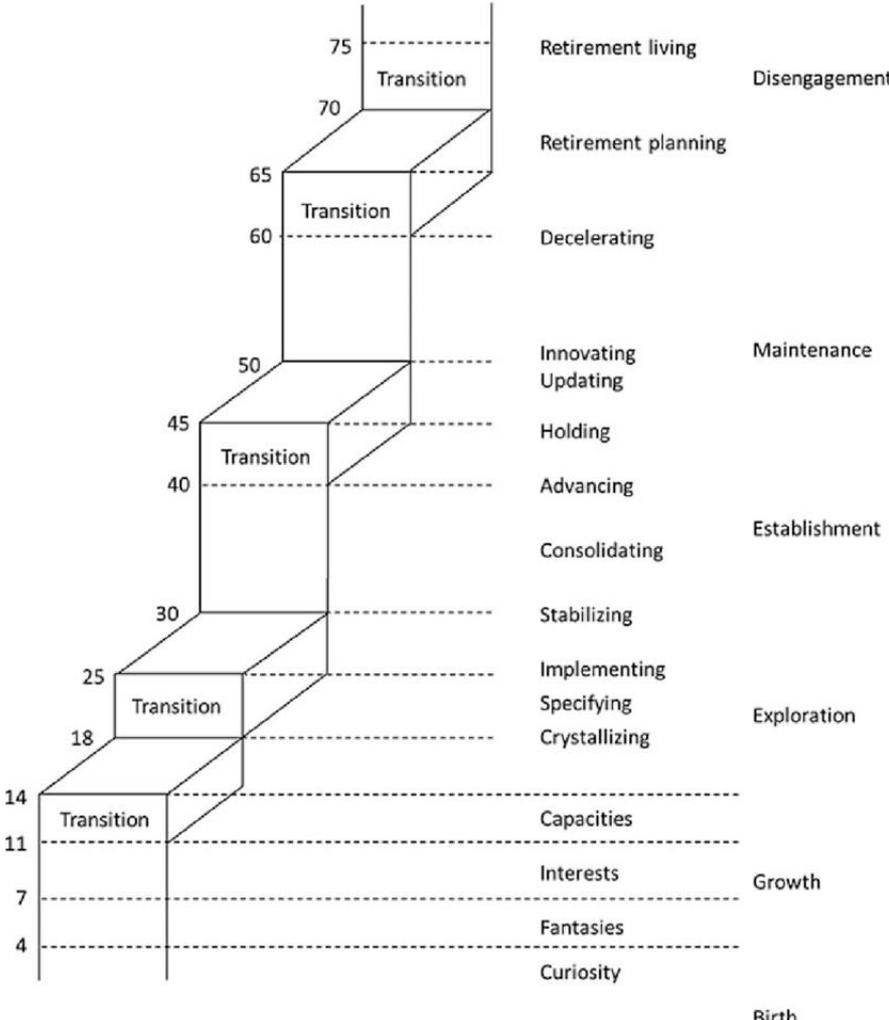
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Collaboration – Transitions

Attitudes and Preferences of Associate Degree Students

	PERCENT OF ALL STUDENTS	PERCENT OF GRADUATING STUDENTS
Continue my education as a full-time student at the next degree level	45.7%	41.4%
Search for a new job	31.6%	25.8%
Continue in my current full-time job	10.2%	17.8%
Not sure	4.3%	4.3%
Other	3.4%	5.8%
Begin my own business	2.7%	1.8%
Take some time off (to travel, etc.)	1.8%	2.8%
Enter the military	.4%	.3%

Collaboration – Transitions

Attitudes and Preferences of Associate Degree Students Major Selection

	PERCENT OF RESPONDENTS
Family	53.6%
Academic adviser	32.3%
Friends	26.7%
No one	18.7%
Employer	8.3%
Career counselor	6.8%
Faculty	5.6%
Other	2.7%

71% Researched Employment Trends Before Choosing a Major

76% - Researched Salary Data Before Choosing a Major

35% - Work with Career Center in Transferring to a Bachelor's Program

Takeaways/Next Steps

- Close the gap between student and employer perceptions
- Continual skill development
- Tap into resources that students use and find helpful

**“ I can do things you cannot,
you can do things I cannot;
together we can do great
things.”**

Mother Teresa

Questions?

The background features a light blue gradient. A dark blue, arrow-shaped banner points from the left towards the center. In the bottom right corner, there are overlapping geometric shapes: a light blue horizontal bar, an orange horizontal bar, and a dark blue arrow-shaped element pointing towards the right.