

# CAREER PLAYBOOK FOR PARENTS

Help Your  
College Student  
Find a Good  
Job Faster



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From **The Career Playbook Team!**



Dear Families,

Like you, many of us on the Career Playbook team have students in college and/or recent graduates. And like you, we have spent an enormous amount of time and money to help each student find and attend the “right” college and succeed once on campus.

Now however, there is the additional challenge of helping each student transition from college to the “real world”. Ultimately, we all want students to find a good job and fulfilling career, so that they are happy, hard-working, and self-sufficient.

We started Career Playbook because we felt that the current environment is incredibly challenging for graduates entering the job market. Competition is fierce, resources are limited, and many types of jobs are being impacted by technology, outsourcing, and other systemic factors.

Furthermore, career service centers on college campuses, while valuable and filled with good people, are also limited in resources. We spoke with some career service professionals who stated that their ratio of professionals to students was as high as 1 professional to 2500 students! We respect these hard-working professionals and simply seek to augment their resources and skills.

Thank you for your interest in Career Playbook, we look forward to serving your student and family and stand ready to support you.

The Career Playbook Team

# FOREWORD



## **Ben Casnocha**

*Co-Author of The Start-Up of You*

*Greetings parents!*

*In The Start-Up of You*, Reid Hoffman (co-founder / chairman of LinkedIn) and I assert that everyone is born with entrepreneurial instincts, and that today's competitive landscape requires each of us to re-discover these instincts and develop modern entrepreneurial skills in order to succeed in our careers.

Don understands these changes and challenges. As he suggests, graduates can no longer "wing it" during interviews or expect jobs simply because they have a college degree. According to his research,

fully 95% of graduating college students do not have written career or job search plans. Students graduating today need to understand their competitive assets and develop strategies around how to deploy them.

If your son or daughter will lead the life you hope for him or her, he or she also needs to take ownership of a career and be prepared to drive it forward on an on-going basis in the future. Don reports that according to the US Department of Labor, your student will have held 10-14 jobs by the time he or she is just 38 years old.

As a parent, you want your kids to have a successful career. But that won't happen unless you help them. Don says in this book that many students graduate without having the mindset or skill sets necessary for career success. It's true.

*In The Start-Up of You*, we emphasize the concept of Permanent Beta: you are never a finished product. You should always be investing in yourself. Don's book is a great way to invest in your child's future. It is jammed with tips about how to use social media, how to be a positive coach, and how to navigate the application process. The best practices and strategies here will help your child find the career he or she deserves.

*All the best to you and your family in journey ahead,*

Ben



# TESTIMONIALS

*"Parents wanting to help their unemployed graduate sons or daughters cannot do better than taking the advice found in this book. The 50 Strategies to Standout are the best way to move a career forward from the beginning."* **Gerry Crispin, co-founder of CareerXroads**

*"Students (and parents) invest in college in search of a successful career. Unfortunately, as is pointed out in **The Employed Grad!**, students often leave college without a clear understanding of what career paths are best for them or how to even search for jobs. This book provides a clear path that parents and students can use to help guide their paths in developing a career plan."* **Dr. Tony Alessandra, author of The Platinum Rule and Communicating at Work**

*"As a veteran of the college and career counseling space, Don Philabaum has his thumb on the pulse of the many challenges new grads face today as they enter what can be a confusing, intimidating job market. This book will help parents have thoughtful discussions with their soon-to- fly-the-coop grads without seeming overbearing or out of touch. And the best part? It may even help with your next career move, too."* **Jenny Blake, author Life After College**

*"As a LinkedIn profile writer and an independent LinkedIn consultant, I am often asked to speak at colleges and universities about using Social Media for career development. In this harsh economy, students need every advantage to stand out in the job search. If you have a student entering college, in college, or out of college, this book is required reading. Philabaum outlines what parents and their students need to know to build successful career plans and job search strategies."* **Donna Serdula, LinkedIn-Makeover.com, author, speaker, Social Media Advisor**

*"Parents assume their student will not only get a degree when they leave college, but also a job that will launch their career. Unfortunately, **The Employed Grad** shares research that shows graduates are, "clueless on how to find a job". Parents will love the free workbook, career preparedness quiz and 50 plus strategies that will make their student stand out in their job search."*

**- Katherine Miracle, author of Discovering Your Dawn, Only when you find your dawn can you unlock your true potential**

# AUTHOR INTRODUCTION

A survey by the Career Advisory Board reported that over 77 percent of career directors felt that the greatest obstacle preparing students for their first professional job search was getting students to understand the effort required to successfully search and compete for a job.

Your student's college career center is packed with the information, examples and resources to help them prepare for their job. Unfortunately if your student is like most, he or she will not think of visiting the career center until their senior year. That's too late to pick up the knowledge, skills and strategies they will need to get a job.

Your career center needs your support to encourage your son or daughter to take ownership of their career the minute he or she gets on campus.

Don't let them wait until their senior year!

They should be visiting their career center and building their career strategy each month they are in college. Research shows students that visit the career center more frequently and take ownership of their careers not only get internships but jobs quicker and at higher pay.

Think about it this way. It takes the average grad nearly 8 months to get a job. A grad with a job on graduation day will earn \$24,000-\$30,000 in salary within 8 months. That's enough to pay back the average student's loan. Remind your student that if they visit the career center 10 times and have a job by graduation day, each visit will result in \$2,400 to \$3,000 in future pay!

Best to you and your grad!

**Don Philabaum**

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## YOUR GRAD WILL BE CLUELESS ABOUT HOW TO FIND A JOB

**S**tudents invest little time and effort exploring careers And developing a job search strategies.

In 1956 Rudolf Franz Flesch wrote a book called, *Why Johnny Can't Read, and What You Can Do About It*. Flesch's premise was that the accepted method of teaching students how to read, the "whole word" method, did not fit everyone's learning style.

The "whole word" method of teaching reading was introduced by Horace Mann in 1830 and popularized by the McGuffey Readers. This method required readers to memorize words by sight. The problem was, when a reader was presented with a word they did not know, they couldn't sound it out. Phonics gave the reader tools to at least be able to sound the word out.

Flesch advocated the use of phonics rather than sight reading as an alternative reading method for students that were having trouble learning to read. While the public school system was not ready to adopt or add phonetics as an alternative method for some students, parents who were concerned about their children's difficulty in reading were.

Phonics gave parents an alternative method to help their children read and a whole new cottage industry was born.

*Ever heard of Hooked on Phonics?*

Chances are you used their products to help your student get a jump start on his or her reading prior to going to school.

So what does this have to do with a job for your student?

A lot!



Phonics was not an approved teaching method at the time. It was used by parents who either wanted to give their children a jump start, or by others that saw their children failing and were desperate to do something --anything-- to help them learn to read. It required parents to step in, get involved and be a part of their learning processes.

You may not realize it yet, but your student's career with a diploma is uncertain. Since 2008, nearly 80 percent of each graduating class has been unemployed on graduation day. Recent research is showing the average graduate will take 7.4 months to get a job.

### Why?

The economy is partly to blame, but I believe the real reason is that graduates have not taken ownership of their careers, have not invested in career planning while in college, and as a result are clueless about how to find a job. They are among the brightest students who ever graduated from college, but their job search skills are no more advanced than those students that graduated in the founding days of the college.

### Why?

The number one reason is because the vast majority of colleges do not require students to invest in career exploration and job search. Students don't have to visit the career center, they don't have to take behavior, personality, branding or interest assessments, and they certainly don't have to create a job search/career plan.

### You want proof?

If your student is in college, ask him or her how many times he or she been to the career center, or how much time he or she has spent exploring career opportunities and/or if he or she has a job search strategy.

The National Association of Colleges and Employers conducts yearly studies to benchmark the industry so they can see trends and their members can implement strategies to provide better services to their customers.

### **One of their surveys measures the average visits to the career centers by graduating seniors:**

- 27.2% never visited the career center
- 16.1% visited once
- 18.2% visited twice
- 27.0% visited 4-6 times
- 11.6% visited 8 times

Let's make sure you understand this survey. Over 61% of graduating seniors either never went to the career center or visited two or fewer times during their senior years.

If you visited the career center for one or two hours your senior year, how much do you think you might learn?

**Do you think you could have:**

- Taken personality, behavior, interests, skills, and branding tests and analyzed them?
- Evaluated the industries, companies and positions that were right for you?
- Chosen the right major/career?
- Built a network of alumni as a foundation to look for jobs?
- Chosen the right career?
- Attended career fairs?
- Been interviewed by companies?

I doubt it!

**Additionally, would you have picked up job search skills including how to:**

- Use LinkedIn to connect with alumni?
- Use Twitter to find fast breaking job opportunities?
- Use proven techniques to scour job boards?
- Use Facebook in a job search?
- Develop an online presence?
- Learn the 15 “Soft Skills” that businesses expect graduates to have?
- Learn the common mistakes grads make and how to avoid making them?
- Learn proven job search strategies?

**And, finally just how much do you think you would have learned about:**

- Adapting resumes with keywords that automated resume scanners will pick?
- The basics of how to look for a job?
- How to build a professional network?
- How to interview and follow up on interviews?
- How to handle the emotional ups and downs of the job search?

Without this basic knowledge and these skills, your student is destined to make numerous mistakes, waste a lot of time on the wrong techniques,

and not follow up on interviews. He or she may also procrastinate because of not knowing what to do next.

While your student knows Facebook like the back of his/her hand, he/ she does not know how to use Facebook in the job search, or LinkedIn, or Twitter, or any of the rapidly emerging social media tools that are essentially reinventing how people get jobs.

I can guarantee you that in the little time seniors invest in their career planning, they will not have even touched on 2 of the 20 skills, tools and strategies we just listed. Note this is only a partial listing!

# IT GETS WORSE!

Your student will be entering an economy that is going to make it harder for him or her to start off with a job that is related to his or her area of studies.

Without investing time in career exploration and job search strategies, **there is a good chance he or she will be represented by these stats:**

- Research is showing millennials that graduated during the recession in 2009-10 suffered a 10 percent “penalty” in reduced starting salaries compared to those who graduated prior to that.
- The Bureau of Labor Statistics reports that 17 million people have college degrees but are working in positions that do not require one.

On top of all that, your graduate is not only competing with nearly 2 million fellow graduates, but also the graduates from the past four years that are struggling to start their careers, as well as the 13 million people who are currently unemployed. (some suggest that number is closer to 22 million when you add in the 7 million employed part-time due to the economy and the 2.4 million marginally attached to the workforce!)

This is giving grads fewer opportunities, lowering their expectations and, offering them less hope than the generations before them. To adjust to these new realities they are altering their goals and life plans and pushing back the five milestones of adulthood: completing school, leaving home, becoming financially independent, marrying, and having kids.

- 12 percent are finding roommates to share cost of living expenses.
- 15 percent are delaying marriage.
- 60 percent of students will take jobs completely unrelated to their major.
- 80 percent or more will be moving home for a while!
- ...and a newly released study by the Pew Research Center shows that 24% took an unpaid job just to get some experience.

## How would you like to graduate into this environment?

Your student is facing enormous challenges and yet your child has invested virtually no time by graduation day to pick up the skills and knowledge he or she will need.

You probably are familiar with the phrase, “Work smarter, not harder!” That’s what we want every graduate to be able to do with his or her career. By developing a career plan, your grad will ultimately spend less time and effort to find the very best job that matches his or her career goals.

But your grad is not going to be able to do that on his or her own.

You need to require your child to take ownership of his or her career and get involved in helping him or her explore career options and develop a career plan and job search strategy.

# PARENTS TAKE A BACK SEAT – ASSUMING THE COLLEGE IS COVERING THIS

Despite how ugly the market is, and how much families have invested in their students' educations, **most parents are taking a back seat to their students' job searches because they:**

- Mistakenly think the college will prepare students for job searches.
- Feel out of touch about how to search for a job today, having limited understanding of how to use social media, personal branding and internet strategies.
- Assume their students will figure it out!

Now is NOT the time to take a back seat.

Some students, by graduation day, are still unaware on how to conduct an effective job search, but it doesn't have to be that way.

If your student is heading off to college, you have an opportunity to help him or her carefully craft a career plan while he or she is in college, and during summer breaks. If your student is in his or her senior year and/or has graduated, you still have an opportunity to step in to help your child build a job search strategy that will launch a career. Help your student understand the value the career center can bring to them related to the development of their career plan and job search strategy.

It won't take much time, but it will take a commitment on both your part and the part of your student. The really great thing is, along the way, you will also learn how you can market yourself in an industry that is changing overnight. If you expect to be back in the job market in the next 5 years, this information will be invaluable to you, too!

# YOU NEED TO BE YOUR CHILD'S CAREER ENCOURAGER

You know your student better than most and have more invested in his or her education than anyone else. You are the perfect person to step in and help your child build the strategies that will guide his or her career.

**This book is designed to give you ideas on how you can:**

- Guide
- Support
- Prod
- Encourage

You will help your student through the process of career exploration and developing a job search strategy. You've been there for your child throughout his or her entire life; now is not the time to sit back and let your child figure this out on his or her own.

Without your help, your child will start a career lacking confidence, confused, and in many cases, disappointed that the time, effort, and investment they (AND you) made, was wasted. Matthew Segal, the founder of Our Time, a national membership organization for young people under 30 suggests students are looking for help.

*"I can assure you that few people in my generation are living high on the hog in their parents' house," He says he resents the popular characterization of 20-somethings as lazy and unmoored, "Trust me, they're not getting too comfortable sleeping in their childhood bedroom or eating out of their parents' fridge. They're moving home because they don't have jobs and they have a lot of debt."*

It's not the students' fault!



Remember, the college will not require them to invest time in career planning, so they will invest their time in what the college expects of them.

In hindsight, there is evidence of their regret.

Studies show that graduates wished they had been more focused on career exploration and developing job search strategies prior to graduation day. A survey conducted by Adecco showed that 71 percent of recent college graduates wished they had done something different to prepare for the job market.

**Additionally the survey found:**

- 26% wished they had started their job search earlier – while in college.
- 29% wished they had spent more time networking.
- 26% wished they had applied for more jobs.
- 43% were currently working at a job that did not require a college degree.

## SUMMARY

Your students will be starting their careers, knowing about as much about how to find a job as the first graduates from their college knew. By not exploring career options and developing a career and job search plans, they will join the ranks of millions of graduates who have gone before them and struggle through job searches and wander through their careers.

That is--unless you step in and help-- perhaps like you did when you provided tutoring, computer learning programs and alternative reading programs like Hooked on Phonics! Think about what we've already discussed:

- 80 percent of graduates are unemployed on graduation day.
- The job search process has been revolutionized by online communities and social media.
- 71 percent of graduates wish they had worked more on their career plans while in college.

Your student has a 55% chance of graduating from college, but a degree does not come with a guarantee he or she will have a job by graduation day, or even one related to the career he or she envisioned. If you want your child to start off in a career, you need to get your student to take ownership of it the minute he or she is accepted to college.

That's the easy part! Keep reading and I'll show you how!

# COMING UP

You have the most time and money invested in your student. If he or she is to assume ownership of a career, your student will need your guidance and support to stay on track. Your student can't do this on their own. They will need your help and that of the career center.

*The truth is, I was afraid the day I walked into Stanford. And I was afraid the day I walked out.*

- **Carly Fiorina**, CEO Political Candidate

## YOUR TO DO'S AND NOTES!

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*Encourage your student to take ownership of their career and visit the career center!*



## YOU NEED TO ASSUME THE ROLE OF CAREER ENCOURAGER!

**Y**ou've coached your student for his or her entire life. Why stop now! This chapter will show you why you need to encourage your student to take ownership of his or her career and why it will be extremely important that you stay engaged in the process with your student.

The other evening I was watching the TV program, *The Voice* with my wife and daughter.

Karla Davis, one of the contestants was in a coaching session with Adam Levine, one of the judges of the program, and Alanis Morissette, one of the top female vocalists of the past decade. Their job was to help Karla develop her own version of Lionel Ritchie top 1977 hit, *Easy*. (It seemed like just yesterday I was listening to it!)

As they all stood around a large grand piano, Karla took a first stab at singing Lionel Ritchie's song. It came off flat and lifeless and Karla knew it.

Alanis was first to offer advice, "Whenever I try to find the right key to a song that is the Zen spot, I always go too far, and then I bring it down." Karla seemed still embarrassed from starting her session with her idol so poorly and had a confused look on her face as she tried to take in the advice Alanis was sharing.

Then Adam followed by suggesting that Karla stretch some of the notes, particularly the point where she sang E-A-S-Y! Alanis, looking for a way that Karla could step out of her normally shy personality, suggested Karla give a name to the part of her that can really belt out a chord. They decided to call that part of her being "Bertha." Adam candidly suggested that Bertha needed to be in both Karla's head and heart when she sings the big notes. Both wanted Karla to literally escape who she was to reach who she could be.

They recognized that Karla was insecure and somewhat shy and like good coaches, they were gently offering ideas and advice designed to give her more confidence so she could let her natural talent explode.

Karla tried the Lionel Ritchie song again, but this time with more confidence, more direction and more style.

You guessed it-- she nailed it and she immediately knew she just had a breakthrough moment. Celebrating, she ran around the piano, doing high fives. Adam shared his enthusiasm raised his arms high in the air, and said, "Whatever that was, that was perfect. Just do that ALL the time!"

It took a little coaching and advice to help her reach a state of confidence she knew she could find again. Both Adam and Alanis were able to help her move beyond her fear and sense of apprehension and to push herself.

Later, after the session, Karla said, "Wow, it's like a break though for me. That's good! I think I was the biggest thing holding me back, and, now I see it more than ever! It took 20 minutes for them to make me see and hear something in me that I would never – EVER-- have been able to do on my own."

And that's what coaching can do!

Your son or daughter is a diamond in the rough.

It won't take much to help your child unlock the power and potential he or she was born with. One simple suggestion can change a life, and change THE world.

## EVERYONE NEEDS A COACH AND CAREER ENCOURAGER

In addition to musicians, professional athletes have them, business executives have them, and actors have them, too.

The main role of a coach is to help people maximize performances, to help them be the best they can be. Research supports that. There is evidence that career coaches can increase the number of students who stay in college by as much as 15%.

In my opinion, career coaches are the doctors of careers.

Good career coaches know how to quickly identify what will help a person break through a barrier, make a decision they have been struggling with, or discover something they were unable to admit.

Like doctors, engineers, or any other professionals, career coaches need some data, as well as some background information in order to be able to analyze a situation. Your student will get more out of sessions with coaches if he or she comes equipped with results of assessments. He or she will also gain a better understanding of himself or herself.

Unfortunately, few students avail themselves of a career coach while in college, or ever, for that matter. Many misunderstand what a career coach is. College students who have visited guidance counselors who are helping them determine which courses to take to qualify for their degrees need to know that these counselors don't have time to really get to know each student.

The same is true for career center counselors.

Career centers are very busy places and see hundreds of students throughout the year both in and out of the classroom, which can sometimes feel as if there are not enough hours in the day to see and meet everyone's needs. However, the career center is still one of the best places to encourage your student to visit to not only get help developing a resume, but to also obtain comprehensive assistance related to your students' career goals and aspirations.

A good coaching relationship is one in which a dedicated coach helps a person accomplish things he or she wants to do or helps him or her overcome issues not easily handled alone. Career coaches will help students build their strategies over time and will help them keep on track.

Coaching relationships are more about accountability and outcome. The coach helps the student identify what he/she needs to do and the steps he or she needs to accomplish that. We all need this kind of help from time to time because we are so time starved, are multi-tasking too many projects, and we easily lose sight of what the most important things to accomplish are.

