

Breakout Session, Employer Panel, Career and Academic Advising Workshop, May 2010

1. What advice would you give to students early on to prepare them for their first jobs:

- They have more experience than they think
- Utilize Career Services
- Don't sell themselves short
- Have conversational ability in Spanish
- Help prepare students professionalism and that first year on the job.
 - Acting professional
 - Interacting with their co-workers, customers
 - Understanding diversity, generations, and being able to effectively communicate in the work force.
- Identify their talent, and their uniqueness, students need to be able to communicate their strengths and what they are good at.
- Help the students understand their values and their motivations.
- Help them understand the companies and how their

2. What summer work would you recommend students pursue to assist them in their transition to work.

- Volunteer in what they are saying is their passion. If their life doesn't paint that picture of what they are passionate about has to be on their resume
- Service opportunities/customer services roles. Helping student identify the skills they developed in their roles (Transferrable Skills)
- Responsibility, self-motivation, show their commitment to something and learning at the position whatever it is they are hoping to do in their careers.
- Dedication, commitment, responsibility
- Focus work on competencies and seek out leadership roles
- May depend on where they are in school, as they near graduation they need to be doing relevant work such as an internship

3. Do you assign value to previous internships

- Absolutely, a job or internship that allows them real world experience is exactly what we are looking for.
- Students not understanding how to answer behavioral based questions
- Prepare for the competencies the organization seeks and prepare examples of times they have done them to help them answer behavioral based questions
- Internship is a crucial part of their life, without this how will they answer behavioral based questions.
- Recommendations are also important for future employment
- Experience needs to match needs (ie: placements match the demographic of the schools)
- Write and spoken references aren't as important, they do watch to see for any signs of issues or problems. 2000 elem ed apps for 20 positions.
- Prefer to talk to previous supervisor versus recommendation letters, the conversation is how did this person perform against their peers.

4. Do you look for their academic backgrounds? Education?

- Project based, ask about but focus more on competency side such as teams, project leader, planning the project
- Student athletes or students who can relate a class project into the examples during the interview questions
- Tend nationally in all the schools is to encourage students to take advanced placement courses, they need teachers who can handle the rigor of the courses in the High School
- Why did they chose their major

5. What kinds of majors can students be successful with, how much weight is given to the type of degree and major is they haven't been successful in certain questions.

- Find out why the student wanted that major and find out what might still help them develop the skills and experiences
- Select the program of study to help them apply the skills they learned
- Help students of any major to creatively realize all of the opportunities in the world of work

6. Speak to students past choices or social media

- Automatic eliminator is someone who doesn't disclose something in their background and they didn't disclose it on their application
- What if the public became aware
- Will look at linkedin and encourages students to use linkedin
- Background checks and what they did, they need to be honest and upfront, they need to be honest and upfront
- Am Fam and Enterprise don't google or use facebook in hiring decisions.
- Decisions based on their qualifications for the job
- Advise the advisors to coach their students to clean up facebook and err on the side of caution, because companies do us social media
- Don't want the student to get in a situation where they falsified their application or misrepresented themselves

7. How are you using Facebook and LinkedIn

- Using it to build relationships as a recruiting tool, using both LinkedIn and Facebook
- A networking tool
- Connect with students,
- Employee Referral source, employees can spread the word to others that they know.
- Virtual School, IQ academy, largest school in Wakesha County, looking for teachers to teach online
- HR does not check facebook as it could be discriminatory
- But others will come to hiring managers and tell them what they see on FB and other sites.

8. How do you feel about a student that does too much

- What was the impact of the students involvement or did they just attend meetings
- Can be a good thing as time management skills
- Relevancy needs to be on the resume, not just everything you were involved in

- Articulate their role in the organization instead of just a list of clubs, treat them like previous experience.

9. What advice do we tell students who simply can't find a job

- Tweak their interviewing skills, they are just not saying the right things in the interview
- Companies can't disclose why they didn't get the position
- Don't treat the company that you are interviewing for as a stepping stone for their next career move
- Students need to understand that the process needs to start earlier. Can't start their job search in their last week of college,
- Can't post and pray, today the process is about building relationships over time, linkedin, career blog, facebook connections with the employers
- Get students involved at the sophomore and junior level and start networking
- Expand their search and check to be sure they are after the right kinds of positions
- Reach out to alumni, parents, other employers
- ¾ of hires come from face to face connections, referrals, internships, campus involvement

