

# **SAINT LOUIS UNIVERISTY**

ONE NORTH GRAND BOULEVARD. ST LOUIS MO 63103

# Research questions to be addressed:-

What skillsets are prioritized in companies?What kind of jobs are increasing in coming years and what are fading?

# Set-up:

We identified that their have been increasing uncertainty among students in what careers to get into and what is required in the unforeseen future where everything is changing. We extracted data from US labor association which provides information on expected skillsets and jobs in coming 10 years.

## **Conflict:**

The decision making can be difficult when we don't know what all opportunities are out there and what questions we are not asking ourselves in the quest of learning, with thousand of developing areas.

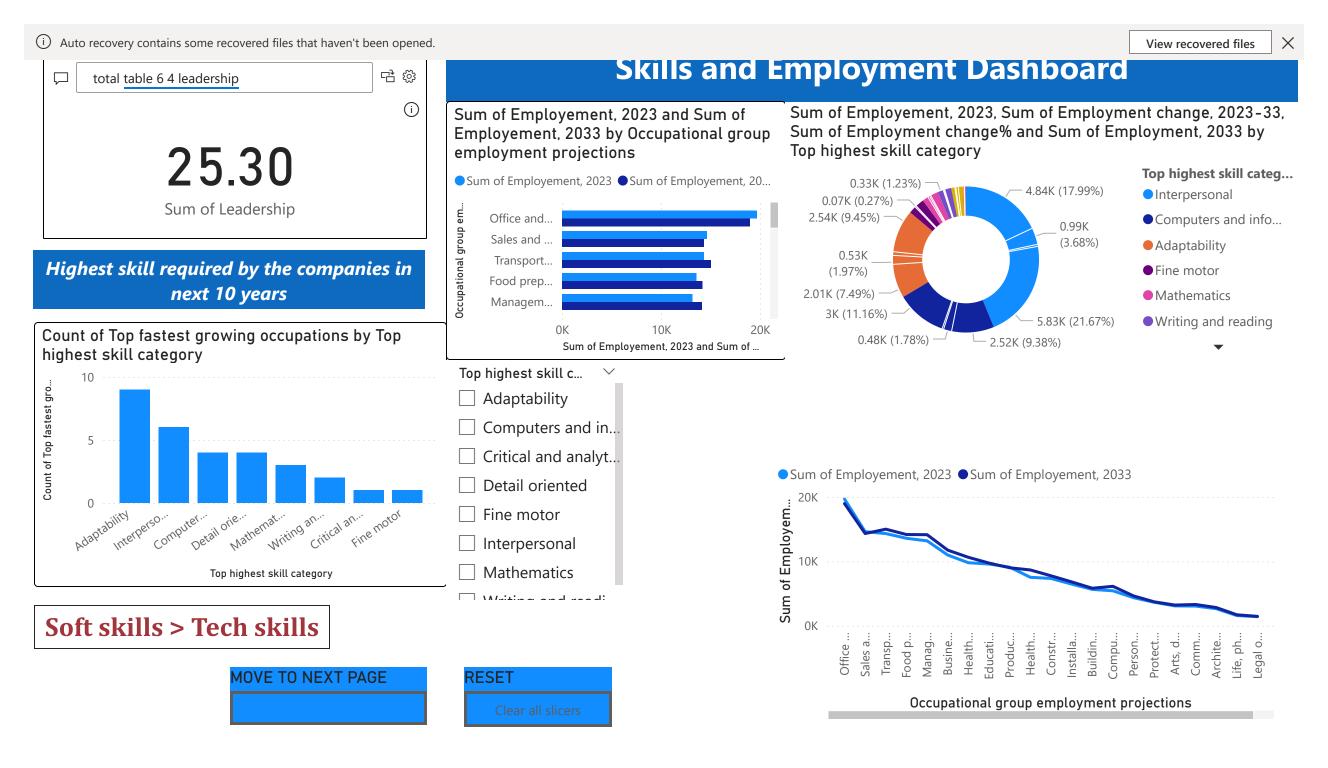
## **Resolution:**

With our insights on what is required in most of the companies in future and what are developing areas of expertise, people can find their interest and world trend to develop themselves accordingly.

# Skills of the future and Upcoming Job trends

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AA-5200: Visualization, Feedback, and Dissemination



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#### **Author Information**

As part of a data visualization effort that examined skills data from a variety of occupations, this dashboard was created. The dashboard's research, design, and implementation were facilitated by the following people:

Haley Mierzejewski Mounika Goudiganuru Niharika Panwar Srilekha Gobanaboina Sylvester Louis

#### **Version Information**

Dashboard Version: 1.0 Last Updated: March 2025

#### **Data Source**

The dataset, obtained from the Bureau of Labor Statistics (BLS), contains extensive information on occupational skills in a variety of industries. It highlights the essential competences needed for various professions by classifying skills according to major occupational groups, specific job positions, and educational attainment. It also analyzes percentile rankings of skills in the workforce and follows trends in skill demand, indicating critical skills for rapidly expanding occupations. Policy-making, career planning, and workforce development can all benefit greatly from this data.

#### Data Source:

Skills data. (2024b, August 29). Bureau of Labor Statistics. https://www.bls.gov/emp/data/skills-data.htm

#### **User** Guidance

The dashboard is pretty much self explanatory, featuring two key answers to our research question. The analysis shows the skillsets and preferable increasing number of occupations in the coming years. It is also interactive so if required, can ask questions right there.

## **Target Audience**

The target audience for this analysis is the education industry like students, teachers administration and career services like counselors, mentors etc.

## Storytelling though dashboard design

The audience when sees the dashboard can look up the probable opportunities of areas they need to work on when they enter into the world of jobs by showcasing demand for various skills categories over the next decade .The conflict emerges as we compare different skill sets, highlighting the rising need for soft skills over tech skills.

Audience can visualize through bar charts displaying employment trends from 2023 to 2033 and occupation-based skill demand. The resolution is provided by identifying the top-growing occupations and emphasizing the importance of skills that will be most valuable in the future job market, guiding users toward strategic career planning.

# **Decision making support through dashboard**

Highlighting employment trends over the next decade, enabling businesses and job seekers to align their strategies with projected industry needs. Identifying the fastest-growing occupations and their associated skills, helping individuals choose relevant educational and training pathways. Emphasizing the increasing demand for soft skills over technical skills, encouraging organizations to prioritize workforce development initiatives. These insights directly address the research question on skillsets required for high-paying and in-demand jobs, aiding data-driven decisions.

#### **Team Names:**

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