There are many reasons your student may want to reach out to a coach. His or her reasons don't have to be focused on careers, but could include life coaching, relationships or personal development.



### **Coaches and career encouragers can help students:**

- Explore career options
- Develop job strategies
- Organize the job search process
- Manage the campus-to-corporate transition
- Learn how to live on their own and handle finances
- Overcome the emotional highs and lows of a job search process
- Handle the debilitating effects of a personal break up or loss of a loved one
- Handle a first job
- Work in a team environment or for a boss
- Develop positive personal routines and behaviors
- Overcome compulsive behaviors
- Handle time management better or overcome procrastination

Career coaches easily take on these projects and help the students work through them.

## **FOUR YEAR COACHING PLAN**

In Chapter 1, we shared with you an industry report that suggested 61 percent of graduating seniors either never went to the career center or visited once or twice. I think your student should be investing a minimum of 20-40 hours per year on career exploration, career planning and learning the tips and best practices of a job search process.

That's essentially the equivalent of a 3 credit hour course each year.

This will require your student to set aside time, as if he or she were taking courses at college each week to fulfill a personal commitment to owning and managing a career strategy.

In addition to independent study and exploration, it's wise to make sure your student has access to you or a professional coach they can ask questions of.

If your student is just entering college, you have an opportunity to lay out a comprehensive career planning strategy that can involve ongoing coaching. The career center has dedicated career counselors who are available to help students review the results of their assessments, explore careers opportunities, and share what they need to do each year! Let's take a quick look at what coaching or encouragement could do for your student.

## **First Year Student**

During the first year, a coach, career center adviser or counseling center psychologist can focus on assessment analysis and career exploration. Coaches can help evaluate personality, behavior, branding and skill assessments and give your child insight on the career paths that he or she would enjoy, excel or “be a natural” at. While we don’t worry too much about creating a resume during the freshman year, we want students to start thinking about what their resume will look like and what experience they will have to acquire to create a marketable resume. During the year, coaches should assign homework including research as to which careers would best fit students’ personalities, behaviors, interests, and overall goals.

## **Second Year Student**

In the sophomore year, a coach can help frame what a student is learning with the realities of the work environment and continue to encourage him or her to build an online presence and professionally network. The coach should assign networking books to read and discuss who your student should be connecting with, as well as help manage those relationships. You need to encourage your student to participate in campus groups so that by the senior year, he or she will be able to take on leadership positions.

The goal is to position your student for internship opportunities during his or her sophomore and junior years. We’d also like to see students start to continue to learn and understand the soft skills.

## **Third Year Student**

As students move into their junior years, coaches should begin to prepare them for the psychological and intellectual changes they will need to make as they shift from their college experiences into work environments. More focus should be placed on building powerful resumes and using social media tools like LinkedIn, Facebook and Twitter to build an online presence and to get noticed as a credible employee. Students should be encouraged to participate in mock interviews at the career center as well as career fairs. Some employers will be looking for summer interns, so it’s important to ask your student to participate.

By the end of the year, your student should have a solid foundation concerning what he or she wants to do and the types of industries and companies for which he or she wants to work.

## 4 Fourth Year Student

Finally, as your student moves into his or her senior year, the coach should ensure he or she is taking the steps to have a job by graduation day.

This is the year your student should have all pistons firing on his or her job search strategy. Your student is not developing a strategy, but implementing and modifying it as needed. Too often, students assume they'll start looking for a job after graduation. This attitude will cost \$3,000 to \$4,000 in lost income every month a student remains unemployed. But worse, he or she will end up doing the same thing I did-- and perhaps you did--and start looking for a job to make ends meet, not a job that will start a career.

# COACHING OPTIONS

I want to make sure you have a good idea of what a coach and student relationship looks like. The way I see it, you have two options.

- Advocate for your student to go to the career center.
- You step in to be the career coach/encourager.

If you have the time and the interest to step in and be the coach, I think you'll find the job fun and rewarding. More importantly, you will put yourself in a better position to maximize both your investment and your student's investment in acquiring a college degree.

This book will give you a foundation of knowledge as you assume the role of your student's career encourager. In the following chapters, you'll learn how to advise your child to prepare for a drastically different job market, coach him or her to develop an online presence, and give your child tips and best practices that will help him or her get a job. You will also get to know about the dozens of things companies are looking for in a candidate and the common mistakes graduates.

# ASSUMING YOU DECIDE TO BE THE COACH/ENCOURAGER!

If you decide to provide some coaching to your student, there are 6 things you need to do to formalize the relationship:

1. Have a frank talk about the realities of looking for a job. Stick to the facts!
2. Your student needs to take ownership of his or her career.
3. Outline your roles and responsibilities.
4. Once you have an agreement, sign a contract.
5. Meet on a regular basis, and set time monthly and/or quarterly that you can agree on to do so.
6. Lead, don't do!

## 1. Stick to the facts!

I like to remind students that they are entering the worst economy for graduates ever! Students are competing with millions of people out of work due to the pandemic as well as millions of fellow graduates from all over the world.

It's brutal out there.

Students need to hear these statistics before they even go to college so they understand the RISKS of not building and managing their strategies.

- 80 percent of the last 4 graduating classes were unemployed on graduation day.
- The average grad takes 7.4 months to get a job.
- 95% of students did not have a written career plan.
- 61% of grads had only 1 mentor during college.
- 60% of students spent less than 5 hours per week on a job search.
- 60% of graduates are working in jobs unrelated to their studies.
- 58% of graduates wish they had worked more on developing a career plan while in college.
- 80% of graduates move home with their parents after college.

You have to impress upon your child that he or she just can't "wing it" and expect to get a job.

Finally, you need to grab your child's attention and remind him or her that according to the Department of Labor, he or she will have 11-14 jobs by age of 38. Does your child really want to stumble through the next 14 job searches without really knowing what he or she is doing?

Remind your child to "Work smarter, not harder!" A little time and effort today will make his or her life immensely more productive, rewarding and fulfilling.

## Your student needs to take ownership of his or her career

### 2. Your student needs to take ownership of his or her career

As a reminder, the reason you have to pick up this role is that your student's college does not require him or her to explore career options and build a job search strategy. It's just not part of the mission.

While not required, many faculty members and service providers throughout your student's college career do encourage your student to explore career options and build their job search strategy; ultimately, it is up to the student to take ownership of the direction they want to take their career.

You will get some push back from your child that he or she may not have time and that this shouldn't be his or her focus -- but you have to be firm and remind your child that he or she needs to invest the time today or risk being an unfortunate statistic tomorrow.

#### **We know the jobs are out there:**

- Each month on Craig's List there are over 2 million jobs posted.
- According to U.S. Bureau of Labor Statistics even in the worst days.

With a plan, your child has a greater chance of having a career job when he or she graduates.

## Outline your roles and responsibilities

### 3. Outline your roles and responsibilities

Your child needs to see the wisdom of having a plan in place that makes it effortless to move through these job transitions with no interruption in pay and with the kind of career advances he or she wants.

That being said, share with your child that you want to work with him or her because the college does not prepare its students for finding a career.

#### **Remind your student that in this process:**

- You are acting as a listener and a coach/encourager.
- That you are NOT taking a position of telling your child what to do.
- That you feel that you are stepping into the same position as a faculty member when you share interesting concepts, engage him or her in discussion, and offer advice .
- What your child does with this is up to him or her.



Remind your child that you do not want to take the position of a nag. This is a two-way relationship, and if your child is serious about the process, he or she will commit to what is required, just like he or she is committed to writing papers, doing research and completing assignments for classes. This will be different than course work as the results of your child's efforts will be knowledge and skills he or she will use for their entire life!

A small investment today will continue to pay off for your child throughout his or her entire life.

Your job is not to choose a career, nor control the process, nor do the work. You know the issues encountered in a job search and your past experience, compassion and wisdom will help your child successfully transition to his or her first job. Plus, by the time you finish reading this book, I guarantee you'll know more about using Facebook, LinkedIn, and Social Media than your child will pick up on his or her own!

#### **4. Sign an agreement**

Both you and your student are spending a fortune and investing a great deal of time to make college happen.

While we want you to assume the role of career encourager for your child, we also want you to treat this like a business arrangement and have your student sign an agreement outlining expectations and responsibilities.

##### **Your agreement should include:**

- An outline of your responsibilities
- An outline of your child's responsibilities
- Details about what will be accomplished during each year of college
- Goals for each step that include how many, when, and who
- Agreed upon meeting dates to review progress
- Reports

I know it's hard to have a business relationship with your kids.

In fact it's almost impossible to keep from reacting emotionally when they are not doing what you want, but if you begin correctly, and both agree to a formal arrangement, including the responsibilities you have to one other, I'm confident you can keep things on track.

## Meet on a regular basis

### 5. Meet on a regular basis

I asked you to include this in the agreement because it's a critical step in the career development process.

You need to have regular meetings to evaluate progress and measure the results against expectations.

Your role in these meetings is to listen and provide advice. There should be a set agenda which is driven by the agreement and career management strategy. Your child should provide a report to you prior to your scheduled meeting to give you time to review it and prepare your thoughts. You may do some research and find some links you want your child to check out, articles to read, videos to watch, or career curriculum courses to take.

Following the meeting, your child should send you the minutes of the meeting which include what was discussed as well as what he or she is going to accomplish prior to the next meeting.

This is nothing new. While at home, you periodically asked about their classes, what they had to do and what grades they expected to get in classes.

### 6. Lead - Don't Do!

The reason you picked up this book is that you want to make sure your student gets off to a great start in his or her career, but what you don't want to do is to take ownership of his or her job search.

You want to make sure your child is aware of the skills he or she will need, that your child does the research, and that he or she handles the day to day tasks that will be required to get a job.

The urge to do more can be great!

The Collegiate Employment Research Institute surveyed more than 700 employers who traditionally hire new college graduates. Their survey found that nearly one-third of the graduates' parents had submitted resumes on a child's behalf, some without even informing the child. Wow!

Another one-quarter reported hearing from parents who urged an employer to hire their son or daughter for a position. Another WOW!

And shockingly, four percent of respondents reported that a parent actually showed up for the candidate's job interview! Don't even think of that!

The report also showed parents engaged in every aspect of their graduate's employment.

- 6 percent advocated for promotion or salary increases.
- 9 percent tried to negotiate salary and benefits.
- 12 percent were involved in making interview arrangements.
- 15 percent complained if the company did not hire a student.
- 17 percent attended a career fair with a student.
- 40 percent obtained information about companies for a student.

I think it's ok to conduct some searches as long as your student is doing the same thing, but the six bulleted points above are probably not great strategies, and in the long run will hurt your student's career opportunities.

**And just to be clear:**

- Don't call a firm and tell them how great your kid is.
- Don't even think of going to the interview--unless you want to sit in the car!
- Don't try to negotiate pay.

Just keep in mind this is your child's job search and he or she needs to have complete ownership of it.

## SUMMARY

After reading this book, I am confident you will have a greater understanding of how drastically the job search process has changed and that you will have a better idea of the risk and opportunities that your student will have. Armed with this knowledge, you will be one step ahead of your child, until he or she takes ownership and zooms past you!

**We encourage you to:**

- Advise your student to go to the career center sooner than later to begin working on career plans and opportunities
- Open your student's eyes to opportunities.
- Listen to what he or she wants to do.
- Encourage your child to set goals and document his or her steps and grab the "brass ring" and take hold of his or her own destiny.

Just like Karla Davis discovered in the beginning of this chapter, all it takes is a few minutes with a coach to bring out a spark that not only changes your child's life, but can change the world.

Do that for your son or daughter and you will make the world and many businesses more successful and better places to work!

## COMING UP

This is not your father's job search market. In just the last 4 years, the techniques and successful methods to find a job have changed. It's revolutionary! The meat of what you need to know is coming. Get your highlighter ready because we'll introduce you to dozens of new, proven strategies.

*Find something you love to do and you'll never have  
to work a day in your life*

**- Harvey McKay, Author**

## YOUR TO DO'S AND NOTES!

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*Encourage your student to take ownership of their  
career and visit the career center!*



## YOUR GRADUATE IS ENTERING A HIGHLY COMPETITIVE GLOBAL LABOR MARKET – WITH NO JOB SEARCH STRATEGY!

**Y**our graduate is going to compete with millions of people out of work and tens of millions of college graduates around the world.

Each year nearly 2 million new graduates hit the streets looking for a job.

I've always wondered how our economy absorbs so many new workers, not only those graduating from college, but the others who are graduating from high school and are not going to college.

Think about it, between the high school and college grads, we estimate nearly 3,000,000 people are looking for a job each June. For the better part of the past four years, our economy has shed more jobs than have been created, and even on the best month, we've barely generated more than 200,000 new jobs. It's interesting to note that EVERY decade, 1970's, 1980's and 1990's our economy produced on average about 138,000 jobs every month. However, because of the HUGE recession in 2000, that decade actually lost jobs.

### **A lot has changed in the employment world since 2007.**

In 2007, nearly 60% of the students graduating had jobs by graduation day. Another 15-19 percent went on to advanced degrees, which left a little over 20% without jobs. In hindsight, those were the good old days!

### **Today, on a nationwide basis, things have flipped.**

Only 17 percent of students graduating from college today have a job by the time they leave campus. That leaves 83 percent unemployed or heading off to graduate school. It's a miserable time for graduates to be stepping into the cold, cruel world, particularly when you combine the fact that they are leaving college with the highest credit card and student loan debt of any students in the history of our country, or in fact the world.



# IT'S A GLOBAL EMPLOYMENT ECONOMY

On top of that, the employment world has gone from local, regional, state, and national to global. The Internet has had much to do with enabling businesses of all sizes to find employees, either full time, part time, or job specific to handle tasks. This has not only enabled companies to hold down their costs, but also to ramp up and provide services to customers faster, with less effort.

Your student is not only competing with his or her fellow graduates, but with graduates around the globe, including the 6,000,000 students China graduates EACH year! I've heard some reports that China graduates more science and engineering students than the United States graduates students of all disciplines. In a world connected by the Internet and a common language, a company can easily get competent, degreed and English speaking workers at anytime.

Businesses do business in a global society today. They see the world not only as a source of talent, but as a customer base. The United States has only 325 million consumers, and the rest of the world has over 7 billion consumers!

In article by Charles Krugman in the New York Times, that he called "Made in the World," a quotation by Mike Splinter, the C.E.O. of Applied Materials, **perfectly sums up why businesses reach out to talented employees around the world:**

*"Outsourcing was 10 years ago, where you'd say, 'Let's send some software generation overseas.' This is not the outsourcing we're doing today. This is just where I am going to get something done. Now you say, 'Hey, half my Ph.D.'s in my R-and-D department would rather live in Singapore, Taiwan or China because their hometown is there and they can go there and still work for my company.' This is the next evolution."*

In the same article, Michael Dell the founder of Dell, Inc. supports our point that businesses are developing relationships and are planting their flags in other countries because they know in an expanding global marketplace, the more countries they have a presence in, **the more products and services they will sell:**

*"I always remind people that 96 percent of our potential new customers today live outside of America." That's the rest of the world. "If companies like Dell want to sell to them," he added, "(they) need to design and manufacture some parts (and) products in their countries."*

It's not just major corporations that are employing people around the world. My firms have employed people in the Philippines, India, Egypt, Bosnia and even Pakistan because they had the right talent at the right price and could deliver what we needed when we needed it. Small business owners and entrepreneurs are using services like Upwork, Freelancer, Fiverr and others to hire people with master's degrees for less than five dollars per hour. The Internet and a common language are making this possible.

## THEIR COMPETITION IS COMING FROM COMPUTERS TOO!

Since the 1980's, the personal computer has changed the tools used to run a business.

- Accounting and finance have shifted from hand-written ledgers to excel sheets and programs.
- Typewriters have been replaced by word-processing and computers.
- Telephones have diminished in importance and been largely replaced by more rapid communications like email and texting.

A host of other efficiencies have been introduced to make people and groups more productive as well. Along the way, these technologies flattened the corporate structure, eliminated pools of secretaries, assistants, and middle managers. What is coming next, though, could rip out entire floors of staff as computers that take no holidays, work 34/7/365, and require no health care, get smarter.

If you are around my age, you might remember the seminal 1968 movie directed by Stanley Kubrick, written by Arthur C. Clarke, where Hal the computer talks amicably, renders aesthetic judgments of drawings, and recognizes the emotional state of the crew. Hal was an important part of the team – you might say he was the brains of the astronauts - as he monitored systems, was assigned key assignments, and even had ongoing discussions with the crew members.

Then in 1997, IBM scientists built a computer they called Deep Blue to play chess with world champion chess player Garry Kasparov. The 1.2 ton computer's job was to out think and out analyze every move Kasparov made. The nearly decade long project enabled Deep Blue to examine and evaluate two to three thousand chess positions per second. With that kind of speed and focus, what chance does a mere mortal have whose thoughts might get interrupted by the attractive brunette in the audience, the cough of an official, the heat in the room, or the urge to go to the bathroom?

In the first real test of man over machine on May 11, 1997 IBM's computer Deep Blue beat the world chess champion after a six-game match that included two wins for Deep Blue, one for Kasparow, and three draws. The match lasted several days and received massive media coverage. It opened the door for the creativity of computer programmers to build computers as capable of handling complex calculations required to discover new drugs, handle complex modeling, or send objects out of our solar system!

Now only a decade later, computers are being introduced that will have the potential to handle white collar positions-- in secretarial, analytical, engineering and even in the health fields! Graduates and workers in engineering, accounting, finance, math, and even teaching will find computers equipped with their skills coming into to market in the next decade.

*How can I predict that?*

## HAL'S COUSIN WATSON SETS A NEW BAR!

In September of 2011, after years of research, a team of IBM scientists and engineers created Watson, their latest, smartest, new "thinking computer" that competed with two of Jeopardy's top celebrated contestants, Ken Jennings and Brad Rutter.

This challenge was much greater than Deep Blue as the team needed to develop a computing system that could rival a human's ability to answer questions posed in natural language with speed, accuracy and confidence. Jeopardy provides the ultimate challenge because the game's clues involve analyzing subtle meanings, irony, riddles, and other complexities in which humans excel and computers traditionally do not.

Watson had to understand the language of a clue, register the intent of the question, search millions of lines of human language, and return a single, precise answer in less than three seconds.

*That is exactly what Watson did to win!*

The computer's ability to understand the meaning and context of human language and rapidly process information to find precise answers to complex questions holds enormous potential to transform how computers help people accomplish tasks in both business and personal lives.

To me, this is further proof that our educational system no longer needs to focus on rote memorization, but should focus on how to use information and data and to think creatively and critically.

Computers built on the success of the IBM team will be displacing millions of workers in the coming decades and the only thing that will save careers will be abilities to think more creatively than the computers.

While politicians try to figure out how to find a way to bring manufacturing jobs back to America, business leaders are reminding them that it's too late. During the Super Bowl, I watched a car commercial that showed cars being built in a pristine, hospital-clean factory by robotic arms that even repaired themselves. While we worry about outsourcing jobs to other countries, at the same time--very quietly--manufacturing jobs are being outsourced to cousins of Hal the computer.

*I don't hear anyone complaining.*

In fact, I hear everyone talking to Siri, Apple's faithful assistant who receives no pay, works 24/7/365 and yet has the skills to talk to tens of millions of people around the world! My wife loves to challenge Siri with seemingly impossible questions and we are both slack jaw when she throws one Siri's way that Siri gets right. Siri is only going to get smarter!

Grads too may love Siri, but Siri and her decedents are going to be a major competitor for positions they may have qualified for during their lifetimes.

