



Associate Director for Executive MBA and Alumni Career Services
Career Management Center
Duke University
The Fuqua School of Business

Summary

The Associate Director serves as an integral team member in designing and delivering the portfolio of career services provided to Fuqua MBA students who are working professionals, which includes Fuqua Alumni as well as those in the Weekend Executive MBA, and Global Executive MBA programs. S/he ensures a comprehensive program of workshops, counseling, recruiting, and other services that prepares them to succeed in the global employment marketplace. In this capacity, the Associate Director plays a key role in ensuring consistency with and maximizing efficiencies between the career services offerings of Fuqua's varied degree programs.

The incumbent also works to strategically build awareness of these degree programs as a talent source for hiring organizations. To achieve this objective, the incumbent will collaborate with staff from the Recruiting, Business Development and Industry Sector teams to create and implement a comprehensive approach to expand corporate engagement opportunities across these programs and to bring forward marketing initiatives.

Fundamental to success in this role will be proactive information sharing, collaboration, and communication across the CMC and within Fuqua. Significant work will involve not only within the entire CMC team, but also across student leadership within these programs; a variety of Fuqua departments and centers; other areas of the Duke community; and corporate recruiters and alumni.

The position reports directly to the Director of Student and Alumni Career Services and indirectly to the Associate Dean for Career Management.

Skills, qualifications, and job requirements

- Graduate degree required, especially an MBA, Master in Counseling, or other relevant discipline
- Minimum of 5 - 8 years career counseling, corporate recruiting/HR, outplacement, or other relevant experience highly desirable
- Strong portfolio of communication skills including presentation skills, with previous experience developing and presenting career development workshops and programs, and capacity to communicate information and key messages to diverse stakeholders, from senior executives to prospective students
- Extensive interaction with alumni, students and corporate recruiters is integral to the position, so strong interpersonal and team skills are essential
- Ability to conceptualize and implement programs at both strategic and tactical levels and in alignment with broader departmental and institutional goals; prior experience advancing relationships and developing opportunities for collaborative partnerships and programs
- Demonstrated initiative and follow-through to take on and bring to fruition special initiatives that may be new and without prior history, and may involve multiple internal and external parties
- Ability to diagnose and resolve complex problems and their implications within the parameters of Duke University and The Fuqua School's core values, practices, and policies and to apply those parameters to meet the needs of multiple stakeholders in resolving problems
- Sharp stakeholder focus, which include current or prospective employers, Fuqua students, and alumni
- Demonstrated ability and initiative to see gaps in the end-to-end career services experience of these students and to fill needs or take on special projects as needed



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- Must be comfortable in a technology-enabled environment, especially because communication and engagement with students will be heavily reliant upon distance technology tools
- Some travel may be required to attend relevant conferences , corporate events, and student residencies, and to meet with current or prospective employers

Student and alumni engagement

Estimated time allocation: 60%

The position primarily serves as a career resource, liaison, and strategist to Fuqua alumni and current students in the, Weekend Executive, and Global Executive MBA programs. In this capacity, promote and interpret the school's vision within respective areas, and ensure progress toward objectives by working closely with the entire CMC team; Executive MBA program staffs; student leaders within their respective programs; and alumni, faculty and others in the Fuqua and Duke communities whose work focuses on student and alumni engagement.

Program/resource development and delivery

Estimated time allocation: 25%

The Associate Director works collaboratively with the CMC full-time staff and contract executive coaches to design and deliver a comprehensive portfolio of career services that reflects the interests and needs of Fuqua's globally diverse and distributed student body. Such programs and resources must prepare students and alumni to succeed in the competitive job market and global workplace both now and in the future.

Departmental and administrative and responsibilities

Estimated time allocation: 15%

The Associate Director will assume leadership, ownership, or responsibility for collateral assignments or special initiative that contribute to broader departmental or institutional objectives. This position represents the Career Management Center, Fuqua, and Duke to corporate partners, recruiters, alumni, students, prospective students, faculty, staff, and others. In those interactions, educate stakeholders on the CMC's vision and services to students and employers, including corporate engagement opportunities. As needed, attend meetings for the Associate Dean and/or Director of Student and Alumni Career Services and represent the CMC in these interactions, requiring overall understanding of departmental goals and activities.

Measures of success

While not an exhaustive list, performance indicators will be derived from and by such sources as: overall effectiveness of projects and initiatives for which s/he is accountable; achievement of identified goals; feedback from students and corporate partners, both informal and formal; benefit and opportunities derived from corporate engagement activities; and alignment with Duke core values of learning, diversity, respect, teamwork, and trustworthiness in all interactions described below. A formal performance review is conducted annually with informal assessment and discussion occurring regularly and on a real-time basis.