

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 33 *The Career Story in Three Acts*

Abstract: Career guides are plentiful but often dense. It is challenging to find the most effective and time-efficient exercises. "The Career Search in Three Acts" is a user-friendly resource that uses diverse, enjoyable tools which guide individuals in selecting careers. Participants will be prepared to apply this multi-modal resource at their institution.

Goals: Attendees will learn some of the most effective career exploration tactics to use in a time-limited session by implementing "The Career Story in Three Acts," a multi-modal intervention that draws upon students' skills, interests, and values. This workbook eases individuals into the sometimes difficult introspection process and is designed to engage diverse intelligences and emotional sensibilities. The participants will be trained to utilize exercises in the workbook which include doodling, drawing, coloring, free writing, completing short prompts, and answering online questionnaires. Attendees will learn research-based techniques by which clients obtain satisfaction and emotional well-being in the career exploration process.

Summary: Hesitance to begin the hard work of introspection in the career exploration process is commonplace due to the time and reflective competence required. Individuals often lack guidance and motivation. Although there are many resources and guides available, their length and density discourage passive career explorers and reluctant career decision makers. Utilizing the metaphor of a mining expedition, the "Career Search in Three Acts" workbook eases students through the mineshaft of organizing self-experiences in a playful, nonintimidating but theory-based way. Like a short play, the workbook consists of three acts which culminate in goal-setting and implementing career plans. The first act of "Pondering" encourages participants to measure their motivation and map the form of their intended career journey. Participants are asked to select their support team before heading to the second act, "Picking your dig." In this act, there are several evidence-based exercises whereby the participants recognize their core competencies, cultivate their narrative identity, identify purpose in their career goals, explore their personality styles in congruence to potential occupations, and formulate their purpose as a framework for their goals. In the last act of "Planning," participants are encouraged to complete visualization activities and to enact concrete educational or career plans. Designed to engage all styles of intelligences and emotional sensibilities, the multi-modal exercises in the workbook include doodling, drawing, coloring, free writing, completing short prompts, and answering online questionnaires. The workbook couples research-based techniques with fun, creating an enjoyable means to obtain satisfaction and emotional well-being in the career exploration process.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: "The Career Story in Three Acts" is a multi-modal intervention that draws upon students' skills, interests, and values. It is an enjoyable and appealing workbook that helps individuals explore careers through writing, drawing, organizing knowledge, and visualizing. Built on the concept that clients need to understand themselves and their life purpose for optimal career fit, the workbook is helpful in this age of uncertainty, when developing creative self-efficacy is more critical than ever. Understanding their identity and purpose can help students finalize and pursue career goals even in a global context of disrupted education and employment and new possibilities.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *34 Re-Ignite Your Career in Times of Uncertainty*

Abstract: Sometimes life is predictable and sometimes it is not. There may be times of joy where everything seems to be going well and other times when it seems like nothing can go right. We all experience trials however we all have the opportunity to adopt a positive attitude no matter what we encounter. That's what Business Keynote and Culture Expert Eric Aroca brings to the stage. Eric will challenge you to re-ignite their lives by living simple principles that will allow you to live lives full of passion, purpose and perseverance

Goals: Understand the importance of visualization (dream more) Create a plan that will allow you to (learn more) Identify the skills that make you successful (do more) Master the ability to (become more) by living correct principles that stand the test of time.

Summary: With 25 years of corporate experience Eric has created a model that if implemented correctly can change the lives of individuals and organizations. His Re-Ignite your career model is appropriate for the challenging times we are now facing in 2020.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Effective techniques used to address social justice issues affecting careers of marginalized groups

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *35 Career Construction Counseling as a Kaleidoscopic Intervention in Uncertain Times*

Abstract: Career construction counseling provides a means for people across a diverse spectrum to use work for actively mastering what they passively suffer, especially in uncertain times. Integrating theory and practice, the presenters will engage participants in learning and practicing career construction counseling, including its core method, the Career Construction Interview.

Goals: The goals of this session are to: Deliver content for assisting participants in gaining in-depth understanding into use of narrative in career counseling Teach participants about the process of Career Construction Counseling Introduce participants to the techniques used to develop and use narratives in career counseling Provide a live demonstration of the process of career construction counseling

Summary: The use of career narratives in career counseling has shown significant growth in the career literature. However, career practitioners still seem reluctant to use narratives in career counseling (Legelle & Meijers, 2013; Reid & West, 2011). The purpose of this session is to provide practitioners with research-based techniques for developing and using career narratives in career counseling. Specifically, participants will learn the fundamentals of Career Construction Counseling (Savickas, 2013) and how to develop a career narrative that is unique to the client. First, participants will gain an understanding of how narratives are unique in helping clients create change. Second, participants will learn about the process of Career Construction Counseling and engage in practicing the steps involved in gathering micronarratives. Finally, participants will engage in constructing a grand narrative to aid clients in adapting to the dynamic forces in the present world of work. In summary, the presenters will provide participants with the theory and research supporting Career Construction Counseling and will demonstrate the techniques used to develop and use narratives in career counseling.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Demonstration

Relevance: Work, for many, continues toward heightened states of flux across tenuous landscapes, and especially during the uncertain times of most recent global events, such as a pandemic. Workers need spaces to not only speak their stories but, also, to learn how they can take a more active position in moving through and thriving in the age of uncertainty. Career counselors and practitioners must be prepared with a kaleidoscope of interventions, and career construction counseling provides a specific intervention for supporting clients through hearing client narratives and, then, deconstructing and reconstructing those narratives for positive action.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *36 Resume Development for Career Reinvention in Uncertain Times*

Abstract: Uncertain times compel job seekers to reinvent themselves for new opportunities. Using a case study, participants will be introduced to a step-by-step process to evaluate client strengths and preferences using free virtual coaching exercises, explore relevant career options and create a targeted skills-based resume to advance their job search goals.