## CURRENT JOB SEARCH STRATEGY IS "WING IT!"

So, we spent a few minutes evaluating how a globally talented market and highly functioning computers will continue to displace workers, and make it more and more difficult for your graduate to get a job.

Now, I want to open your eyes a bit to show you how far behind the eight ball your graduate is in starting to build his or her job search strategy. We'll take a look at just how little time, attention, focus and thought your student has put into the job search.

I've mentioned that it's taking the average grad 7.4 months to get a job after graduation a couple of times to keep driving home the point.

If you and your student start developing and managing a career strategy the minute he or she gets into college, there is a greater chance he or she will not only have a job by graduation day, but a job that is more relevant to your student's career and major.

Your incentive to help keep your student focused is the fact that he or she will have \$3,000 to \$4,000 in salary immediately after graduation.

It takes a commitment and time, but without you or the college or university requiring your student to invest the time, students will simply not put time into it. The end game and focus for your student will be on graduating.

*Your student's first priority is the curriculum.*

While in college, we estimate your child will invest up to 8-10 thousand hours in class, creating reports, contributing to group projects, doing research, writing papers, preparing examples and being involved in campus activities. Add in down time, connecting with friends, some nights out, and holding down a job, and there is not a lot of time left.

To learn more about recent grads' job hunting strategies, TalentMarks conducted a series of polls several weeks after graduation. The results were disturbing:

- 60% of the grads surveyed spent 1-5 hours a week searching for a job.
- 17% spent 6-13 hours a week searching for a job.
- 95% of the grads did not have a written job career plan.
- 61% of the grads did not have an alumni mentor during college.
- 32% had one or two mentors.

These numbers showed graduates either didn't know the many different techniques to look for a job or were simply lazy. My guess is their only knowledge about how to look for a job is to post some resumes on job boards, and wait for someone to contact them.

# RESEARCH CONFIRMS THEY DON'T USE MULTIPLE STRATEGIES!

The Heldrich study we mentioned in the second chapter, *Unfulfilled Expectations: Recent College Graduates Struggle in a Troubled Economy*, painted a picture about strategies used by the average graduate to get a job.

- Three-fifths of graduates use the Internet and job boards like Monster, CareerBuilder, and company websites.
- Three-fifths of graduates turned to family and friends.
- Less than 33% used their college career center.

Prior to 2007, while online job boards were emerging, the primary way to find a job was simply to look through classified ads in various publications and send resumes or call employers.

Having a good resume is only one of a dozen (or maybe more) skills in which your child will need to stand out in an uncertain job market. Today's students have to be adept at using online search techniques and social media, as well as master the skills involved in creating a resume that will be picked up because of focus on the right key words, building an online presence, networking skills, and understanding on how to build a job search strategy.

For the graduates of 2007 and those that came before, having a degree and a good resume was all they needed to get out and get interviews. Interviews and job offers came easily and most students didn't prepare, in fact, "winging it" was common.

*Today's students can't wing it.*

# NO JOB SEARCH STRATEGY = POOR CAREER START!

Without the knowledge concerning how to look for a job or develop a job search plan prior to graduation – job seekers:

- get disillusioned.
- become frustrated.
- feel helpless and worthless.
- start to procrastinate.
- feel less confident.
- settle for less.

The Heldrich study found that 56% of the graduates feel -- based on the current market and world conditions -- that their earning potential will be less than that of their parents. Cliff Zukin, the co author of the Heldrich report, **summarized what this generation is facing:**

*"The dismal sense of college graduates' financial future is yet another sign of the corrosive effect of the Great Recession. Even young graduates of four-year colleges and universities, who are typically optimistic about their futures, are expressing doubt in another cornerstone of the American dream -- that each generation can enjoy more prosperity than the one that came before it."*

*Man, just reading this bums me out!*

Is this what you want for your graduate after all the time and investment both you and your student have made?

## BUT WAIT! IT GETS WORSE!

Without the job skills necessary to get a job, students will find that they have fewer choices and because they have to support themselves, and they start to settle for whatever they can get. The Heldrich report proves this:

- 27% took a job just to get by and pay bills.
- 23% reported working for a temporary agency or doing seasonal work after graduation.
- 33% took a job that paid a lot less than they had anticipated after investing 4 years (or more) and tens of thousands of dollars in a college degree.
- 40% didn't think a college degree was necessary for the jobs they had.

If you think that is bad news, it starts to look even bleaker because research conducted by the National Bureau of Economic Research shows,

*"Graduating in a recession leads to large initial earnings losses. These losses, which amount to about 9 percent of annual earnings in the initial stage, eventually recede, but slowly -- halving within five years but not disappearing until about ten years after graduation."*

*Are you seeing the picture I'm trying to paint?*

Your graduate cannot "wing it" and start developing his or her career management and job search strategies after graduation. There is plenty of evidence that your student will short change his or her opportunities and settle for jobs that are totally unrelated to his or her career goals, passions and dreams.



# IS IT WORTH DEVELOPING A CAREER PLAN?

Yes!

A survey conducted by the National Association of Colleges and Employers, the association that your student's career centers belong to, found that graduating college seniors who used their school's career centers had a much greater chance of landing a job than those who didn't use the career center.

Of the students who participated in the study, 71 percent who got jobs had used the services of their schools' career centers. Further, those that visited more frequently received better salaries!

That research was complemented in the John J. Heldrich Center for Workforce Development report that found that:

- Students who had an internship received a median income of \$6,680 more than those that did not do an internship.
- Those working during school in an area related to their major entered the labor force with a median income of \$34,510; those not having done so entered with a median salary of \$28,000.
- Graduates who were able to find a job related to their major earned higher salaries, as much as \$10,000 higher!

Throughout this book we'll be talking about strategies to help students explore career opportunities and develop a job search plan prior to graduation so they can be included in these positive statistics.

## SUMMARY

The stakes are high for graduates and parents of this generation.

The end game for students is to get a great career job by graduation day. However, we've shared enough information and statistics to you that by now that you know better. The likelihood of finding a career-worthy job is small if your student doesn't have a plan.

Because the colleges and students are not focused on this, somebody has to be! I can't think of a better somebody than you and your student!

# COMING UP

Why can't your student just go out there and figure it out? In the next chapter we'll share how much the job search process has changed and why students don't have a clue about how to look for a job in the 21st century.

*Even as demand and salaries rise, college students should not be lulled into thinking that the job search will be easy or that jobs will be handed to anyone with a degree.*

**- John Challengers**

## YOUR TO DO'S AND NOTES!

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***Encourage your student to take ownership of their career and visit the career center!***



## JOB SEARCH & HIRING HAS DRAMATICALLY CHANGED

**Y**our graduate needs traditional job search skills like networking, interviewing and the knowledge to build a fantastic resume, but he or she is also going to have to learn how to look for a job using online communities and social media.

When I entered my senior year of college the only thing on my mind was finishing up my courses required to graduate. As it was, on the last day of classes, and graduation the very next day, I found myself standing in front of my dean's desk asking him to wave an hour class I overlooked that would have prevented me from graduating.

My guess is there are a lot of students out there like me!

While in college I was active in as many clubs as I could be while working a full time, second shift job. I had a small part to play in producing the yearbook, and also had my own radio program on the campus radio station from 6:00 am– 8:00 am every day. I loved the responsibility of firing up the station, and being able to play a set of songs to wake up fellow students.

Upon graduation, it suddenly dawned on me that I didn't want to be a reporter, nor live the transient life of a disk jockey. Like most graduates today, I was fairly clueless about what to do, what industries I might work in, and/or how I could find positions within the entertainment or music industries.

I didn't have anyone to talk to about alternate directions for my career. It never dawned on me that I could go into the operations and management side of the radio business.

Had I talked to someone that could have offered advice on management, operations and other business areas I could have explored, I probably would not be writing this book. I would be near the end of a career that spanned working with Capital, Columbia, a cable company, or the new entertainment conglomerate Live Nation!

So what was my strategy? You guessed it-- "Wing it"!

I picked up the Cleveland Plain Dealer and started circling classified job listings for which I felt I was qualified. While writing this book, I ran across a copy of the resume I put together after graduating which included a listing of the part time jobs I held in college, my activities, and even my height and weight! (The theory that you gain 10 pounds every decade is true!) Obviously, I had not been to the career center for help!

## I LEFT COLLEGE LOOKING FOR A JOB – NOT A CAREER!

As a result of my "wing it" attitude, there was no strategic thought behind my job search, and my search quickly started to focus on the type of jobs where people called me back – sales jobs! It didn't seem that hard back then to get an interview because most of the sales positions were very low in base pay, with most salaries relying on commissions.

I did get a job within a couple weeks selling Pert and Perky note cards from Current Stationary, a firm out of the gorgeous Colorado Springs, Colorado area. My job found me moving from Ohio to Kansas City, Missouri to be a regional sales representative. Armed with the first business cards in my career, and I was responsible for visiting all the schools in the area and convincing kids to go out and sell Pert and Perky note cards.

In those days, we were able to walk into schools and knock on the doors of teachers --while they were teaching-- and try to pitch them. Today, if I did that in Kansas City, I'd be escorted from the front door by a police officer, directly to the principal's office-- that is, after I was body searched and passed a metal detector!

Remember I said I was looking for a job, not a career. I quickly learned I didn't believe in my product, although any self respecting woman of the era thought very highly of Pert and Perky note cards. Within six months, I had fixed my resume, added my new responsibilities, picked up the classifieds, and started making phone calls.

*That was then!*

Today, your student is entering a world where the job search process has drastically changed, and the tools used to get a job are numerous and new.

And, the old standby-- the resume-- is about to become part of ancient history. The resume is about to go the way of the typewriter, cassette tape, land line phones, newspapers, and magazines.

This is a huge game changer as the entire job search process has been built on resumes and job postings.

Companies posted job listings and job seekers offered their resumes as proof they could do the jobs. It worked well until the Internet opened opportunities for anyone and everyone to blast 100 resumes to companies regardless of whether they were qualified for the positions for which they were applying. Hiring managers were overwhelmed with 250 or more resumes for each job and responded by developing software programs that looked for keywords in the resumes and which could eliminate 99 percent of them if they wanted to.

*The process is changing because it's too time consuming, too expensive and too unpredictable!*

## 4 EXAMPLES ON HOW THE JOB SEARCH PROCESS IS CHANGING

Before we look at the six primary reasons why job searching is changing, let me share 4 stories with you.

### QUIZ/SURVEYS

In an article she wrote for the Wall Street Journal, Rachel Emma Silverman shared the changes in hiring techniques that John Fischer, founder and owner of StickerGiant.com, a Hygiene, Colorado company is already using. Fischer told Silverman that a resume isn't the best way to determine whether a potential employee will be a good social fit for the company. Instead his firm uses an online survey to help screen applicants.

The company designs questions tailored to the positions they need filled. For example a current opening for an Adobe Illustrator asks applicants about their skills, but also asks questions like "What is your ideal or dream job?", and "What is the best job you've ever had?"

The company provides applicants the option to attach a resume but it is not required. According to the founder, using quizzes like this are filtering techniques that can be automated so it saves the company time, yet produces a better match for the company. Keep in mind this is not a high tech or venture backed company! This is a middle of the road manufacturing company that is scrappy enough to know the old way is not working for them so they are using the new tools and techniques the internet provides them to speed up the process, reduce the costs, and make hiring more predictable.

# SHORT TERM PAID PROJECTS

In another example of rejecting resumes, IGN Entertainment, a gaming and media firm launched a program in which it taught programming skills to passionate gamers that had little programming experience. They paid the participants while they learned. What they were looking for was a group of people with natural talent and the right attitude.

They used this as a way to sift through a bunch of candidates and to see firsthand how they worked.

Greg Silva, the Vice President of People and Places for the firm indicated that out of the 30 participants who participated in the program, they eventually hired 6 people full time. Several of the candidates were not traditional candidates; they didn't attend college or have minimum work experience. If they had used resumes as part of the selection process, these people would have never been hired.

## GAMING

There is a good chance you have a couple of gaming consoles sitting around the house and you've observed your student engaged in online games with friends across the world. There are hundreds of companies that are recognizing they can find and sort talent based on how candidates play online games and solve the issues the game present. Google, Facebook, and Amazon for example are—in some instances – throwing away the need to rely on resumes and using games as a way to identify talent for specific job functions.

Job Flare has 90-second brain games that are scientifically validated to measure cognitive aptitude – the #1 predictor of job success. Students can participate in the game, upload a resume, and be found by companies who are looking for their skill sets.

Knackapp has a series of career assessments that enable anyone to play a game and be included in a leaderboard of worldwide talent that employers can tap into. Their artificial intelligence and cognitive analytics sorts players' skills to help employers find the right talent. Students will not only be directed to industries and jobs they have the potential to excel at, but the Knackapp program will actually present jobs they can apply for at the moment. You can expect more variations of this hiring method over the next decade.

# POWER POINTS AND TWEETS

Every day, we hear unique stories about how candidates are using new technology that bypasses traditional channels and tools like resumes to get jobs. One made an impression on me is a story about Hanna Phan, who was months into her job search using traditional job search techniques. Hanna was using social media and LinkedIn to build her network but she was not getting leads and worse - no interviews.

The good news was, she knew what she wanted to do. She wanted a job that combined technology and visual creative presentations. That's a pretty small niche!

Hanna did her research and noticed a job opening at SlideRocket, an online firm that makes presentation software. It looked like the kind of firm she could learn to love! Then, Hanna had an inspiration. She decided to use the company's own product to tell her story. Not a resume.

She created a 2 minute introduction to her accomplishments and goals using SlideRocket's technology. Think of it as an online, souped-up Power Point presentation.

She then tweeted her animated 90 second slide show to the company's chief executive, Chuck Dietrich. Many in upper management will share their Twitter accounts with the public because it not only builds social credibility and thought leadership but it's a less time consuming way to communicate with people.

At that very moment, Dietrich was settling into a flight heading west. He noticed a direct message from a Twitter follower named Hanna. Catching his curiosity, he clicked on the link and was impressed with the slideshow as well as Hanna's ingenuity in reaching out to him directly - using HIS product.

The CEO connected Hanna via phone when he landed, which led to a flight to the company's offices in San Francisco for an interview. Within a week, she had the job! The company put her resume on their website as an example of how their product can be used and, very quickly, it had 30,000 views! You can't do that with a resume.



*Nobody else who applied for this job had a chance!*

Incidentally, the company loved her application of their product so they produced a template slide share tool they call Presume, yet another tool your graduate should be looking at to make himself or herself look different.

If the principle service of your student's college is helping them with a resume, your student is going to graduate with little knowledge about how to survive in this changing world of Presumes, quizzes, surveys and companies who will try them out, before they hire them.

## SIX PRIMARY CHANGES

There is a world of change happening in the job search industry brought on by six primary changes that are going to vastly affect your graduate's job search for the rest of his or her life!

What we are starting to see is an entirely new job search process that will put more pressure and responsibility on the job seeker. It's not going to get easier for most candidates. In fact, it will become more time consuming for them, unless they get ahead of this change and prepare.

Many of the changes have come over the past decade, with the real impact happening in only the last 4-5 years. So if you've been in your current job at least 5 years, you might be clueless about how much has changed too!

**The changes that are occurring are primarily fueled by four things:**

- Over supply of candidates applying for more jobs
- Technology
- Cost
- Global talent

In fact, one of the many challenges hiring managers have is trying to keep their recruitment costs down. According to the human-resources consulting firm Bersin & Associates, the cost to hire a new employee averages \$3,479! Many larger firms are spending twice that amount. Cost control, efficiency, and technology are going to continue to drive changes in the recruitment, hiring and training processes.

**Let's take a look at the six primary changes that have occurred over the past decade:**

1. Job boards
2. Automated resume readers
3. Social Media
4. Online Community
5. New job search tools
6. Employment Checks

## 1. Job Boards

CareerBuilder was founded in 1994 and was one of the first online job posting sites that took advantage of the Internet. It was revolutionary at the time and in direct competition with the newspaper classified ads business.

Today CareerBuilder 144 million people use the job board each month. Others include SimplyHired, TheLadder, ZipRecruiter, AfterCollege, and of course Monster. There are literally tens of thousands of specialty job boards your student will have access to.

Job boards have come a long way and have essentially taken over a large part of the classified ads business. By 2008, revenue in the classified ads industry dropped by 42% from its peak that year.

Craigslist was founded in 1995 by Craig Newmark and served as centralized network of online communities in specific cities that provides free classified advertising with sections devoted to jobs, housing personals, for sale, and more.

Not only were job boards less expensive, faster, and easier for companies to participate in, but they gave employers access to a nationwide audience.

Job boards also provided new benefits for job seekers. They could post their resume information online which eliminated the need to print it out, including the cover letter, or put postage on it and mail it.

A number of companies have developed techniques where a person can fill in one resume online, push a button, and apply automatically in hundreds of jobs. This Gatling gun technique rarely works, but the ease and low cost nature of the service is hard for job seekers to pass up.

Unfortunately, this put new burdens on hiring managers. Instead of having to review 10-20 paper resumes, they were now being bombarded with hundreds of electronic resumes. Plus, they had to shift through the resumes to attempt to look for lies, exaggerations and distortions of truth.

*Let's step into the shoes of a hiring manager for a quick second.*

Let's assume they have received 250 resumes for a position. Their crafty little program will sort through and per their instructions find 50 that match the keyword criteria that the manager is looking for. From that point:

- They will probably call the top 15 to 20
- Once they talk to the above candidates, they will probably
- check 3-7 of the candidates' online identities.
- Then, they will likely bring in the top 3 candidates

The odds are definitely against your student being called in for an interview, let alone him or her getting the job.

The Internet and an explosion of new techniques have actually made hiring managers' jobs harder, not easier. When your student applied to college, he or she probably participated in common application systems where they only had to fill in one college application and they could use it at participating colleges. Today, your student's resume represents only 1/20th of the overall strategy about how to get a job. He or she has to stand out in order to be chosen.

## Automated Resume Readers

With the introduction of job boards and a flood of new resumes, hiring managers needed a secret weapon to offload the piles of ridiculously unqualified people who were electronically applying for everything under the sun.

So programmers gave them an easy to use tool that is tied together with the job description of the position and which will automatically scan electronically submitted resumes, grade them, and kick out the best matches to the hiring manager.

This program will look for keywords or key phrases in the resume. Each system is different and most give the hiring manager the ability to weigh certain phrases. The job seeker's challenge is to find repetitive words in the job description and try to load their resume with similar words in order for the computer program to include them in the final selection offered to the hiring manager.

With this innovation, job seekers now need to take some time to evaluate the keywords in the job description and reword a resume to include those. It's more time consuming and of course, every time you tinker with your resume there is a good chance you will misspell something.

The good news is resume readers are used primarily by larger companies. If your student is not interested in working for a large company, this will be less of a headache and time killer for him or her. Ninety-nine percent of employers in the U.S. are small businesses with less than 16 employees. They don't typically have the same volume of resumes for a position, nor the access to filtering technologies.

*However, that is changing.*

Companies like ZipRecruiter provide companies with easy to use resume tracking systems that helps them find the right talent and manage the hiring process. Their tool can pull in candidates and give the hiring manager a dashboard on which they can change the parameters to specify what they are looking for.

Some programs can even confirm the person's employment, Google a name, send out questions for written responses, and automatically update everyone involved in hiring for the position. It's pretty neat stuff as it helps hiring managers go through the hiring process faster, with less hassle and organizes the relevant information they and others need to make selections. It eliminates a lot of the start/stop situations that typically occur during the hiring process.

