Families as Career Coaches

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Today’s Discussion

- DARE to be . . .
- Critical Moments
- T-Shaped Professionals
- Learning Outcomes/What Employers Want
- Recent Data
• Year 1
• Self-Discover/VIPS
• Identify Majors/Careers
• Experimentally Wander
  – Courses, activities, etc. related to career interests
• Connect with CaPD
• Create Action Plan
• Year 1, 2
• Get Involved/Seek Leadership Opportunities
• Gain Experience
  – Research
  – Internships/Part-time Jobs
  – Community Engagement
  – Entrepreneurship/Start-Ups
• Planning Ahead for Study Abroad?
Year 2, 3
Continue taking on challenging and significant experiences
Learn to relate to others
   - Networking events, career fairs, alumni volunteers
Develop professional brand on web/social media
Nurture and build network
• Year 2, 3, 4
• Continue taking on challenging and significant experiences
• Polish professional communication abilities and social media personal branding
• Execute a successful transition to meet after graduation goals
Critical Moments

“when things become relevant all of a sudden”
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• Choosing major(s)/minor(s)
• Needing to “make money”
• Questioning success in classroom
• Getting involved on and off campus
• Is networking only something my parents do?
• Creating first college resume, cover letter
• Preparing for first “real” interview
• Seeking first internship
• Considering studying abroad
• Further schooling beyond bachelor’s degree
• Finding employment
Systems that focus on the flow of things
- Transportation & Supply Chain
- Water & Waste Recycling
- Food & Products (Nano)
- Energy & Electric Grid
- Information/ICT & Cloud (Info)

Systems that focus on human activities & development
- Buildings & Construction
- Retail & Hospitality/Media & Entertainment (tourism)
- Banking & Finance/Business & Consulting
- Healthcare & Family Life/Home (Bio)
- Education /Campus & Work Life/Jobs & Entrepreneurship (Cogno)

Systems that focus on governing
- City (Government)
- State/Region (Government)
- Nation (Government)
The T-Shaped Professional

Confidence and Competencies to Cross Boundaries

Teamwork, communication, perspective, networks, critical thinking, global understanding, project management, etc.

Awareness and understanding of other disciplines that can help forward what I want to accomplish

Awareness and understanding of how other problems and systems relate to what I want to accomplish

The disciplinary knowledge I need to make a difference

The primary problem or system to which I will apply my knowledge
Stetson Essential Learning Outcomes of General Education

- Writing
- Information Fluency
- Speaking
- Critical Thinking
- Quantitative Reasoning
- Knowledge of Human Cultures/Natural World
- Personal and Social Responsibility
- Integration of Learning
Attributes Employers Seek on a Candidate’s Resume

- Leadership: 77.8%
- Ability to Work in a Team: 77.8%
- Problem-Solving Skills: 70.9%
- Communication Skills (Written): 73.4%
- Strong Work Ethic: 70.4%
- Technical Skills: 67.5%
- Analytical/Quantitative Skills: 68.0%
- Initiative: 66.5%
- Communication Skills (Verbal): 67.0%
- Computer Skills: 62.6%
- Detail-Oriented: 57.6%
- Interpersonal Skills (Relates Well to Others): 60.6%
- Flexibility/Adaptability: 62.1%

**SOURCE:** Job Outlook 2015, National Association of Colleges and Employers
2015 Cohort-May Census

- 47.7% have never used career center staff
- 45.1% have never used career center services
2015 Cohort-May Census

• 33.9% started searches 1-2 months prior to graduation, near or after graduation, or have not yet started

• 31.3% are still seeking additional education or employment
2015 Cohort-May Census

• Of those employed . . .
  – 22.8% engaged in contingent/temporary employment which mirrors US workforce (~18%)
    • Entrepreneurship, freelance, self-employment, temporary/contract, post-grad internship/fellowship
  – 87.5% accepted position in Florida
Questions

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