10. What are the top three things that will eliminate an applicant based on their resume.

- Teacher insight is used by Waukesha by Gallop to assess teacher disposition-rightaway they do a sort based on disposition
- Screening criteria for minimum qualifications
- Match up who they talked to at Career Fairs and who requested an interview
- Match up experience to the companies needs
- Have to meet minimum qualifications, after that they look at preferable qualifications, the resume must be written to the job posting
- Objective is not aligned
- Lack of direction as to what they want to do
- Spelling and grammar errors
- Highlighting their skills that are relevant
- Accomplishment and achievements, students who have been successful against their peers
- Awards
- Relevant/Related experience, not that you mixed drinks but that you lead the team or trained.
- Follow-up, they need to follow-up but not stalk

11. What advice would you give advisors such as electives outside activities

- Get involved with organizations that relate to your career goals, (SHRM, Finance Club)
- Organizations that will show they are responsible, professional, time management
- Organizations to help them explore if they don't have a clear sense of what they want to do
- Participate in something of substance and what did they do with the club, address the skills they developed in that organization
- Team work, professional learning communities in the schools, candidates need to come in with proven team work experiences in education, show they enjoy working with others collaboratively

12. Hiring older adults, what advice can we give them

- People need to understand that they can also get entry level positions, and be willing to start at the entry level position to learn and then look for opportunities to advance
- Sharpen their interviewing skills with Career Services, interviewing techniques have changed
- Help them articulate how their skills are transferrable
- Think career lattice instead of career ladder, we have to sometimes go back, or sideways not always up.
- Older students have more experiences or they can be too narrow with their experiences
- Social economic diversity, bilingual, if an older student has experience with this they need to market that
- Address expectation of adult students including compensation, what are their skills and their worth

13. College to career transition what do your organizations do

- Mentor programs
- Internship workshops on expectations, etiquette and professionalism
- Feedback expectations, getting in the habit of asking for feedback and being receptive to feedback
- Understanding their will be changes, different generations, diversity in these groups
- Can't train personality but they will teach corporate culture at orientation, camp dynamic, 2 week program to learn the entire organization,
- Teaching professionalism and proper communication chain
- Put the responsibility on the new employee, they can't sit back and wait to be taught, they need to seek out opportunities

14. Resume screening process

- Translate their experience as it aligns with the job they are applying for
- Skills and where they were successful in those skills
- On-line recruiting systems, don't put "see resume" if they have uploaded their resume to the system, they need to fill out those on-line applications
- Don't assume that the job title articulates their accomplishments in that role
- Apply to districts whether they are recruiting or not, attend their events
- Don't make the recruit work too hard, send what they ask for

15. How does a liberal education/general education help them in the workplace

- Very important, less than 40% of their sales team is a business major
- Want to hear their passions, at the core of the liberal arts is writing/presenting and communication
- Liberal arts students can do things that they really want to do versus something that they might have thought they were supposed to do
- These students seem to be more passionate

16. What were the characteristics of someone you hired that didn't have the academic major

- Claims division, hires all majors, liberal arts students are very well suited for that, persuasion skills, negotiation skills, analytical skills
- Be creative
- We can't train communication skills, written and verbal, be able to sell and communicate concisely, learn how to communicate the same message in less pages not more
- Have motivation to learn

- Can this candidate make us profits

17. How do you feel about students doing informational interviews

- A great avenue to network
- Linked IN and finding alumni to interview
- Make sure the students are ready for the interview, that they prepared questions and the employer felt valued
- Want the experience to be good so they can be recommended in the future
- Think they are crucial, grass roots events, leadership events, mock interview events because they want to build relationships with students, hired after the mock interview
- Go to Career Fairs and ask those informational questions
- Diversify who they are asking for the interview, don't always have to use HR, ask for a job shadow at the organization
- Love to talk to visitors, see first hand what goes on in the schools, meet with principals, secretary's etc.
- Look for adhoc positions in school districts and look for those opportunities

18. Electronic Application advice

- Follow-up with the companies if they haven't heard anything
- If they don't meet minimums there resume isn't reviewed
- 150-200 phone calls a day with job inquires, some organizations don't have the capacity to follow-up with each candidate
- 86 positions open
- If you have networked with that company, follow-up with your contact
- Find other sources to apply besides just the on-line app

19. E-Portfolios, what can you say about students creating portfolios

- Have a link on your resume
- Particularly Graphic positions
- Needs to be relevant by field, not share it when it isn't relevant
- Not looking for work samples
- Send what is being asked for
- E-portfolios are asked for when they are wanted. If you do do one, do it right, keep it updated and make sure the links work etc.

20. How important is GPA versus extra curricular organizations

- Degree is more important, don't look for it
- Can't correlate GPA to job performance so they don't need it, school involvement and real life experience is more important
- Accounting side-yes important
- How they translate their skills in the interview
- If it's low it is an issue...is the person not applying themselves, are they not a learner
- Rigor of the program and institution is more important