I know we've been talking about the death of resumes, but in no way are we saying to abandon resumes altogether.

We live between times right now and your student still needs a resume!

We highly recommend your student use the career center to help them develop a resume, as well as read books and publications, or even attend webinars to learn more about the resume process.

## Social Media

### 3. Social Media

Social media has made an enormous impact on how companies are looking for employees and how employees find job opportunities over the last couple of years.

Social media for job searching and hiring is relatively new. Social media has been acknowledged as starting around 2004 with a series of new websites that enabled people to interact with each other and content for those sites was created. Some of the first that you are familiar with today include MySpace, Flickr, Twitter, YouTube and blogs.

Social media can be used to find jobs but also help candidates do something they never could do before – be found. That's an interesting opportunity because a candidate is going to be in a stronger position to get a job IF the hiring manager seeks him or her out.

*Let's take a look at the most popular Social Media job search tools.*

#### Twitter

When Renee Libby, 25, was laid off from her public relations position she decided to see if Twitter might help her get a job.

She started searching on Twitter for local communication professionals in the Baltimore area. Once she found them, she simply connected with them. This gave her a chance to build a network of Directors of Communications, Marketing and even VP's. While connecting with others, she made sure her Twitter page showed her experience, and to keep in front of her new contacts, she Tweeted regularly.

Every hour or so, Renee would tweet about news or articles specific to the industries in Baltimore or send out links to the latest edition of her own column in a local publication. In what would seem lightening speed time for others who are in the job search process, the Director of Public Relations for Baltimore-based SPIN contacted Libby and suggested she start freelancing for the company, which she gladly did.

As with anything, timing is everything. Only one week later, one of their associates announced that she was leaving. That left Renee with an inside track at interviewing for the position, which she eventually got!

Twitter, with now two hundred and seventy-five million users, represents another network that hiring managers are using because it's fast, effective and free! They can post a job and within seconds start receiving responses from people.

### **There are four ways to use Twitter to get jobs.**

Your student is going to have to become a savvy Twitter user. It could be the differentiator that helps him or her stand out.

- Make comments and post on company Twitter accounts or Twitter accounts of people within the companies he or she is interested in working for.
- Create a Twitter account to show thought leadership.
- Build a personal brand.
- Subscribe to Twitter accounts that list job opportunities.

Your student should create his or her own Twitter account --not only to allow to follow companies he or she is interested in and receive these alerts-- but also to show his or her own thought leadership. If your student is interested in sustainable management, and continually tweets or re-tweets a company's message, tracking tools will show the company that your student is helping get its message out. When it comes time to hire, your student's name will be familiar.

Another reason your student should create a Twitter account and build his or her connections on Twitter is to help get the message out when he or she needs a job. There are thousands of stories already of individuals who tweeted something like, "Just got laid off, looking for work in accounting – small business" and then instantly getting leads from people who followed them or follow their followers!

### **YouTube**

We are big advocates of video. It's the new way to stand out because most people are not using video effectively. We recommend your student create a video that gives a 1-2 minute overview of their accomplishments, awards, goals and what they bring to the table of a company. With a flip-it camera or even a smart phone, your student can record an interview, edit it, add transitions and graphics to make it look professional, and maybe even include some music on the front and back ends.

This video can be used on a personal page, linked to their LinkedIn and/ or Facebook pages, and posted on YouTube. YouTube has hundreds of millions of users that search its contents every day. Having a video on YouTube will draw more attention to your student and it will also show up when a company is doing an online check-up on him or her. It's just another way to look innovative, professional and relevant in these times.

## Blogs

There are four ways to use blogs to get jobs.

- Make comments and post on company blogs or the blogs of people within the company.
- Create a blog to show thought leadership.
- Subscribe to blogs that list job opportunities.
- Build a personal brand.

Blogging started to become popular in 2004 as free tools like Wordpress and Typepad were introduced, and today it's pretty mainstream. Most companies and a select number of their employees are now blogging.

Your student is going to want to isolate the companies they really want to work for and then search for the company and/or individuals who work on the company's blog. When your student finds the company and/or individuals within the company, he or she can use tools like Google News or RSS Feeds to alert them when new posts are made. Then, if it's appropriate, they can drop in and make comments and/or share the posts with the network. Again this is all about getting noticed within the company.

There are thousands of niche blogs that list job opportunities.

The other way your student will want to use blogs is to build his or her own personal brand. My kids have been developing blogs the over the last 4 years as a way to share their interests, skills, and knowledge. The two oldest have gone through a number of different blogs in search of what their brand should be. The best thing they did was just getting a blog started.

As their focus and interests have changed, they have moved onto different messages and entirely new blogs. April had at least 3 different blogs before she became focused on sustainability management. Now completing her degree in Sustainable Management with the University of Wisconsin, she decided to create a blog called, "Sustainably Small." She covers topics related to companies that are successfully implementing strategies that are green.



Along the way she learned about other blogs. One in particular was [www.lagreengirl.com](http://www.lagreengirl.com). She reached out to the founder of the blog and offered to periodically create guest blogs. She was turned down initially, but as the author saw April pick up on her own blog and liked what she was doing, she agreed. So April started covering events that the founder of LAGreenGirl could not cover.

That led to an opportunity for April to go to Costa Rica with company officials of Whole Foods to cover their natural foods strategy and blog about it. She spent a week with company officials visiting banana plantations, and learning how the company was practicing sustainable management in banana farming.

It all started with a blog, developing her own personal brand, and putting herself out to do things for others, and not expecting anything in return. I have reminded April that she will break the heart of all those communication and journalism majors from Ivy League, to state or private colleges who labored for four years to prepare themselves for opportunities like these.

Yet because April showed initiative, and was in the right place at the right time, she got the opportunity – even though she didn't carry a degree in communication/journalism or formal writing training for that matter!

My son Ben has been doing the same thing. Ben's on his second blog, and the latest writings are focused on marketing strategies. I'm confident that given time, Ben will see career boosts from the time and investment he's making in his blog.

*If it works for my family, it will work for yours!*

#### **4. Online Community**

In 1996, I created an online community for college students called StudentAccess.com. Our target audience was college students and we gave them a free home page, email and the ability to post photographs. After spending about \$20,000 marketing it to college students nationwide, we waited, waited, and waited-- and nothing happened.

Then all of a sudden our small server was reaching its maximum capacity. We thought it had finally caught on. Unfortunately, it wasn't college students on our site. It was pornographers who found our free home pages a great way to share their photographs.

We ended up closing the site down and went on to build online communities from 1996-2007 for alumni associations. By 2005, it appeared to me that either MySpace or Facebook was going to become the dominant online community. So I sold the firm to a competitor.

Today there are thousands of niche online communities that cater to organizations, interests and whims of just about everything under the sun. Recruiters are recognizing online communities are excellent places to find “stand out” people, people who show a great deal of interest, passion and expertise in their areas of interest.

Here’s a good example.

In an article in the New York Times the Director of Talent Acquisition at Quicken Loans, shared how his company uses sometimes unorthodox methods to find quality people. They like to find people who are in the field and currently working and watch them in action. For the hiring manager, this cuts through the interviewing crap and gives him or her a real, live glimpse at the character of the person. The company once conducted a “blitz of local retail stores and restaurants, by sending employees out to interact with workers and to offer interviews to people who really stood out”.

They have also been known to frequent online communities related to their industry and look for people that have what it takes to make it in the positions they are looking to hire. If a position comes up in their firm, they’ll use search engines to find forums, online communities, and blogs that relate to that position and then hunker down and start watching and engaging. When they see someone that fits the description they are looking for, that person gets invited for an interview.

According to a Jobvite survey on corporate; use of Internet strategies, 89 percent of companies intended to use candidates’ social networks to source, recruit and check out candidates, which increased from 83 percent the year before. It also showed that:

- 64% had successfully hired people through social networks.
- 55% intended to invest more time and resources in social recruiting.

Ironically, the same report is showing that while company recruiters are adopting these methods to find quality people faster and with less hassle and cost, candidates are not using them as effectively as they could be.

Your student will need a strategy about how to professionally use these online communities. Let’s take a look at the most important online communities that have already proven to help people get jobs.

## Facebook

I like to remind how incredibly remarkable Facebook's growth has been by comparing it to the New York Times. Founded in 1848, the New York Times today has a little over six million subscribers.... Facebook, founded in 2004 has over two billion users and has a market cap of over 770 billion dollars!

It has become a communication, entertainment, news and personal networking hub that is sucking an average of one hour a day from consumers. But it is also becoming a powerful job search tool.

*Here's proof!*

The same survey mentioned by Jobvite found that more than 22 million members of the U.S. workforce found their most recent positions through social media (including online communities), up 7.7 million from the previous year.

Wow! That's a huge number!

Focusing on Facebook, the survey also found that:

- 86 percent of job seekers have social media profiles, with Facebook leading the pack at 84 percent, and 31 percent having profiles on Facebook, Twitter, and LinkedIn.
- More than one-third of job seekers with Facebook profiles do not use that social network as part of their job search in any way, unlike nearly all of those with LinkedIn profiles and three-quarters of those on Twitter.
- 48 percent of all job seekers, and 63 percent of those with Facebook profiles, have used the social network for at least one activity related to job hunting over the past year.
- One out of five job seekers added their professional information to their Facebook profiles during the past year.
- 18 percent of job seekers received job referrals from Facebook friends.

Jobvite's survey suggests that 18.4 million Americans said Facebook was the source that led to their current positions. Employers are getting hip. Employers will go where prospective employees are.

Depending on the industry in which your student is seeking a job, Facebook will continue to increase in importance as a way for your student to network with others and look for jobs.

## LinkedIn

LinkedIn was founded by Reid Hoffman the same year as Facebook and MySpace and is now the dominate business networking online community with over 722 million users, a number that is growing. Its professional focus has limited its growth, but its business networking capacity is becoming more and more important for anyone wanting to do business or get a job.

LinkedIn is becoming the de facto replacement for a resume. It provides more information than a resume and can be scanned and shared by a group of people responsible for hiring a student. It includes:

- Photo
- Summary of experience
- Awards
- Details of work experience
- Links to blogs, twitter and online personal sites
- Recommendations/Testimonials
- Ability to share projects, power points, etc.
- Skills

To make it even easier for employers and prospective employees, LinkedIn introduced an “apply now” button on its job postings that sends the data in a job seeker’s profile directly to a potential employer.

Employers are taking notice and using LinkedIn more. In a study by Jobvite, it was found that 73 percent of all hires made through social networks were via LinkedIn and 41 percent of employee referrals for jobs involved LinkedIn. Few students and graduates are skilled at using LinkedIn, but it’s clear they are going to need to get up to speed - fast!

## Niche Communities

The behaviors of consumers have changed in the last 5 years so that online communities are part of their daily habits and we expect these consumers to become even more active as companies integrate products and services with them via television/cable, cell phones and other devices.

There are hundreds of thousands of niche communities in which your student could participate that relate to their career goals and interests. Niche communities might be an online community of accountants in Ohio, paleontologists in Europe or health and fitness experts globally. A growing number of organizations and many companies are developing their own online communities to engage and connect with others. If your student knows the niche he or she is interested in, many times smaller online communities will give him or her more of an opportunity to be noticed.

*Did we make our point?*

Your student's job search will more than likely involve online communities. There is a culture and there are emerging acceptable norms associated with each of the new channels. They will need to be aware of how to "play" within these environments.

## 5. Employment Checks

We live in more complicated times today than ever before. Over the decades we've all heard about child molesters working within schools, drug addicts working in hospitals, criminals working in the financial industry. The good news about these stories is they have forced organizations to be responsible to check on prospective employees' backgrounds before they are hired.

This process not only protects consumers, but it can also prevent qualified candidates from getting jobs when the things that turn up are not-- or should not-- be part of the hiring managers concerns.

The vast majority of small business employers do not do extensive background checks, but the technology and the effort to do so continues to get less expensive and easier to adopt, so we anticipate seeing more organizations doing employment checks in the future.

These checks, for whatever reason, can throw your student out of the running. It might be misstating information on the dates of their employment; it might be information that comes up in a credit and/ or criminal check.

The times we live in are requiring organizations to look beyond the resume and verify background information like:

- Driving records
- Vehicle registration
- Credit records
- Criminal records
- Social Security no.
- Education records
- Court records
- Workers' compensation
- Bankruptcy
- Character references
- Neighbor interviews
- Medical records
- Property ownership
- Military records
- State licensing records
- Drug test records
- Past employers
- Personal references
- Incarceration records
- Sex offender lists

*Whew! That's quite a list.*

But that's not all!

The Fair Consumer Reporting Act even allows background checks that can include interviews with “neighbors, friends, or associates” about your “character, general reputation, personal characteristics, or mode of living”

Background reports can range from a verification of an applicant’s Social Security number to a detailed account of the potential employee’s history and acquaintances.

There is evidence that employers are now searching popular social networking sites like Facebook, Twitter, Instagram, TikTok and others to look at the profiles of candidates. An October 2007 survey from Vault.com found that 44% of employers use social networking sites to obtain information about job applicants, while 39% have searched such sites for information about current employees. Your student needs to be reminded that his or her online life will be a part of the employment check.

If your student anticipates working for a large firm, having a poor credit rating could knock him or her out of the running for a job. A good friend of mine’s son applied for an entry level job at Nationwide Insurance. By entry level, I mean they required a college degree and a clean credit report for a starting salary under \$35,000. Fortunately he was a great kid, good grades and good credit rating, so he got the job!

I’d recommend that your student pay attention to one of the zillion ads on TV for Experian, Scoresence, and Equifax and check out his or her credit rating as soon as possible. If there is anything on their credit that could affect a hiring position, he or she may have time to correct it.

*There is more!*

Research is showing that a large percentage of resumes are filled with lies, distortions and exaggerations of responsibilities. Hiring managers are tasked with uncovering fact and fiction, and they do!

According to research conducted by The Society of Human Resource Managers, over 53% of individuals lie about on resumes in some way. Lying on resumes is becoming more, and more common. When college students were asked in the same study, over 70% said they would lie on their resumes to land their dream job.

*So what do they lie about?*

According to the CareerBuilder.com survey, these were the most common falsehoods told on a resume:

- 38 percent of those surveyed indicated they had embellished their job responsibilities.
- 18 percent admitted to lying about their skill set.
- 2 percent indicated they had been dishonest about their start and end dates of employment
- 10 percent confessed to lying about an academic degree.
- 7 percent said they had lied about the companies they had worked for.
- 5 percent disclosed that they had been untruthful about their job title.

That puts even more responsibility on companies to do their “due diligence” and conduct a “truth test” of the resumes. Most companies don’t have the time to ferret these out so they outsource it to third parties who do a very thorough job.

I was helping a local manufacturer select a sales manager for a brand new position and did the initial sort through of the 75 resumes received. After I narrowed it down to 7 people and held phone interviews, I eliminated 4 and had 3 to present to management. The one candidate I selected as the frontrunner didn’t initially click with the president of the firm and he picked my third choice candidate, so it looked like a done deal.

However, within a week, the firm that did the background check came back with big red flags on the candidate’s past employment history. I have to say, the person interviewed had an impressive background but his resume check knocked him out of the position. The firm hired the person I initially recommended and they are still working together 5 years later.

You have to put yourself in the position of the hiring manager and while you want your student to “look good,” you must be careful about how far you advise them to go to show off their accomplishments, because hiring managers will be asking these questions:

- **Job title/Role:** Is the title inflated? How many directors can one company have?
- **Job Requirements:** Do the responsibilities match the role? Are they embellished?
- **Financial Success:** Has the candidate exaggerated on the revenue brought in or financial benefits to make himself or herself appear more successful?
- **Dates of Employment:** Are they accurate? Have they been tampered with to remove gaps of unemployment?
- **Certification or degree:** Did the candidate complete, fail, or drop out? Was the degree listed attained? Can this be confirmed?
- **Previous salary:** Does the salary match the role and responsibilities? Check W-2 history.
- **Reason for leaving previous employer:** Does the wording mask poor performance, or a conflict situation?
- **Academic dates:** Has the candidate changed these to cover failed or repeated subjects?
- **Technical abilities:** Is the candidate exaggerating? Does the candidate really understand ASP.NET?



Keep in mind, your student may be an excellent candidate but ANY of the issues listed above could keep him or her from ever seeing a hiring manager at a company.

## New job search tools

### 6. New job search tools

Along with online communities and social media, a new crop of tools has been developed to help people get noticed in a crowded job market. Your student should be familiar with these tools because they work.

I know, as my son has had firsthand experience with one in particular. Like most grads he spent some time looking for jobs while in college, but not enough to have a job on graduation day. After moving home, he saw an opportunity for an internship with a high end web development and marketing company in Santa Monica. Except for being an internship with a low hourly pay, it sounded like the kind of company he wanted to work for. The internship had been listed for 3 months and it was scheduled to start in just 3 weeks.

Instead of applying for the position, Ben sent a video email that introduced himself to the company. Before he sent the email, he spent time reviewing the company mission, vision and goals and incorporated in his intro his understanding of what they needed to do and how he could help them achieve it. The next morning he received an email from the hiring manager that said, "When can you start?"

I said it before, and I'll say it again here, "If it works for my kids, it will work for your kids!"

### RezScore

RezScore will enable your student to see if their resume has the stuff to get noticed. It will not only find spelling errors but it will look for relevancy and missing components that could get him or her thrown out of a job search process.

### InterviewStream

Few graduates realize how hard it is to get to the interview process. We've talked at length about changes that have occurred in the job search process and yet, the interview process is pretty much the same as it always has been – except few people learn how to interview, or spend any time practicing. Interview Stream will give your student the ability to interview online.

### Video Bio

We like to remind students that they need an arsenal of tools and techniques to keep themselves in front of hiring managers. That's why we recommend they use social media and online communities. Video Bio provides a way for them to create their own personal video bio that can be sent to hiring managers. It's a great way for hiring managers to see how articulate and professional your student can be.

### 360 Reach

I also love this tool. Reach has a tool that allows your student to build his or her own personal brand. Your student goes to the website, enters the email addresses of people they'd like to get feedback from and then those targeted people will be asked to describe your student. All responses are confidential. Your student gets back anonymous responses of what people see in him or her. While your student may feel insecure and not confident, others may see him or her as a risk taker, innovative and passionate. The responses will give your student a better idea of how others perceive him or her so he or she can continue to embellish those traits or add behaviors that will influence others opinions of him or her.

**These are only a few of the hundreds of new emerging tools available that will help your student get a job.**

## SUMMARY

Whew!  
**Whew!**

We covered a lot in this chapter but did so to bring to your attention the TREMENDOUS changes that have occurred in the personal career management and job search process.

Never in the history of our country have so many changes, happened so fast for both the job seeker and hiring manager. Those that understand these changes and embrace them will succeed. Those that don't will struggle, end up frustrated and have lose out on great candidate or job opportunities.

Your student's formal education is soon to end, but he or she now needs to focus for the rest of his or her life on managing a career!

# COMING UP!

Your student is going to need to have an online identity in order to stand out and get jobs. We'll look at how he or she can create a professional online identity.

