

Dear whomever,

As we enter an age in which it is crucial for people to remain informed on a large variety of topics, I suggest that we start considering a series of article subjects that are designed to engage college students as they prepare to occupy the work force. With this in mind, I would like to propose three specific articles that could be extremely relevant to this theme, and why they would be effective.

The first article is relating to the topic of employment post-graduation. A survey published in January by CollegeFinance (Pilgrim, 2021) found that seniors who have or will graduate during the pandemic are extremely uncertain about their professional endeavors as they enter the job market, with less than 31% of whom anticipate getting a desired job or pay within their chosen field. That is extremely significant when this year's college graduates, among the rest of the employment-eligible members of Generation Z will have made up 40% of the United State's total workforce by now. (Concordia University-Saint Paul, n.d.) This is why the article proposal I have in mind would be a mixed article embedding an interview with hiring officials from a variety of employers amongst a compilation of tips on how to best get a job in the current market.

The idea is to students feel more confident in making sure they are taking all of the recommended steps towards employment, and helping them understand what hiring companies are looking for in candidates.

The second article I am pitching is a crash course on networking. Despite being a part of the social media generation, a survey conducted by LinkedIn in 2017 showed that younger millennials and older Generation Z are not comfortable with networking as a concept, despite knowing that it is an essential practice. (Heitmann, 2017) Two of the biggest problems identified in the survey were that people between the ages of 18-34 didn't know how to initiate networking conversations or what to say when they had.

Providing information that allows for millennials and Generation Z to overcome this social obstacle would not only be beneficial to their future careers, but it would also help counteract a recent trend in in-person behavior prevalent in this generation of graduates. David Stillman and Jonah Stillman's book "Gen Z @ Work" proved that Generation Z is more than aware that technology has negatively impacted their social skills, specifically in regards to maintaining strong relationships and communicating in person. (Gen Z @ Work, 2017) By supplying a tool in the format of an informational guide to these graduates, we will enhance both their professional and social skills.

Finally, the last article I am proposing revolves around money. In the last decade, a headline has slowly taken over more and more airtime and article inches here in the United States, but is also thoroughly impacting students around the world, simplified to a short phrase "The Student Debt Crisis". As college expenses rise around the world, skyrocketing over 68% in the last ten years, the federal student loan dept accumulated to \$1.54 trillion, accounting for the loans of 70% of all college students to have graduated within the ten year margin. (Whistle, 2020) While the federal government has proposed several ideas on how to ease this crisis, the problem considerably worsens, and continues to excessively punish those who dared to pursue higher education.

For individual students, the looming weight of student loans impacts one's entire future, not just their finances, and the possibility of falling behind is more likely than ever, so students need a sound advisor

to help them understand their debt and take control of it, before it controls them. I propose talking with financial experts, college bursars, and top-level economists to put together a respectable advice column, that gives students a clear framework in how to handle their debt and their finances going forward. The do's and don't of paying off the loans will also provide college graduates with good tips on budgeting and spending habits, and teach them how to prepare for a multitude of worst-case scenarios, such as a global pandemic that resulted in a mass-layoff event.

All three articles would require an extensive amount of research into the topics being covered, as well as the individuals from whom I'd ask advice, as well as conduct studies into effective formats and platforms that would efficiently expose the information to its target audience. All three of these topics are extremely relevant to the college graduates of yesterday through to tomorrow, and highlighting any one of them could make all the more difference to each of them.

If any of these pitches appeal to you, I can provide you with a draft, sources, and contact information by the end of the month. Thank you for your time.

Jordyn Buckland

jbucklan@c.ringling.edu

References

Concordia University-Saint Paul. (n.d.). *Generation Z in the Workforce*. Retrieved from Concordia Saint Paul: <https://online.csp.edu/generation-z-in-the-workforce/#:~:text=Poised%20to%20disrupt%20the%20workforce,stay%20ahead%20of%20the%20transformation.>

Gen Z @ Work. (2017). In J. S. David Stillman. Harper Business.

Heitmann, B. (2017, July 12). *Millennials' Professional Networking Behaviors*. Retrieved from LinkedIn Official Blog: <https://blog.linkedin.com/2017/july/12/millennials-professional-networking-behaviors>

Pilgrim, K. (2021, 01 04). *The Value of College After COVID-19*. Retrieved 02 18, 2021, from CollegeFinance: <https://collegefinance.com/uncategorized/the-value-of-college-after-covid-19/>

Whistle, W. (2020). What is Driving the \$1.5 Trillion Student Debt Crisis. *Forbes*.