*Do not follow where the path may lead. Go, instead, where there is  
no path and leave a trail.*

**- Ralph Waldo Emerson**

## YOUR TO DO'S AND NOTES!

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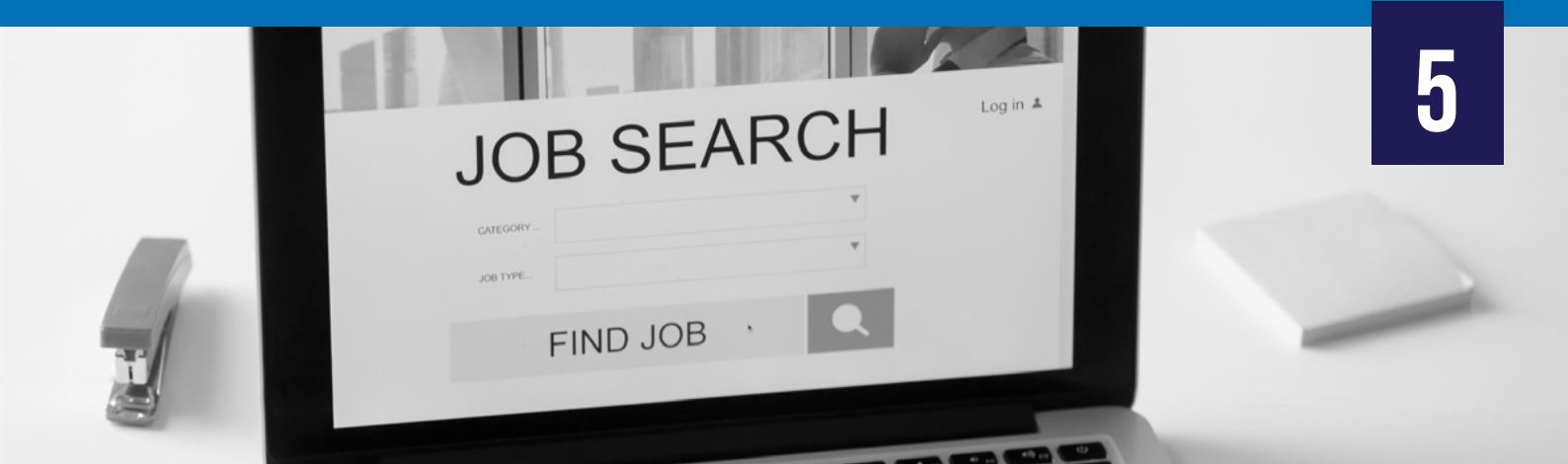
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*Encourage your student to take ownership of their career and  
visit the career center!*



## 7 BUILDING BLOCKS OF YOUR STUDENT'S CAREER PLAN AND JOB SEARCH STRATEGY.

**Y**our student needs a blue print, a plan he or she can follow throughout the dozen+ job searches during a lifetime. Your student will be more confident and stay focused on where he or she wants to go!

You've heard the phrase, "If you don't know where you are going – you are already there!"

Your student's career could be like that. Without a plan-- no better yet- - without a written plan, your student will not have a blue print that will guide his or her job search process and career.

We believe that in order to really know what your student wants to do, and know where he or she is going, your student needs to take a look inside, and really get to know what it is that turns him or her on and what he or she is really interested in.

### **Your student will need to:**

- Identify who he or she is by completing assessment tests in - behaviors, skills, personality, etc.
- Identify what industries he or she wants to work in.
- Create a list of target companies and people to contact.
- Identify what types of positions and responsibilities interest him or her.

### **Next your student will need to:**

- Build & clean up online profiles and websites - LinkedIn, Facebook, Twitter.
- Participate in campus clubs and activities to show leadership.
- Develop his or her personal branding and thought leadership components.

With this foundation your student needs to continue to identify activities and strategies that will help get him or her where he or she wants to go.

# SEVEN BUILDING BLOCKS

To help you take your student through this process, we've identified seven building blocks or components of career and job search strategies that will be critical in helping him or her enjoy a happy, successful career!

1. Encourage your student to use the career center and explore career options.
2. Have your student explore jobs that match their interests.
3. Have your student create a personal career profile.
4. Have your student create a written job search strategy.
5. Have your student create a written career plan.
6. Make sure your student has the fundamental job search skills.
7. Encourage your student to build a professional network.

This chapter has an enormous amount of suggestions, ideas and tips in it so plan on taking some quality time with it so you can design strategies with your student that will provide the greatest degree of success for the least amount of effort.

## Encourage 1. Encourage your student to visit the career center.

If your student is in college and/or just about to enter college, this is our number one suggestion.

We shared data previously that indicated that over 60% of college seniors either never go to the career center or visit less than twice.

In our opinion, the career center should be the first stop on the campus tour. It's probably not as impressive as the library, student recreation center, or even the student union but for parents and students of this generation, the information the career center provides can help students get jobs faster and get jobs related to their careers. However, few tours include it.

The survey we mentioned earlier and that UCLA has been conducting for the past 40 years showed that 88 percent of incoming students expect their college education will give them a better shot at a more successful career, and is proof that the career center should have an elevated position on campuses. Smart colleges will take this fact and after ramping up resources and services in the career center will use it as a way to differentiate their college from others.

*Why don't colleges focus on their career centers as part of their campus tours?*

Possibly because there hasn't been a demand in the past, or more likely because the average career center is a relatively modest office that is tucked away in a converted boiler room or off the beaten path. No joke, here is a quote I picked up from a newspaper article:

*"There aren't many walk-ins at either of Career Services' two current locations, which happen to be on opposite sides of campus. One student referred to our current location as a 'dungeon' because it is in a dreary basement, said the director of Career Services."*

Regardless, I think it's important that the college shows the importance of career development and begin to take the opportunity to show students and parents how important this department is and even to hand to them a recommendation about how they should use these services during the four years on campus (and over the summer)! However, the career center will be an important part of your student's career development strategy. Your student can get a good start in developing a plan by using the services the career center provides.

#### **The career center will:**

- Have assessments your student can take to verify and quantify his or her interests, passions and skills.
- Information about industries, companies and job title/ responsibilities.
- Provide practice interviewing sessions.
- Provide access to information on how to develop job search skills.
- Connect your student with interview opportunities on campus.
- Give guidance about how to create a great resume.

...and much more.

I highly suggest that as part of your student's career exploration strategy that he or she plans on a monthly visit to the career center.

- During his or her **first** year, your student should avail himself or herself of every assessment and test the college offers and request the career staff to explain and interpret the results. Career exploration as well as assessments should be the focus. Your career center will also encourage your student to begin working on their resume also.
- By his or her **second** year, your student should be meeting with career center professionals monthly and talking about the industries that best suit the results they received from their assessments and tests and to gain advice and direction about what companies they could be approaching for internships. It doesn't hurt to start attending job fairs as some companies will be looking for interns too!

- By his or her **third** year, your student should be working on his or her resume and gaining additional advice and guidance about how to use social media in a job search.
- In his or her **fourth** year, your student should be not only be attending events, campus visits by recruiters, and having staff help him or her with practice interviews, but he or she should also be asking for leads on companies that traditionally hire students.

Remind your student that by spending more time developing his or her job search strategy, he or she will have a better chance of having a job by graduation day-- which means they will go from eating pizza to being able to afford steak, while their friends are eating peanut butter and jelly sandwiches and living at home worrying about having to pay back their student loans.

*Let's look at it another way.*

If your student has a job lined up by graduation day that pays to \$4,000 per month, and it takes the average grad 8 months to get a job, he or she will end up \$32,000 better off. If your student visited the career center 8 times a year or 32 times by the time he or she graduated, each visit would have earned your student \$1,000.

*Not bad for an hour's visit!*

## Assessments

**a) Assessments**  
What process did you use to choose your career?

For decades some pretty smart people and organizations have been developing a battery of tests that are designed to give us a more scientific, predictable way of narrowing down career choices so we can identify which careers are a natural fit for us.

Yet they are grossly underutilized.

- Does your student know what he or she wants to do?
- Has your student taken a battery of assessments?

Chances are your student had a better idea of what he or she wanted to be when at the age of 5, than he or she does as a teenager heading off to college.

It's surprising to me that every student isn't given a battery of assessments that include:

- Behavior/Personality
- Skills
- Interests
- Branding

..tests, if NOT the summer prior to entering college, at least during his or her first year of college.

A student and parent armed with this information, and the advice of a professional interpreter of the information, can do more to set a student on a successful career path than you can imagine. I can't stress the importance of gaining feedback from someone that knows how to interpret the tests. A professional can help your student read between the lines and help him or her get a better understanding of what he or she would be happiest and most successful at.

Your career center offers assessments and has career counselors available to help students understand the results of their assessments. Encourage them to take advantage of this valuable service.

*Indulge me to share some details on each of these assessments.*

## BEHAVIOR PROFILE

Behavior profiles will help your student understand the type of person he or she is and how he or she needs to communicate with others. We particularly like Tony Alessandra's Platinum Rule behavior test. Tony's online profile will help your student determine if they are a:

- Director
- Socializer
- Relater
- Thinker

Based on the results, students can learn about other behavior styles and how they should communicate with other people based on them. For an example, if your student is a socializer, he or she will quickly learn that he or she can't relate and/or communicate with a thinker as well as someone more like himself or herself.

By taking Tony's test your student will learn tricks and proven strategies that will help him or her to communicate and relate with others. This will be important for your student in building personal friendships on their dorm floor, with faculty, and future bosses.

Your student should also gain a better understanding of his or her personality as it will offer another indicator to the best career path, industries and positions he or she would not only excel at, but also those your student should avoid.



In a business environment it will be critical for your student to learn behavior and communication styles if he or she is going to work on projects, sell ideas or products, or handle customers.

## SKILLS

Skills assessments help companies measure a candidate's skill level. They provide an employer and your student a better understanding of whether he or she will qualify for specific tasks, and/or responsibilities. Skill tests will show a candidate's level of proficiency by identifying if he or she has basic, intermediate or advanced skills.

These are critical assessments because it gives your student a true picture of how good he or she is at a task. At the same time, skill assessments can identify what he or she needs to work on to improve skills if the job or career path he or she has chosen requires more advanced skills than your student currently has. It's better to know these things now than to have to pick those skills up later. Many skills test will also show your student in what percentile they rank for certain traits.

## INTERESTS

Interest assessments will help your student learn about his or her preferences. Interest assessments suggest that people can be loosely classified into six categories:

1. Realistic
2. Investigative
3. Artistic
4. Social
5. Enterprising
6. Conventional

This type of assessment should probably be done before your student goes to college so they have some general understanding of interests and how those might relate to careers and ultimately a major.

The benefit of taking interest assessments early is that college majors and careers can also be sorted into these same categories. After taking the assessments, your student can look at college majors and careers that may be consistent with your preferences. Your student will be more likely to be satisfied with career choices that are consistent with his or her skills, interests and values.

# BRANDING

Companies are known to have brands. Coke, Pepsi and just about any company you can think of worries constantly about their brand images. They conduct surveys to find out what personality types like their products, what political interests those people have and much more. Since the late 90's, business experts have been suggesting that people are "brands," too.

William Arruda is a bestselling author and personal branding expert. William developed an online branding tool that enables students to anonymously gather feedback from friends, family, acquaintances, and teachers in order to help them determine how others see them. It's really a nifty little online survey.

After filling in some basic information and the email addresses of the people they want feedback from, the program sends a request asking the others to fill in a quick form to pick words that identify the person. The results come back to your student's own personal dashboard and provide him or her a snapshot of how other people see them.

Many times this is entirely different than what your student perceives of himself or herself.

# LEARNING STYLE

Each of us are hard-wired differently and we react to stimulus in our own unique way. Experts suggest we have a dominant learning style and learning what that is will increase our ability to absorb and remember information. The seven styles include"

- Auditory and musical learners.
- Visual and spatial learner.
- Verbal learner.
- Logical and mathematical learner.
- Physical or kinesthetic learner.
- Social and interpersonal learner.
- Solitary and intrapersonal learner.

When you are investing one hundred to two hundred thousand dollars in your child's college education it only makes sense that you require them to take a learning style assessment to help them identify how they are wired to collect and absorb information.

# LEADERSHIP STYLE

Another assessment we recommend your student take is a leadership assessment. This will help your student understand how they can best participate in campus clubs, group class assignments, and club or college sports. With a better understanding of their leadership strengths, they will feel more confident and be more inclined to participate more.

Many leadership assessments are built to find individuals' leadership styles. Your student will learn which style they favor out of the following leadership styles: influence, communication, thinking and acting systemically, self-awareness, resiliency, and learning agility.

# NO WRONG ANSWERS

There are two things your student needs to keep in mind when taking assessments.

First, there is no wrong answer! They need to take assessments and provide honest responses without influences, or help from ANYONE.

Second, if we haven't made it clear enough yet, your student should visit the career center frequently to get feedback and guidance from career advisors.

All of us have preconceived visions of what our children could or should be doing. Some who are in the professional world envision their children following in their footsteps as attorneys, accountants, pastors, or even politicians. Your job is to make sure you have a clear picture of what your student's assessments are saying about your student and to give your student the feedback and advice so your student can determine if he or she is cut out to be what WE want them to be. If the assessments come back otherwise, and your student does not show an interest, then your job is to back off and let your student find his or her own way.

## Job shadowing and Internships

### b) Job shadowing and Internships

Now that your student has some directions it will be extremely important for your student to get an idea of the day to day activities and responsibilities of someone within the fields in which he or she shows interest.

Job shadowing either involves visiting a place of work and simply observing a contact, or in today's virtual world, it could include 2-3 hours of connecting with a contact via Skype and observing phone calls, meetings, document review etc. Ideally, job shadowing should be done during the high school years so your student can begin to grasp the realities of working in a business.

My son's high school required sophomores to spend a day job shadowing someone. Ben decided he wanted to job shadow a professional skateboarder, Rob Dyrdek who at the time lived in San Diego. I told him as long as he stayed with his Uncle Jack, a world class marathon swimmer, I'd use my airline points to fly him out there. For two days, Ben skateboarded with Rob and his cousin all around San Diego and Los Angeles. Ben had a chance to see a radically different way to earn a living.

Over a decade later Rob has two TV shows on MTV, has his own clothing and shoe line, has opened a dozen skate board parks around the country for kids to "safely" skate in their communities and has just announced a new business partnership called IVI that will market highend sun glasses. Ben's job shadow opened his eyes to how one can have fun in business and make money, too. I'm confident that experience will guide his career decisions in life and may in time find Ben working within one of Rob's rapidly expanding businesses!

My daughter Annie has been accepted to Ohio State and is seriously considering nursing as a major and profession. She's an incredibly gifted, empathetic and giving person that fits the personality type necessary to provide care to patients, but I really want her to get into a hospital environment and/or office environment to get a feel for the day to day responsibilities nurses have if for no other reason but to help her identify a specific area of nursing she may be interested in.

Job shadowing opportunities and internships are critical for students to gain an inside look at careers and positions that interest them. While schools focus on volunteer days, it might make sense that students have at least 4 job shadowing opportunities before they graduate.

I would encourage your student to get the job description of the person whom he or she is job shadowing so they have a better idea of what that person's responsibilities are.

## Research industries and companies

### c) Research industries and companies

Assessments will only give your student feedback and clues that will help him or her make the right career choice, but they will also need to pick up a book and/or search online to learn more about industries and then drill into specific areas like:

- Health
- Entertainment
- Media
- Retail
- Recreation
- Education

..etc.

Next your student will need to begin to evaluate the specific positions and responsibilities that he or she is going to thrive in. This is a process that nearly everyone overlooks. Other factors students should consider as they are choosing their careers would be the type of companies or organizations they want to work in. Will they find the greatest satisfaction and/or success working in:

- Medium and large corporations?
- Small business?
- Government agencies and/or state local government?
- Volunteer organizations?
- Nonprofits?

Or, should your student start his or her own business?

A recent report I read indicated that 40% of the 21 million federal, state, and local government positions will need to be filled in the next decade as Boomers who have worked all their lives to reach management positions begin to retire. In fact, beginning January 1st, 2011 and every single day for the next 19 years, more than 10,000 Baby Boomers will reach the age of 65. I have to believe there will be some really great jobs that will open up as more experienced people step in to fill those positions.

A study by the Partnership for Public Service, that surveyed 35,000 college students revealed that only 2.3 percent of those polled plan to work for the federal government and that 6percent say they want to work in any government job, be it local, state or federal level. Depending on your student's interests and goals, there appears to be a steady turn over in this employment sector.

# DOES YOUR STUDENT THINK LIKE A GENZ?

Researchers are finding your student's generation has different characteristics and aspirations than other generations. Like other generations, they have watched their parents' and grandparents' generations and lifestyles and they have identified areas in which they are forging their own ways.

Research suggests GenZ's are:

1. Financially focused.
2. Entrepreneurial.
3. All in for technology.
4. Enjoy being with other people.
5. Are competitive.
6. Embrace change.
7. Naturally, embrace diversity.
8. Are independent.
9. Want to be heard
10. Emulate their parents.

Does any of this sound like your student? Some of these traits could result in employment and advancement issues.

## For example:

- A student that questions traditional hierarchies is going to get frustrated if he or she picks a company that is conservative, stuck in its ways, and has a strong pecking order. This student probably won't do well at IBM!
- If your student is one that does not like conflict, he or she is not going to do well in businesses where conflict and discourse is the norm.
- If your student is unwilling to invest 100 percent of himself or herself in a position, management will notice and your student's opportunity for advancement will be stunted.

It will be important to have a discussion with your student to review these points to help him or her gain a better idea of what kind of industry, company or culture will best fit with who he or she is.

# CHOOSE WISELY AS CAREERS OPPORTUNITIES COME AND GO

Since the early 1900's, industrialization has eliminated farming and similar jobs. Then, manufacturing jobs were displaced by robots that worked for pennies per hour. By 2000, we saw the internet starting to eliminate jobs and industries. When it comes to careers, your student will have to be flexible, because the career they choose today may be all but eliminated within 5 years.

Well, folks, there are more changes coming, and more than likely we are going to see even more rapid changes and reduced job opportunities as the full effect of globalization and smarter computers --all connected by the internet-- takes hold.

One simple invention or refinement like the iPad can change the book industry, computer hardware industry, and magazine and news industries, and affect areas we'd never dream would be affected. Somewhere right now a group is involved in a startup that is developing applications that could put even your job at risk.

Annie Lowrey of Slate Magazine wrote about a start-up company called "E la Carte" that is out to eliminate some 2.4 million waiter and waitress positions.

The company "has produced a kind of souped-up iPad that lets you order and pay right at your table. The brainchild of a bunch of M.I.T. engineers, the nifty invention, known as the Presto, might be found at a restaurant near you soon.

You select what you want to eat and add items to a cart. Depending on the restaurant's preferences, the console could show you nutritional information, ingredients lists and photographs. You can make special requests, like 'dressing on the side' or 'quintuple bacon.' When you're done, the order zings over to the kitchen, and the Presto tells you how long it will take for your items to come out.

Bored with your companions? Play games on the machine. When you're through with your meal, you pay on the console, splitting the bill item by item if you wish and paying however you want. You can even have your receipt e-mailed to you.

Each console goes for \$100 per month. If a restaurant serves meals eight hours a day, seven days a week, it works out to 42 cents per hour per table — making the Presto cheaper than even the very cheapest waiter and less expensive for guests who now don't pay a tip.

We are moving toward a self service economy that will continue to decimate blue collar and white collar jobs.

If we've not made this clear yet, let me repeat,

If you really want your student to stand out in this crowded market, your student will need to invest a minimum of 20-40 hours each year he or she is in college in career exploration, creating a career plan and job search strategy.

Your student can control his or her career path if he or she has a better idea of where he or she needs to be.

You don't want your student to wake up 20 years into a career, unhappy with where he or she is and feeling depressed because he or she wished he or she had followed a path based on skills, interests, and passions he or she had always had. If your college is not offering and administering results to assessments, you need to step in and make this part of the natural process your student goes through in his or her college experience.

### Develop a personal career profile.

#### **3. Develop a personal career profile.**

One of the first steps in creating a written career management strategy is to develop a personal career profile.

A personal career profile is an outline of what your student will be looking for in a career. It helps him or her put down on paper strengths, interests and passions which will help guide your student to choose a career and job that fits his or her profile.

It's simple to do and it's designed to eliminate options and career choices rather than to define exactly what your student wants.

There are about 50 different questions your student could answer to build a personal career profile, but for the sake of brevity and to keep this book a reasonable length, here are 15:

- Indicate the size of the company you want to work for.
- Do you want to work for a family business, nonprofit corporation, association, or an educational or government organization?
- Do you eventually want a leadership position?
- Are you looking for a firm that provides quick promotions?
- What kind of company culture are you interested in, laid back or professional?
- Are you willing to work more than 40 hours a week if needed?
- Do you want a position where you work out of the office more than in the office?
- Do you want to travel?



- Are you looking for a position where you have set duties or duties that vary from day to day?
- What type of clients do you want to interact with? (Retail, Corporate, Community)
- Does it matter what the average age of the company employees are?
- Are you interested in working within a big city, small city, or suburb?
- What characteristics are you looking for in a boss and/or leadership in the company?
- How do you want to be managed by your boss?
- Do you prefer to work for younger, older, men or women?

Got the idea?

Once completed, this should become the foundation on which your student chooses some job opportunities and eliminates others. Your student should consider this a living document. It should be updated every 3 years.

Once your student has completed this, your student is in a better position to begin to do online research to look for companies and positions within those companies that might interest him or her. The career center or library is a good resource to find government lists and others that will enable your student to drill into companies.

## 30 SECOND ELEVATOR PITCH

We mentioned earlier that your student only has a few minutes to prove his or her worth in interviews. It doesn't matter if it's on the phone or in person, your student has to come across as confident, knowledgeable and the type of person the hiring manager is looking for.

With so many people looking for jobs, hiring managers are not looking at your student the way that you do. Their number one goal is to find just one reason why they should NOT bring the person back or pass on them for a second interview. That may sound strange but it's true. Hiring managers are looking at up to 250 or more resumes for any one position and narrowing them down to another group for phone interviews and narrowing that group down to a very small group, say 3, that they will bring in for a personal interview.

Unfortunately most students don't do any preparation for their interviews. Like social situations in college, students rely on their personal charm and think that smiles will get them by. It just doesn't work when that's everyone's strategy. If that were the case, only the best looking people with the best smiles would move to the next interview.

Your student is going to need to develop his or her 30 second elevator speech to help him or her stand out. Salespeople, entrepreneurs -- literally everyone-- needs a 30 second elevator speech to share with others that will help them stand out. Your student's 30 second elevator speech has to not only show what he or she has done to develop unique, relevant skills, but how those skills will help the company he or she is interviewing with.

Here are a few tips on how your student can develop an elevator speech:

1. Write down the top five work or personal experiences. These experiences should show problems, how or what one did to be a part of the solution and the effects of those ideas and/or solutions.
2. Take each of the 5 above and edit them down to a paragraph.
3. Look at the personal branding feedback from family, friends, and others to include the keywords, phrases and comments they have made. They might include something like, "Others see me as a go to person for advice--that is, as proactive and getting things done before deadlines. "
4. Now look for themes or similarities and techniques used to solve them.
5. Take the top two themes as well as the situations and examples and begin to summarize them into a 30 second elevator pitch. The pitch doesn't have to be 30 seconds; it's more a term than a requirement. Generally your student should aim for about a 350 word pitch that will take on average about 2 1/2 minutes to say.
6. Next after writing down the pitch, say it until it's committed to memory and so that it sounds authentic and natural.
7. Now share it with others and encourage them to ask questions. These people may ask for details, examples, or clarification. Write down their questions and prepare additional statements that support their questions.

So now it's a matter of practice, practice, practice. The more your student practices and drills this process, the more comfortable your student will be when he or she goes on his or her first interview.

#### **4. Encourage your student to create a written job search strategy.**

Our research has shown that only 5% of college grads have written job search strategies. That means 95% of college grads today, simply "wing it" when it comes to looking for a job and interviewing.

Three of the most important fundamentals of looking for a job include:

- a. Developing a job search strategy
- b. Working the plan
- c. Setting and reaching daily goals

When we surveyed the Class of 2011 and asked how much time they spent on their job search, 60 percent indicated they spent between 1-5 hours per week. That just about floored us and confirmed something Richard Bolles, author of *What Color Is Your Parachute?* said in a previous webinar.

One of the reasons we think graduates spend so little time on their job search is that they just don't know how to look for a job and when they finish with the few things they know how to do, they stop. This not only guarantees it will take them longer to get a job, but they probably will miss techniques that would have given them unbelievable new opportunities!

## WHAT IS A WRITTEN JOB SEARCH STRATEGY?

A job search strategy is a simple document that your student creates that will provide a framework in which he or she can conduct a job search. Think of it as a job description for the new job as a "Job Seeker".

It's a process, a plan, a step by step guide, that will help your student maximize time, keep focused, and help get a job faster, with less effort. It's designed to keep your student moving forward even when it appears nothing is working. A written job search strategy will help your student keep focused on the tactics and steps required to get a job.

If you've been in a job search, you know it's easy to get disoriented, disappointed, and dejected. Every time you get these feelings, it puts a giant road block in front of you. Your enthusiasm and commitment is replaced with an overwhelming sense of futility and you risk falling into a period of inactivity and an emotional low.

The job search process is a numbers game.

Author, Tony Beshara likes to remind his job seekers that it will take 100 calls to reach 10 hiring managers of which 2 will have a job available. That coupled with the fact that it will take 16 interviews to get a job are well documented by Tony as he tracked the progress of the 8,000 people he has put into new jobs over the past 3 decades.

Developing a job search strategy takes time. That's why we suggest your student gets started as early as he or she can and continues to build on the process.

If your student doesn't have goals, chances are he or she will spin wheels. Goals help keep your student focused on what is important and provides you evidence your student is committed to the search. If your student is not reaching goals and has been putting an honest effort into the process, you can be a resource and give your student alternative ideas.

Some of the goals we might suggest your student commit to each day are:

1. Number of new people added to professional network
2. Number of resumes posted on job boards
3. Number of follow up emails and phone calls to companies interviewed with
4. Hours/minutes spent on personal career development Number of new job opportunities found
5. Number of alumni/network contacted
6. Number of calls made
7. Number of companies visited
8. Number of personal contacts made
9. Research conducted

The plan doesn't have to include all of these each day. We only offer them as a way to get your student started thinking about what to include. Some of these might be included in daily goals, others in weekly or even monthly goals.

Chances are – you've invested a good deal of money in your student's education, where faculty staff and others made requests from your student on a regular basis. We would have hoped the college was also requiring your student to create this type of plan, but they are not, so you've got to step into that vacuum of leadership and make demands and requirements of them.

You aren't asking the impossible from your student.

Your student is in college or has completed college. He or she has completed reports, met in group sessions, pulled all nighters and has done it only with minor grumbling. So building this strategic plan, in my mind, is just a final thesis!

You are also doing your student a huge favor by requiring your student to develop a written job search strategy. You are making your student a better prospective employee. This process will also help your student understand the difficulty of getting a job which will increase your student's desire to keep the job!

Your student has to understand that they need to commit a 40 hour week after college to finding a job. If he or she wants to take 2 months off to find himself or herself, remind your student that if he or she were earning \$4000 a month, they are making a \$8,000 decision by delaying the job search.

Remind your student of the kind of vacation he or she could take with \$6,000!

Frankly, in our opinion, your student's goal should be to get into the work world as fast as he or she can and build a strategy that will enable him or her to save 6 months of salary so at any time your student wants to change careers or take time off between careers, he or she can do so.

## DAILY ROUTINE

One of the most important parts of the job search strategy is having a repeatable and measurable daily routine. The daily routine should drive the career and job search plan. The nice thing about a job search process is your student can break up their day into a series of activities to prevent boredom from repetition. For example, to help your student get started on the right foot, your student should pretend he or she is already working. So what do you do when you are already working? You are probably getting up at 6:00 a.m. to shower, dress and drive to work.

So that should be your student's routine.

Up at least by 6:00 a.m. and ideally showered and in front of a computer, reviewing Google alerts that arrived overnight providing information about companies hiring, getting new contracts, and reporting new sales, etc., within industries in which your student is interested. A schedule might look like this:

<b>6:30am to 8:30am</b>	Review Google Alerts, Tweets, Facebook and LinkedIn for job mentions and follow ups
<b>8:30am to 10:00am</b>	Review job boards like AfterCollege and Indeed for new job listings. Visit the college job board to check on new listings
<b>10:00am to 10:30am</b>	Take a walk or quick break
<b>10:30am to 12:00am</b>	Contact network to give them an update on what you are doing and get leads on companies that might be expanding
<b>12:00pm to 1:00pm</b>	Have lunch with a friend, mentor or someone in a company or industry you are interested in being a part of
<b>1:00pm to 3:00pm</b>	Visit companies you've been calling and drop in to share new information about yourself
<b>3:00pm to 5:00pm</b>	Call businesses you found in your morning research
<b>5:00pm to 6:00pm</b>	Eat
<b>7:00pm to 9:00pm</b>	Read career books, take career courses and/ or continue to work on career and job search strategy

The key to a job search is to set up this routine and stick with it.

Not only will it get your student more interviews and a job quicker but he or she will end up having a choice of jobs from which to choose. Your student will be in a better position to negotiate a better salary package if a number of offers are coming in at the same time. If your student doesn't adhere to this recommended strategy, he or she will radically reduce the number of opportunities and choices presented.

## Have your student create a written career plan.

### 5. Have your student create a written career plan.

Let's take a look at what components we've added to our career plan so far. We've:

- Taken assessments and researched career opportunities
- Developed a personal career profile
- Created a job search strategy

Now we need to create a Career Plan.

The first two, in our opinions are the foundations of what your student is going to need to do to get a first job. If your student nails this process the first time, it will make the subsequent 10-14 he or she will have by the age of 38 easier.

It's a process that pays off. Spending just an hour a month doing something related to a career plan will lead to:

- Improved job satisfaction
- Better marketability and career advancement
- Increased professional development
- More control of one's destiny

In addition, your student's friends will admire the fact that your student seems to have his or her path already laid out.

So now we want your student to begin to think a bit longer range and look into the future to see what he or she wants to be doing 3, 6, 9 and 20 years from now. The reasons we want your student to go through this exercise is that your student needs to:

- Visualize where he or she wants to be
- Build the plan to get there

Without a written career plan, your student may bump from job to job potentially without building on previous knowledge and success.

So here are a few exercises your student can take to begin to create his or her career strategy.

- Determine the level of responsibilities and titles desired in 3, 5 and 10 years
- Identify the earning ranges desired in 3, 5, and 10 years
- Identify what triggers, events, issues that will cause your student to move on to the next position

Think of a career plan as a business plan. It's a plan that will outline where your student wants to take their "business"! Just like a business plan, your graduate's plan will need to have core components.

For example, we recommend that at minimum it includes:

1. Career Plan Summary
2. Career Plan Vision & Mission
3. Career Goals
4. Career Market Analysis
5. Career Path
6. Networking Strategy
7. Career Plan Conclusion

### **Career Plan Summary**

Provide a simple introductory statement that identifies the purpose of the career plan

### **Career Plan Vision & Mission**

Your student will identify an overall vision and mission statement that he or she can refer back to as he or she considers job opportunities in the future. The Vision and Mission is founded on the results of the assessments and the personal passions of your graduate, including what he or she wants to do in life.

### **Career Goals**

A critical component of a career plan is goals. Your student can fill in the blanks on the information requested above but without firm time deadlines and goals, chances are these will never be achieved. Their career plan might include goals like:

- I will get my first promotion by \_\_\_\_\_
- I will be earning \_\_\_\_\_ by \_\_\_\_/\_\_\_\_/\_\_\_\_.
- I will reach the title of \_\_\_\_\_ by \_\_\_\_/\_\_\_\_/\_\_\_\_.

## **Career Market Analysis**

Your student needs to include in his or her career plan a review of the industries he or she is going to pursue to make sure there is a market that supports his or her mission and vision. If your student is interested in becoming a pilot, but the prospects for pilots will be diminished due to “drone controlled” aircraft, your student needs to at least be aware of the risk he or she will face so that he or she can adapt when the time is right.

## **Career Path**

A career path includes an outline of jobs your student wants to have in the next 3, 5, 10 and 20 years. This is one of the more important steps as it will help keep your student moving towards a goal. It will also remind your student at specific points in time that he or she needs to be moving out of the current position and to start looking for the next position he or she envisions.

## **Networking Strategy**

Because networking is so very important, we'll want your student to put down on paper what he or she will do to build a network. This might include strategies to build it both electronically and through one-on-one relationships. Like other parts of the career plan, your student needs to set goals and target dates to accomplish things.

## **Career Plan Conclusion**

The career plan conclusion is a simple summary that identifies the outcome of the strategy. The career plan should be part of a New Year's resolution. Something your student looks at each year and to identify if he or she is on track or not. While your student is reviewing it, he or she should be evaluating:

- The job search strategy
- What he or she did the previous year to improve soft skills
- How he or she handled a network

The point is that it will be important that this becomes a learned behavior, something your student does like brushing his or her teeth.



## Make sure your student has fundamental job search skills

### 6. Make sure your student has fundamental job search skills

Getting a job is a combination of skill, knowledge and art. There are no short cuts. When we take them, it usually ends badly!

There are 3 really important job search skills we think your student must master. If your student doesn't have a good understanding and mastery of these, there's a good chance that it will derail and impede progress, making your student less confident and causing your student to procrastinate and not stick with the plan.

#### The three are:

1. Networking
2. Interviewing
3. Knowing where and how to search

## NETWORKING

There are thousands of books written about networking techniques that will help graduates pick up tips and techniques they need meet people. As we mentioned earlier, the Stanford Shyness Clinic has found that 60% of us consider ourselves shy.

#### As a result of being shy we:

- Are generally uncomfortable at events.
- Will be less likely to be the first person reaching out to meet others.
- Generally have a close circle of friends.
- Find it more difficult to network with others.

Learning to network is not simply learning to put oneself out there and shake hands with others, but it involves:

1. Building a professional network of people.
2. Targeting the right people to be part your network.
3. Providing value to your network and recognizing them for their achievements.
4. Managing your network by periodically reviewing correspondence, contacts, and feedback.

Many people think networking is a gift for the few that are extroverted, and naturally love to meet and talk to others. It certainly helps to be extroverted but, that's no guarantee as professional networking requires the due diligence and completion of the steps listed above.

These skills don't come naturally – they come from training and education.

Remember, because 80 percent of us get jobs through the networks we keep, this will be one of the most important skills your student can acquire – possibly more important than his or her degree!

I read an article by Dr. Ivan Misner that really resonated with me.

Dr. Misner is a professor and the founder of the Business Networking International Group (BNI.com), with thousands of chapters around the globe. In his article on Entrepreneur.com he said:

"I recently surveyed over 1,400 business people and 88 percent of the respondents said they never had any college course that even covered the topic of networking! I'm not talking about an entire course on the subject (they are almost non-existent); I'm talking about ANY course that simply covered the topic in school. Yet, based on another survey of over 2,500 business people from around the world, 75 percent said they got most of their business through networking!

Don't expect your student's college to teach networking.

Networking is something your student will have to learn on his or her own, and frankly you will do your student a favor if you start him or her out today with the right skills to network rather than him or her trying to pick them up little by little over a 40 year career.

## INTERVIEWING

I was on a flight to London sitting next to a young man that had just been accepted to the London School of Economics. He has decided to get more education from a prestigious college because after 13 interviews for a position in the same Wall Street firm, he ended up the second choice - with no job offer.

Now that's competition.

Your student needs to understand that getting an opportunity to interview is a like winning the Lottery. It doesn't happen to everyone. As a result, they should not go into an interview without being fully prepared! You've been telling your student for his or her entire life, and he or she has also been hearing it from teachers, coaches and advisors: practice makes perfect. That holds true with interviewing.

Unfortunately the average person NEVER practices for an interview. That's right NEVER.

Can you imagine that? Remember some of the facts we've talked about:

- According to Tony Beshara, author of the Job Search Organizer it takes 100 calls to reach 10 hiring managers of which 2 will have a job to fill.
- The average hiring manager is getting as many as 250 applications per job and keyword algorithms scientifically throw out 90 percent of them, giving 25 for the hiring manager to narrow down to 3.
- It will take the average job seeker 16 interviews to get a job.

The incredible gauntlet one has to go through to get an interview warrants practicing EVERY time.

As hard as it is to get to an interview, few people put any investment in time to practice. Remember the people with whom your student is interviewing are sharp, analytical, and professionally trained people that can within seconds pick up hesitations; identify shortcomings, insecurities and/or personality issues that might not fit within the culture of the company.

My oldest daughter has been working as an actress in Los Angeles since she was 15 years old. April still prepares for each audition she goes on. Her manager emails her a script, she spends an hour practicing, finds a wardrobe that fits the part, and depending on whether it's a guest starring role in a feature film or hot TV series, she may even pay an acting coach to practice with her and to gain his/her advice. Then she heads to the audition. In LA, you can invest 90 minutes to drive 15 miles. I've always admired her passion and tenacity in going through the audition process. She can have as many as 3-4 auditions in a week that she has to prepare for. April knows that she has to be perfect in every way, so she practices, practices and practices.

Using April as a benchmark, I find it inconceivable that someone does not prepare for their interviews. They are going to be up against other very incredible candidates, some that will have the savvy business and interviewing skills that can overcome shortcomings in their resume and experience.

Here are seven things your student needs to do to prepare for interviews:

1. Research the company. Read their press releases, Google their name to find issues, competitive situations, and industry news.
2. Look up the person they are interviewing with on LinkedIn to find common points or information they can slip into the conversation.
3. Find alumni and/or people your student is connected to that work within the company and call to have a short conversation about things your student can bring up to share his or her understanding and knowledge of the company.
4. Review the company mission, vision and goals.
5. Visit the company's LinkedIn page and sort through the people that work there to learn more about what they do.
6. Finally, do a practice interview. I don't care if it's you, a friend or a coach, but your student needs to spend at least an hour going through a series of questions, so he or she can practice dropping in the knowledge they picked up in their research.

Ah, and one final point. Your student needs to have written down a series of questions he or she can refer back to during the interview. When the prospective employer asks, "Do you have any questions for me?" He or she needs to be prepared.

Not everyone will agree with this, but something I picked up from my father years ago was a reminder to friend the assistants of decision makers. It might not be appropriate on the first interview, but by the second or third interview with the company, I'd try to schedule it for first thing in the morning. Generally people are less rushed and distracted.

I'd suggest your student try to get the morning appointment and then bring in a dozen donuts and offer it to the staff person who greets him or her.

Remember part of the decision process hangs on – "Will they fit in with the culture?" A \$7 box of donuts can swing the deal and position your student to negotiate for another \$1,000 in salary!

But you need to remind your student that the interview process does not stop at the interview, and should continue in a well organized follow up plan that includes:

1. Sending a written thank you note to the interviewer
2. Following up in writing with information the interviewer indicated they would like to see
3. Periodic emails that provide additional evidence of their capability that can include testimonials, projects, blog articles and/or awards

Most interviewees walk away thinking they hit it out of the park, but they need to be reminded that the interviewers spend their day meeting people and more than likely their interview will be boiled down to some text on a piece of paper that will lose its luster within hours.

The follow up and continued communication over a period of weeks that reminds the interviewer of your student's strong points and that includes a photo will help your student stay on the hiring manager's short list!

## KNOWING WHERE TO SEARCH

Looking for a job today is SO different than looking even 5 years ago.

The job seeker today has access to so much more information that was not available in the past. This information will help him or her identify:

- Jobs before they are posted
- Contracts being awarded that will likely result in new hires
- Mergers of companies that could result in expansions
- Companies moving to a new location which will result in hiring
- People working within desirable companies that he or she can contact

In fact, there is so much opportunity for job seekers to control their job search process that didn't exist in the past and the sad thing is that few grads or experienced workers have a clue about how to use them.

Think about it.

In the past, when you were looking for jobs, you had your network that you communicated with via phone, water cooler and classified ads. Today you have:

- LinkedIn
- Facebook
- Twitter
- Blogs
- Google Alerts
- Job boards
- Company and industry e-newsletters

as well as numerous other sources like Bloomberg, WSJ, all TV networks, Plaxo, Spokeo and many more!

Unfortunately, these have all come online so fast, most of us have not been able to understand how we can use these free resources to get jobs.

When your student creates a job profile and job search plan he or she will begin laying out a foundation including an analysis of which of these tools and services they want to include in their job search plan. Now they need the skills and knowledge about how to use these effectively. They will need to know the easiest ways to research companies, opportunities, and changes in industries, to find out about companies and networks so they can have “first mover advantage,” and how to then leverage that advantage with their personal network to gain immediate introductions.

It's part science, part art, but it requires a change in one's behavior.

I can guarantee you that your student does not have a clue about how to incorporate these tools and build a comprehensive strategy that will automatically deliver the news and information he or she needs, when it is needed.

You are going to have to encourage your student to pick up the skills and knowledge about how to do this research.

As part of his or her daily plan, your student should be setting aside time to:

1. Read relevant career and industry blogs, as well as eNewsletters
2. Check their LinkedIn, Facebook, Twitter and other news feeds for chatter and relevant news
3. Read daily news feeds from online bulletin boards
4. Research the companies that traditionally hire students from his or her school and connect with those firms' fan pages to get news updates
5. Talk to career center staff, deans and faculty members to ask for leads of companies that might be hiring
6. Look for companies who are offering internships to graduated students
7. Identify volunteer opportunities they can start on immediately in order to add work experience and show initiative

There are a couple ways to make this process easier.

I would strongly suggest your student set up a Google Alert account which will enable your student to track companies, industries and/or any keyword that is relevant to his or her job search. By doing that each day your student will receive a list of blogs, tweets, press releases and/or updates on websites that relate to that keyword.

For example, I might receive an update that indicates Monsanto, a firm I want to work for, just got a new contract with the government. I could then go to my contacts that I know at Monsanto and congratulate them, plus go to their fan page and also congratulate the company.

Remember, getting jobs has a lot to do with being at the right place and the right time and the more a face is in front of its intended audience, the greater chance the person will get a job with the firm they want at the salary and benefits he or she deserves.

## Build a professional network

### 7) Build a professional network

Mark Granovetter, a sociologist at Stanford University is well known for his research on interpersonal relationships and networks.

Mark was among the first experts to prove that the most effective way to get a job is through networking. His research showed that approximately 80% of job seekers get jobs through friends and friends of their friends.

Granovetter's research suggests the need to build a network that reaches beyond people that we interact with on a daily basis because statistically our closest connections produce the smallest number of job placements.

His research showed that:

- Moderate ties are the people you interact with weekly, which represent 55% of one's contacts.
- Weak ties are the people you interact with monthly, which represent 22% of one's contacts.
- Strong ties are family members, classmates and friends, which represent 17% ones contacts.

This analysis shows that your student has to reach a wide variety of people and actually concentrate on connections OF connections if he or she wants to increase his or her chances of getting a job.

Essentially, your student needs to be concentrating on weak and moderate ties like:

- Barbers, bakers, local business owners, and even your neighbors
- Members of your church that are spread throughout the community
- People you meet at health clubs, events etc.

...and alumni!

The research shows that people you have some kind of relationship with or something in common with can be very valuable in the job search. That's why connecting with alumni should be at the center of a networking strategy.

Alumni share the traditions, clubs, courses and activities your student will be participating in. While they are students, they will have an extra edge in being able to connect with alumni. After students graduate, the acceptance rate, particularly with alumni at higher positions, will diminish.

If we had our way, your student would be building an alumni network before he or she even entered college. As he or she begins looking for a college, your student needs to create a LinkedIn profile and search for alumni from that college who are in the career path in which your student is interested.

Once they find these connections, your student should request an opportunity to connect so he or she can ask a few questions. They might say something like:

“Hi, XXX, I’m considering going to XXXX college and noticed you graduated in the same major; I was hoping I might be able to connect with you to ask you a few questions about the department and for some suggestions you might have for me.”

Then once a connection has accepted your student’s request, he or she might say something like:

1. What activities, curriculum, events did you think were most valuable in building your career strategy?
2. What clubs and organizations would you recommend being a part of that would help prepare for a career in this industry?
3. Would you be willing to introduce me (the student) to other alumni?
4. What would you have done differently to prepare for this career while in college?

When students make their final selections of colleges, they need to immediately find 5-8 alumni who have majors and minors in the areas of the students’ interests. They need to periodically connect with these insiders during their freshman years, not only to provide moments for their mentors to reminisce, but to also ask for advice about courses, clubs, activities --all the while learning more about their mentors.

Ideally, they will have at 5-6 contacts with the alumni mentors during the school year and a couple of contacts during the summer. Remind your student that their mentors need to get something out of these relationships, too.

Your student could:

1. Give them updates on faculty and start discussions where the mentor could share memories from their time on campus.
2. Share with them the list of upcoming speakers and/or campus visitors.
3. Provide a heads up on a crisis, issue or major event that is occurring on campus.
4. Remind the mentor if he or she coming in for homecoming that they’d be happy to show the mentor around the “new” places to be seen or have a drink.



5. Send a small token or gift from the college. Many times the alumni association or admissions office has things they give away, mugs, banners, key chains etc. Your student could stop by and collect a series of things for their mentors.

You get the idea?

The dialogue and discussion has to change each year. The second year is a time to start cashing in on the contacts and industry knowledge. The goal this year is to get as much help as possible to find relevant internships. The investment your student made in developing a relationship the first year will pan out, as now he or she has the alum invested in his or her success. The mentor will want to help as much as possible. So now your student needs to be:

- Asking for more introductions of friends, and/or other alumni who are in the same career path, so your student can make contact for possible internships
- Sharing a resume and ramping up the LinkedIn profile so the alumni and his or her contacts can effortlessly share it with others
- Periodically offering evidence of projects your student is working on, books your student is reading that are relevant to the industry, and/or a blog your student started related to his or her career interests etc.
- Continuing to keep the mentor(s) vested in, proud of, and knowledgeable about his or her capabilities will give them incentive to tout your student to contacts and peers

During the **third year**, your student should be trying to get opportunities to job shadow the mentors. He or she should consider asking for an opportunity to visit with a mentor for a couple hours or even for a full day to get a perspective of what the contact does. Most mentors will try to build this visit on a day when he or she will have a series of meetings, and/or activities that will give the student a better understanding of what a typical day might look like. This will be important for your student as he or she will not only learn what he or she likes, but what he or she doesn't want to do.

By the **fourth year**, hopefully your student has built a strong enough relationship with his/her mentors that these contacts are doing lots of work to help your student get a job. Assuming your student has kept his or her mentors aware of how he or she is doing with class projects, grades and extracurricular activities, and is providing something back to the mentors, it will be easier for mentors to not only sell them but to want to spend the time to help your student find a job, because your student deserves it.

- What did you do when you first got out of college?
- What kind of preparation and experience did you need?
- What would you have done differently?
- What was the biggest issue you faced as you started your career?
- What job or responsibility did you enjoy most?
- What did you do to adapt to corporate life?
- What do companies look for in a person in order to consider them for advancement?
- What is the typical career path out of this position?

Building a two way relationship will enrich both the student and the mentor.

## NETWORKING AT EVENTS

I remember the first event I went to after I graduated from college. Even though I loved marketing, I had little experience in it so after graduating I thought it might be a good idea to join a marketing group or association. I noticed the local chapter of the American Marketing Association was meeting at a hotel near me. I decided to go. When I arrived and stepped into the room, I immediately panicked as everyone seemed to be paired in conversation and, being naturally shy, I turned and left!

Fortunately, as I developed my photography business I needed to pick up marketing skills in order to reach businesses and consumers, so I returned to these meetings, met great people, learned a lot, and built some lifelong friendships.

Going to events like this will help your student overcome shyness too!

The Stanford Shyness Clinic's research shows that 60% of us consider ourselves shy. The majority would never consider speaking in front of an audience and dread having to introduce ourselves in group settings.

Many schools and colleges are doing a good job today encouraging students to speak in front of the class. This still remains an area where all of us need nudging and encouragement to get involved and engaged in these groups.

Why?

Because groups love younger members!

New and youthful members are looked at as potential future leaders of the groups and it adds new perspective and life to groups. Remind your student that he or she will be welcomed!

What kind of events and activities should your student go to?

1. Alumni events. It doesn't matter if it's a tailgate party, fundraising event or gathering of buddies, alumni events are important to stay engaged as the alumni network is strong and wide!
2. Associations and get togethers within communities. Nearly every profession has a national organization that holds local meetings-- PR, marketing, sales, engineers, accountants, nurses, everyone! With a bit of research and a few dollars for a membership fee, a world of new contacts opens up to your student.
3. Conferences related to the industry. Many conferences offer students free access and graduates discounted registration fees.
4. LinkedIn events are held in cities across the nation. Have your student look for LinkedIn (name of your town) and they'll meet a cross section of new and interesting people they can add to their network.
5. MeetUp is an online tool where people and groups organize meet-ups based on interests, hobbies and/or events. This doesn't have to be business related. 5 years ago I joined the Beatles Meet-up in Akron, Ohio just to find people who liked similar music. Often in these events your student will build new relationships that could lead to future jobs.

Networking experts like Diane Darling author of *The Networking Survival Guide* reminds us that we need to go to events like these with a purpose. We need to remember that networking is an engaged sport, one in which we first find "what value we can provide" to those we meet and then, follow up on it so we can build trust and credibility when we need to ask them for help.

If your student has not taken the time to learn networking skills either by a course or books like Diane's, encourage him or her to do so. Virtually NO ONE knows how to professionally network. It's a learned sport.

Only a small percentage of us are born networkers and even those have few skills concerning how to manage the networking process in order to benefit all parties. Networking skills, in my opinion, are among the most important your student will need to not only launch and maintain a successful career, but to also enrich his or her life by meeting fascinating people who share the same interests, hobbies and personal goals.

# SUMMARY

So there you have it-- 7 fundamental building blocks that will help your graduate build a successful career and life!

We see you having enormous influence on this process. If YOU don't require it – it WILL NOT happen!

Don't expect your student to pick up each area and take off running. As you can see, there is a lot of information that both you and your student need to adjust to. Based on what you know about your student, pick the suggestions you know your student can adjust to and adapt to the fastest first – then move on to the next!

# COMING UP

Now that you know how much the employment landscape has changed and the difficulty your student will face in securing his or her first job, we'll show you proven techniques about how your student can stand out from others!

*In the business world, everyone is paid in two coins:  
cash and experience. Take the experience first; the  
cash will come later.*

**- Harold Geneen**, Past President of ATT

## YOUR TO DO'S AND NOTES!

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*Encourage your student to take ownership of their  
career and visit the career center!*



## CAREER MANAGEMENT + HABIT + LUCK = CAREER SUCCESS

It's not just our colleges and universities that don't focus on career exploration, career planning and career management. Our society in general puts little focus on developing a systematic organized career planning and job search process that we can use for our entire lives.

There are too many other more entertaining ways to spend our time!

We live in a materialistic society that focuses a great deal of time and attention on products, services and the accumulation of things.

It's hard to escape becoming a consumer because each of us is inundated with advertising from the moments we begin to understand communication. Advertising started with a local bread maker putting a sign over his door. Later, mass printing techniques ushered in advertising in newspapers and magazines. Ben Franklin suggested starting a United States Postal Service which provided yet another way for merchants to sell their products. Then, merchants eventually got even newer channels to advertise known as radio and TV, which led us to something called the Internet only a couple of decades ago.

As a result of all of these advertising channels, it's impossible to escape the influence of merchants who are interested in changing our behaviors and solidifying our habits around their products and services.

Another area that influences our consuming habits is peer-to-peer influence, the type of influence we have over each other, as we all buy and consume products and services. "Keeping up with the Joneses" used to be a silent activity that played out when someone noticed a neighbor, friend or relative had something really cool that he or she wanted. Today, social media amplifies these desires a hundred fold as our neighbors, friends and acquaintances update their Facebook News Feeds and Tweet about the new things they are experiencing and doing. Every hour of every day, our friends' influences affect our behaviors and throughout the process, little by little, they also change our habits and our world.

Think for a moment what an alien might think of our culture when it first encountered us. The alien would see a:

- 10 billion dollar movie industry where people lined up to pay \$8 to \$15 each to watch the latest movie and spend billions of hours collectively watching a fantasy.
- 220 billion dollar online video gaming industry where people spend an inordinate amount of time playing games that engage them.
- 40 billion dollar sports sponsorship industry which has the sole goal of gaining the attention of consumers who spend endless hours tracking scores, reading articles, watching events, and talking endlessly at the water cooler and online about the last game, so that promoters can sell their products and services to them. The total annual revenue reportedly generated in the sports industry is a 414 billion dollars!
- 50 billion dollar beauty industry where we invest in everything from makeup, cologne and products that make us look younger, smell better and look fantastic!
- 20 billion dollar toy and hobby industry where people spend endless hours collecting and playing with things that add value to their lives.
- 161 billion dollar gambling industry that occupies the time and takes the money of everyone from the penny pitching elderly to oligarchs who might lose a million dollars a bet.

Each of these industries spends millions of dollars to encourage us to add their products and services to our daily activities.

Think about all the other ways we spend our time and money as consumers. The constant barrage of advertising influences our thoughts, desires and what we do in life. To be considered “normal” in our society, we pay attention and act on the messages merchants are sharing with us. These messages and the products and services they offer have created the culture in which we now live.

The consumptions that feed many of our interests are now being delivered through new electronic devices connected to the Internet almost –if not completely—on demand. In an astonishing few years, Apple has sold nearly 75 million iPads and nearly 200 million iPhones. These devices are changing our behaviors and habits in countless ways. As we continue to build our behaviors around these devices, every industry is clamoring to figure out how it can reach a customer base by using these new tools.

As a rite of passage for our children we will invest more money than the average third world citizen earns in a year in:

- Summer camps
- Bar Mitzvah/Bat Mitzvah celebrations
- Debutant Balls
- Vacations
- Sweet Sixteen parties
- Proms, Homecomings, Graduation parties
- Birthdays, Christmas and special anniversaries

I tend to think an alien would take a 30,000 foot view of our culture, activities and the time we commit to these activities and wonder why we spend so much time consuming products, services and celebrating events –rather than investing the time and effort it takes to develop our own creativities and our minds.

If you were lucky enough to be born into a democratic country like the United States, you've had the freedom to choose what you want to do with your life. What would our society be like if --instead of spending those billions in the industries listed above-- we spent more time and money mentoring and coaching not only our own kids, but those from other parts of our communities? What if our habits were different and we focused more on improving the lives of others, rather than consuming things?

What if we invested time each month in:

- Reading a self help, career book or career blog?
- Attending a presentation by a career expert?
- Engaging life/career coaches to help keep us developing productive behaviors?
- Investing our resources in programs that helped others start small businesses like Kiva and Kickstart?
- Talking around the water cooler about “cool” new products that are reducing our carbon footprint and raising the standards of living for people in third world countries?
- Tracking information and stats about career coaches whose students have gone on to accomplish new breakthroughs?

If we changed our behaviors and habits by doing more of the above, could we make a difference in the lives of our neighbors and global family?

While it might be a bit harder for us as adults to make these changes, it would be easier for our kids to adopt these new habits and make them an integral part of their lives.

It's never too late to switch gears and begin investing more time and thought into helping your son or daughter understand how to create a balance in their lives that includes commitment to the art and science of career management.

## IT STARTS WITH CAREER MANAGEMENT

When your child made the decision to go to college, your son or daughter also took the first step toward change by exposing himself or herself to the information, experts and philosophies that can shape lives.

Your child's college experience will provide him or her with the tools, skills, knowledge and compassion to make the world a better place and help others who did not share the same luck, family and fortune to go to college. It will also give your child an opportunity, but not a guarantee, of a successful career and fulfilling life.



To gain the return on investment that you and your child want from his or her career, your child will have to focus on managing that career. We covered it in detail in chapter 4, but let's just review a few things as we wrap up.

You and I spent our younger years in a different time and era. We were able to stumble from one job to another with some degree of success and minimal unemployment.

Your student is facing dramatically different times and the old ways of "winging it" as a career strategy will not only not work, but will lead to a disastrous time of finding a career. Instead of being in control of one's career, those who don't adapt to the new realities of business and the job search process will struggle, become increasingly frustrated and find periods of unemployment increase as earning potentials decrease.

The changes we discussed in this book, including the techniques regarding how to look for a job, the introduction of social media, the competition from a globally highly educated, English speaking workforce, and computers that are bound to increasingly take over white color jobs all should represent a warning signal to you and your student.

The "lucky" few with jobs on graduation day will, of course, be those in high demand positions where there is competition for the candidates, but their company will also include people who thoughtfully:

- Explored career opportunities and created job search plans.
- Built their online presences and thought leadership skills.
- Created professional networks that focused on alumni and family friends.
- Studied the 15 "soft skills" companies are looking for.
- Did their best to not make the 18 common mistakes first time job hunters make.

Your student will need to take ownership of his or her career if not during the freshman year of college, as immediately as possible, even if it's on graduation day.

We've shown how high the stakes are. If your son or daughter does nothing there is a good chance your student will be among the:

1. 70-80 percent of the grads that will be unemployed on graduation day.
2. Grads that will take nearly 8 months to get a job.
3. 95% of students who will not have a written career plan.
4. 61% of grads who have had only 1 alumni mentor during college.
5. 60% of students that will spend less than 5 hours per week on a job search.
6. 60% of graduates working in jobs unrelated to their studies.
7. 58% of grads that wished they had worked more on developing their career plans while in college.
8. 80-85% of graduates that move home with their parents after college.

Your son or daughter does not have to become part of these statistics if they he or she adopts the right career management behaviors today.

## CAREER MANAGEMENT STARTS EARLY AND NEVER ENDS

When our kids were younger we involved them in youth sports, clubs and organizations like Boy Scouts, Girl Scouts and Brownies. We enrolled them in beauty pageants, spelling bees, events like the Soap Box Derby, and more.

Our goal was to help build their confidence, communication and interpersonal skills. These activities represented their first investments in developing their personalities, skills and knowledge that became the foundations they continued to build on.

You were there to coach your child through these first time experiences.

Can you think back to those times and what you dreamed your child would do when he or she grew up? In talking to hundreds of parents I've heard a variety of comments:

- "I just want (him or her) to be happy."
- "Johnny will step into the family business and eventually take it over."
- "Anne will become an engineer, (doctor, lawyer, dentist, etc.) like her father."
- "Ben will do great in business."
- "Andy has the people skills to excel in sales."

Whatever you dreamed, it is likely your dreams have influenced some of your child's decisions in picking a college, major and career. As Richard Bolles suggests, "it's highly likely your conversations about your job, the jobs of a colleagues, friends or relatives and or your opinion and the opinions of those around your child will keep him or her from moving toward a dream career."

Sometimes it's even what you don't say that can influence that decision.

My brother Ron is a perfect example of that!

Ron recently made a career change that resulted in him leaving a business he founded 18 years earlier so that he could enter the seminary to become a Lutheran minister.

He recently shared his story with me—it was the story of a career decision that took 30 years to make!

According to Ron, he was sitting on the bed of our cousin, Tim who had just graduated from Capital University in 1976, and Ron asked Tim what he was going to do. Tim shared with Ron that he was going to Trinity Seminary and planned to follow his father's calling to serve as a Lutheran minister. While I'm certain Tim doesn't remember the moment, for Ron, that moment was unforgettable. In a flash of an instant, Ron imagined himself as a pastor of a church.

A simple conversation between cousins sparked a thought that would haunt Ron for three decades.

Up until that point, Ron showed little interest in his classes at Lutheran West High School. He loved the theater, clubs and the spirit of the school, but dreaded tests, grades and writing reports.

Assuming college was out of the question, Ron gravitated to a career that involved a lot of people contact. In addition, he stayed active and involved in churches wherever he moved. People in the congregation frequently would tell him he'd make a terrific pastor. Ron would silently note it and, for a couple of reasons, bury the thought. To stay involved with churches and find "his" way to serve his community, Ron took a job with Lutheran Brotherhood Life Insurance Company (now Thrivent) and spent even more time in churches in and around his community.

Then, one day on the way home from church, his wife Esther broke into tears and asked him when he was going to answer his calling. At church that day, Esther had witnessed for the umpteenth time how natural Ron was in interacting with people, ministering to them and being a source of energy to them. Puzzled, Ron asked what she was talking about. "To become a minister," she told him -- Esther recognized where his passions were and knew he was not happy with the work he was doing. Ron tried to dismiss her comments by mentioning that he was involved in the church-- not only in leadership, worship but with the kids. In the back of his mind, he was thinking of all the reasons why he could not be a minister.

Then he made a comment to Esther that he had buried for a couple decades. He reminded her that when they first met many years and two kids ago, she asked him what he did for a living. "Don't you remember?" Ron said, "I replied that I was in sales" and then you came back and said, 'As long as you are not a pastor!' I've always assumed that you did not want to be a pastor's wife!"

Esther replied, "Ron, you have to remember what my relationship was with my mother then. If she suggested that my dream husband would be a doctor, I would have told you, 'As long as you are not a doctor!'"

Ron, still puzzled, drove on --thinking back to that moment when he had shoved the thought of becoming a pastor further back on the shelf and started questioning if he was doing what he was put on this earth to do.

Soon after Ron and Esther's discussion on the way home from church, Ron shared the conversation with our Mom. Mom mentioned that she and Dad frequently talked about how Ron would be a good pastor. Ron just about picked himself up off the floor in astonishment. He said to Mom, "You mean to say that you and Dad would have approved of me becoming a pastor?" She responded, "Of course Ron, we never said anything because we didn't think you were interested."

So there you have it.

Ron had an interest in the ministry, but he put it on a shelf because some of the most important people in his life innocently dismissed it as a possible career or never said anything about it to him. His future wife made an off the cuff comment that wasn't supposed to influence his decision, and Ron assumed from conversations around the house as he was growing up, that the ministry would be the last profession his Dad would want him to enter!

With the encouragement of his wife, Ron found the courage and strength to make the next decision. As he was nearing his 50's, he started to publicly announce his desire to become a Lutheran minister.

Changing careers as you approach 50 with two kids in college, a mortgage and no college degree, takes an enormous amount of guts and faith, particularly when you are heading toward a career that is noted to not include bonus plans and high salaries! Most people, including me, questioned the sanity of making such a dramatic move, but Ron had a lot of guts, passion and faith that he was finally making the right career decision!

In fact, that passion is why people gravitate to him and adore being around him. His infectious good humor and positive attitude lifts the spirits of everyone around him.

So Ron took the plunge and started the process to change careers. First, he had to take the necessary steps to qualify for seminary school and get his college degree. For the next two and on half years, he took courses, ran his business and continued to be a part of his church and family. It seems phenomenal that a guy that could barely pass a course in high school maintained such a wonderful academic record and graduated with honors and a 3.75 grade point average.

With degree in hand, he had to go through the rigorous process of applying for and entering seminary. At first, he was turned away, but that didn't stop him. He took what the admittance committee suggested that he do and completed the requirements. His second try resulted in an acceptance letter.

Ron received his master of divinity degree and was invited to lead a congregation in North Carolina. During the pandemic Ron used his technology and presentation skills to move sermons online.

Yet, Ron is lucky. He's acting on a dream job that he considered 3 decades ago, but had no idea how he could make it happen.

Imagine if a career coach had been engaged with Ron while he was in high school. What if that career coach was able to help him work through the fears and concerns he had that prevented him from following his own intuition-- and committing to it. What if he communicated his interest and desire to become a pastor to his parents and his future wife? What if he had acted earlier on the constant encouragement and positive statements that the members of his congregation were making?

How many more people in his life would he had influenced, guided and consoled?

We need to make sure our kids have an opportunity to find and follow a path that will not only give them the most satisfaction, and personal and professional success, but one that will leave the world a better place for all of us.

You can't assume the college is providing your son or daughter with the tools, knowledge and resources they will need to get a job. We covered that at length in Chapter 2. We can't teach them the curriculum they need to qualify for their degrees, but as experienced job seekers who have the knowledge from this book, we can certainly guide, coach and be a resource in their first professional job searches.

The point in sharing Ron's story is to remind you the importance of you stepping in RIGHT now and take an active role in coaching and advising your son or daughter as they make the critical decisions that will determine the rest of their lives. To do that:

- Have heart to heart talks with them to find out who they admire, who they'd would most want to be like.
- Ask them what professions seem most interesting to them.
- Make sure they get exposed to people who are working in those industries by encouraging them to talk online, in person or email them. Require them to take notes and include this in their career exploration journal.

Ron's story is one of following one's passions and strengths decades later.

It's a story of one human being fighting much harder then he would have had to, sacrificing more than most could endure, to change to a path his intuition and gut told him was right for him 30 years earlier.

While it has a happy ending, I'm sure you'd rather see your son or daughter have a better chance at making the right career decision when they start their career.

Your child may face this too, if he or she and you don't invest the time together today to carefully explore career options and expose them to career experiences that will "light their fire". Your job is not to just pay tuition. You more than anyone have a great deal at stake if you sit it out on the sidelines and assume they will "figure it out" on their own.

## YOUR STUDENT NEEDS TO CREATE NEW HABITS AND BEHAVIORS

Your job is to help your student understand the significant risks of not investing 20-40 hours a year during college in career exploration, career planning and developing job search strategies.

Society, the culture of the college and peer pressure will be working against your child if he or she doesn't take ownership of his or her career the minute of arrival on campus or at least by graduation day!

While in college, students have to look at managing their careers as if it is a required course. That means changing habits and setting aside time if not each week, at least each month, to work on career exploration and their career plans. They don't have to be experts concerning all aspects of this; some will be natural networkers and find building their professional networks rewarding and fun. Others that are more strategic in their thoughts will dig building strategies around using social media and other online resources.

Richard Bolles, author of the best selling career book of all time, "What Color Is Your Parachute?" agrees. He believes parents should take a more active role in introducing the concept of owning one's career and managing it as early as possible. To Richard, starting in elementary school is not too early!

Richard cautions parents about what they say about their own careers which can color their children's impressions of the business world. If a parent is struggling in his or her career and is constantly voicing issues while at home, the tone, repetition and intensity of the parent's comments will definitely color the child's perception of the work life. Bolles suggests that to offer advice and guidance to students, parents have to get right with their own careers, too.

According to Bolles, people job-hunt not the way the generation passes down to generations, but by the way those generations choose to live their lives.

He sees people living their lives in one of three ways:

1. Living their lives based on planning.
2. Living their lives based on intuition.
3. Living their lives based on luck.

Bolles believes the way each person chooses to go about his or her job- hunt is usually identical to the way he or she chooses to live life.

If Bolles is right, you have a pretty good idea right now which way your son or daughter is going to lead a career strategy. If your child tends to fall into the second or third category, this process will be a bit more of an adjustment for him or her. If he or she falls into the first category, your child will adopt to the concept of investing 20-40 hours a year in career planning with minimal adjustment to his or her habits and behaviors.

Most of us are driven by immediate satisfaction.

If we do something or invest in something, we want results right away. If we start a diet and skip a meal one day, we expect to see pounds drop off the next morning. If we are trying to learn a language, we get turned off because --after a month of effort-- we can barely introduce ourselves in that language.

Unfortunately, your student will have to understand that there is not an immediate pay off in the time and effort he or she will be investing in career exploration, career planning and job search strategies.

However, we can entice them and remind them of some immediate upsides to working on exploring careers and building career plans:

- They will get a chance to meet fascinating alumni working in career paths they are interested in.
- They will be able to find mentors and build new friendships with the career professionals they interact with.
- In relatively short time periods, these relationships can be leveraged into job shadowing and internship opportunities.
- Having a job immediately after graduation will enable them to purchase a car, take weekend trips and go to concerts and events.

## WALKING ON THE RIGHT SIDE OF THE STREET

My goal in writing this book was to give you the information, stats, and strategies your student will need to launch a successful career.

If your grad is creating a plan and focused on a strategy, there is a good chance that Lady Luck will knock on the door and help propel your child to the next level.

Luck plays an important part in all of our lives.

Your kids probably grew up on the scores of books and philosophy of Dr. Seuss. None of us would have been exposed to the Cat in the Hat had it not been for a chance run in on a street corner in New York.

The year was 1937 and Theodor Seuss Geisel was walking down a street in New York City, feeling totally dejected after 27 publishing houses rejected his book, *Mulberry Street*. He was broke, tired and rapidly losing confidence in his ability and dream of making a living as a writer of children's books.

As he was walking down the street, he bumped into a fellow Dartmouth alum and friend who happened to work at Vanguard Press, a division of Houghton Mifflin. His friend offered to take his manuscript and illustration to key decision-makers at the publishing house. The rest, as they say, is history. Vanguard Press gave him a chance and Theodor went on to publish 46 children's books that were converted to audio, movies and interactive games.



Like Rudolph Flesch, who introduced the Phonics method of reading, Theodor's mischievous cat wearing a tall red and white striped hat and a red bow tie offered an alternative, imaginative way for kids to learn how to read. His illustrations, rhymes and story lines encouraged children to explore their creativity and made reading just plain fun! And his influences stayed with his readers. When I was photographing high school and college graduation ceremonies, I can't tell you how many student speakers would end their speech with:

*"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go..."*

***Dr. Seuss, Oh, the Places You'll Go!***

So what if Theodor Seuss Geisel had been walking on the other side of the street in 1937? Or what if his Dartmouth friend had been delayed by traffic just a block earlier?

Luck – it's a part of our lives, but we do have to do the work prior to luck bumping into us in order for us to take advantage of it.

My son's girlfriend, Meredith, gave Ben a handmade painting that said "Make Your Own Luck." Apparently it's a philosophy Ben had picked up from his job shadowing experience with Rob Dyrdek and is a philosophy that - now that I am aware of it-- many people share.

Making your own luck requires a commitment of time, energy and focus. It will require your son or daughter to recognize their priorities, understand the influences of society and draw a line in the sand on the balance they want to create in their lives. If they choose to include a strategic commitment to their career, they too will be able to take advantage of chance encounters with others that will launch them in directions they dreamed about, but never thought they could reach.

## CAREER MANAGEMENT + HABIT+ LUCK = SUCCESS

It's a simple formula, but I can assure you it works!

Despite some of the gloomy statistics we've shared with you throughout this book, by adopting the ideas and concepts we discussed in this book, your graduate has an incredible future ahead of him or her.

Graduates are stepping into a world with enormous problems, but one with enormous resources. They are stepping into a world where the internet is bringing millions of minds together in mere instants to solve issues, problems and situations. It's a miraculous time for them to leave their marks.

They have the potential to make important contributions to their families, communities, companies, religions and governments.

I thought it might be fun to end this book by looking at a few people who either attended college or graduated who, with a combination of hard work, persistence and luck, have reached the peak of their industries:

- **Jeff Bezos**, the founder of Amazon.com, which has revolutionized the way we shop, attended Princeton University, planning to study physics, but soon returned to his love of computers and graduated with a Bachelor's of Science in Electrical Engineering and Computer Science.
- **Eva Longoria** was a student at Texas A&M University-Kingsville where she completed a degree in kinesiology in 1998 before she became a desperate housewife.
- **Will Ferrell** actually studied at the University of Southern California where he completed a sports casting degree in 1989. His future role in the movie Anchor Man sounds like it was right up his alley!
- **Gene Simmons** majored in education at Richmond College on Staten Island and briefly taught elementary school before his band KISS led to decades of concert performances and a reality TV show. I doubt that we'll see him back teaching in an elementary school.
- **Oprah Winfrey** majored in speech and drama at Tennessee State University and upon graduation got a job as the first black anchor person on a local TV channel in Nashville. She's gone on touch the lives of millions of people every day.
- **Ray Romano** went to Queens College in Flushing, New York, where he studied accounting before he became the symbol of the changing American husband stereotype.
- **Hugh Hefner** who founded Playboy magazine majored in psychology at the University of Illinois, at Urbana-Champaign. His minor in writing and art came in handy in the magazine industry.
- **Jodie Foster** graduated magna cum laude with a bachelor's degree in literature from Yale University. She is a two-time Academy Award-winning American actress, director, and producer. She has also won two Golden Globes, BAFTA and a Screen Actors' Guild Award.
- **Steve Martin** majored in philosophy at Long Beach College (now California State University--Long Beach) and at UCLA. He even briefly considered becoming a philosophy professor before turning to comedy.

- **Mick Jagger** was a business student at the rigorous London School of Economics when he, Keith Richards, and Brian Jones formed The Rolling Stones. He was still enrolled, even after the band started performing professionally.

I doubt if you asked any one of these entrepreneurs, actors and sports figures what they would be doing 10 years out of college, they would have had any idea. Most had passions, interest and an inner drive that – along with a bit of luck and a lot of hard work-- made them captains of their industries and household names.

Like the creator of Dr. Seuss, each of these public figures could tell you a similar story of the big break, the one event that literally changed his or her life. They, too, were walking down the right sides of the proverbial streets and they not only recognized the opportunities but were prepared to act on those when they were presented.

Your son or daughter has a good chance of being included in a list like this in the not too distant future. The opportunities to make a difference, build new businesses, support structures, and make the world a better place could not be better.

To get started, your child will need your help, encouragement and coaching to take ownership of his or her career and along the way build a plan and job search strategy.

Perhaps a final quote from Dr. Seuss sums it up best!

*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."*

*Dr. Seuss, I can Read With My Eyes Shut!*

## SUMMARY

You've been there for your child for his or her entire life.

Now is not the time to sit back and assume the college will help your child choose the right career, build a career plan and learn proven job search strategies.

Your student will need your help in creating the habits necessary to build a successful career plan. Nothing you've done in the past will match the importance of this responsibility because these skills will stay with your child for the rest of his or her professional life. You know by now, the Department of Labor predicts they will have 11-14 jobs by the time they are 38 years old. It only makes sense to learn how to successfully look for a job now, so they can effortlessly slip out of one job and advance into the next one. If we do our job right, we'll be helping them to "Work smarter, not harder!"

# COMING UP NEXT

You've picked up a lot of knowledge that will be of benefit to your student. In order to act on the opportunities you have to help your student, we've outlined some next steps for you.

*All our dreams can come true...if we have the courage  
to pursue them.*

**- Walt Disney**, Chief Imaginer!

## YOUR TO DO'S AND NOTES!

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*Encourage your student to take ownership of their  
career and visit the career center!*



## NEXT STEPS

So there you have it!

I'd like to congratulate you for finishing the book. Research suggests that 80 percent of books that were bought were never read. That must mean you feel passionate and are committed to doing whatever you can to help your son or daughter in his or her first professional job search.

By now you've realized what your responsibilities are and how you can be a resource to help your student/grad in his or her first professional career search.

It doesn't matter if he or she is just heading off to college, in college or recently graduated-the tips, ideas and strategies you now have will give you the knowledge to be a reliable resource for your child.

Here's what I'd like you to do next:

1. If you haven't done it already, download a copy of the companion workbook for this book and use it to help build a career management strategy with your student/grad. (Check the following resources page for details.)
2. If your son or daughter is in college, get to know what services are available in the career center and make sure your child takes advantage of them. At the same time, touch base with college administrators requesting they make career management a required activity prior to graduation.
3. Visit our College Career Club and interact with a community of like-minded parents who are doing everything in their power to ensure their students have a shot of launching successful careers during their uncertain times.

Finally, I encourage you to continue to educate yourself about the changes that are happening in the job search industry so that you can be ready to use your network and the sundry new tools to help you quickly move up the ladder to the next exciting position for yourself.

All the best to you and your student/grad!

Together, you both will be able to make the lives of all of those around you more rewarding, satisfying and productive.

*Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines, sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.*

**- Mark Twain, Author**

## YOUR TO DO'S AND NOTES!

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***Encourage your student to take ownership of their career and visit the career center!***



# RESOURCES

**T**ake advantage of the resources we've assembled to help you be a powerful asset to your student in developing a successful career plan and job search strategy for their first professional career search.

**DOWNLOAD RESOURCES AT OUR CAREER PLAYBOOK WEBSITE!**

[WWW.CAREERPLAYBOOK.COM](http://WWW.CAREERPLAYBOOK.COM)

## **1. Career Playbook for Parents: Help Your College Student Find a Good Job Faster**

This eBook provides parents a comprehensive collection of facts, stats, and information they can use to help encourage their students to take ownership of their careers as soon as they step foot on campus!

## **2. Student Playbook Quiz**

This 100 question quiz is designed to show students what they will need to know to conduct their first professional job search. Students will understand why they need to visit the career center frequently.

## **3. Student Playbook Workbook**

This workbook offers parents suggestions on how questions they can ask their students to get their students thinking about their careers. The workbook helps parents build a relationship where they can be "career encouragers" to their students.

## ABOUT THE AUTHOR

Don Philabaum is a serial entrepreneur (having founded three firms) and author of six books on how businesses and organizations can leverage social media to engage customers and drive revenue.

Philabaum was one of the early pioneers in the online community industry. He founded a firm to develop online communities for students and alumni in 1996 and went on to build 300 online alumni communities for alumni associations around the globe.

He's been driven by the desire to help institutions use their online communities to connect and engage members to help them do business, provide advice, network, and get jobs. Don's firm TalentMarks provides career centers, alumni and national associations, job boards, and health clubs a weekly career lecture series featuring advice from top career authors. Don is the producer of the annual Grad CareerFestival that introduces students and college grads to over 100 career authors, coaches, and college recruiters.

### **You will find his books on Amazon:**

- This eBook provides parents a comprehensive collection of facts, stats, and information they can use to help encourage their students to take ownership of their careers as soon as they step foot on campus!
- Internet Dough: Create a Business Internet Strategy to Make More Dough!
- Engage Customers Online: 97 Proven Techniques to Build Your Business Internet Strategy
- Change It! Create a Career Centered College Culture
- Create a Net-Centered College Campus: Developing Your Campus-wide Internet Strategic Plan

*You can learn more about Don at [www.linkedin.com/in/donphilabaum](http://www.linkedin.com/in/donphilabaum)*



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