Goals: Counselors will be introduced to many free coaching forms, exercises and resources and use an effective 5-step process to move clients from insight to action. You will learn how to: 1) guide clients through an accelerated self-assessment to clarify skills and career preferences, 2) generate career options and conduct research on promising jobs, 3) evaluate jobs for alignment with skills and experience, 4) re-package and organize skills and experience to target to the job requirements, and 5) develop a skills-based resume to market themselves. The presenter will walk through a recent case to illustrate each step of the process.

Summary: As the pandemic plays out over the next couple of years, many individuals will be forced to find new work and career options. Graduates entering the job market for the first time will need to seek unplanned opportunities and adults in jobs that are no longer viable will need to consider a career change. To effectively meet the challenges of an uncertain and recovering economy, coaches can provide their clients a structured process that includes virtual tools and effective strategies to help market their skills and experience to employers. With high uncertainty and record levels of unemployment, job seekers will benefit from a supportive and structured process to reinvent themselves and to build their self-confidence in the face of new challenges and opportunities. Through a recent client case study, the presenter will illustrate a step-by-step process which includes demonstrating how to use virtual self-assessment exercises to enhance personal clarity, translate and target skills and experience to a new role and develop a skills-based resume to increase their marketability. The presenter will share the client's deliverables at each step of the this 5-step process. In this training, counselors will acquire new tools and a proven and practical process to help clients reinvent themselves for rewarding career opportunities.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Adapting to change and an unknown future is a challenge for most people. Without clear goals and a means to achieve them, individuals flounder their time and energy leading to under-employment or unsuitable work roles. Use a step-by-step process focused on building personal clarity of strengths and preferences can embolden client to move forward and take action to achieve a new goal. Making a transition is never easy but through the support of an innovative coach with the right tools and a reliable process, facing the unknown becomes an exciting and worthwhile challenge.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *37 Multiple Generations in the Workplace: Bridging the Gaps with Modern Career Theory Perspectives*

Abstract: The present day workforce now has more generations working side-by-side than at any point in our nation's history, and the gap between our oldest workers and youngest workers continues to widen. As this circumstance presents both challenges and opportunities for employers and workers, counselors in all settings are positioned to support clients and students as they navigate the world of work. In this session, participants will learn about observed differences among generations in the US workforce, the application of modern career theories to generation gaps, and strategies to help clients and students navigate workforce issues.

Goals: 1. To learn about current generations in the US workforce 2. To apply modern career theories to generation gaps 3. To learn how to help clients face workforce issues in varying settings

Summary: This presentation will involve both didactic presentation and group discussion. The presenters will first introduce the topic of multiple generations in the workforce and key information about each of the generations presently represented in the world of work. This section will include a discussion of the uniquenesses, challenges, and strengths that have been observed within these generations. Next, presenters will pivot the discussion to career theories, offering traditional perspectives (e.g., Super, Levinson) as well as modern perspectives (e.g., Protean/Boundaryless, Chaos, SCCT, CIP). These theories will be used to frame some of the generational differences and challenges observed in the workforce (e.g., communication challenges, technology, stereotypes, economic shifts) and will set up our discussion of the role of counselors in helping individuals navigate these challenges and opportunities. Finally, presenters will explore implications of applying generational and theoretical concepts to help participants identify takeaways for the populations they are working with.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Modern workforce issues, such as COVID-19, impact individuals quite differently, with some observable trends across generations. Although each client or student should be considered through their intersectional identities, career professionals can anticipate potential client concerns through the lens of generational differences. Moreover, understanding generational differences and similarities can bolster the relationship between career professionals and clients, as well as find opportunities for common ground. Because generations have experienced the world through different lenses, this information can help make some things that seem uncertain a bit more clear.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *38 Instructional Strategies for teaching Career Coaching Methods to Academic Advisors at the Post-secondary Level*

Abstract: Strategies that Career Service Practitioners can use to promote the integration of career coaching methods into the general practice of academic advisors within a college setting. We'll review an intervention delivered through workshops and offered (as professional development) to academic advisors in four sessions.

Goals: Main Objective: To review the needs & expectations of academic advisors at a Research Land Grant university, that are related to academic-advisors serving a larger role in providing career advising among undergraduate students. We will review how career service practitioners can create professional development experiences through designing & conducting instructional workshops that teach career coaching methods to academic advisors within a college setting.

Summary: Attendees will review the results of an 8-hour Professional Development exercise that served as an intervention for broadening the knowledge of career advising methods and strengthening skills to lead career-readiness discussions among academic advisors at the post-secondary level. I will share Action-science Research results from my personal graduate program in Instructional Design (Masters completed Feb. 2020) and 20 years of student services experience in student recruitment, retention, and advising within a university setting. I will require a projector, screen, mic, table, and chair.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: I intend for my presentation to demonstrate the value of action science research in addressing ways that distinct student-service professionals on a college campus (such as academic advisors and career services practices) can collaborate to serve a greater diversity of college-level students.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *39 I didn't mean it! Intent is irrelevant: Understanding the impact of our actions in career counseling*

Abstract: We may mean well, but what is the impact of our actions? Hear from two career development professionals, focused on promoting equity and inclusion in their work, as they share personal experiences, concrete points of action, and challenges as the field of career development enters this period of global uncertainty.

Goals: Attendees will have the opportunity to learn from two career development professionals, working at two different university systems. Attendees will: Gather insight on the difference between intent and impact, with concrete examples; Create a method for increasing accountability in their daily work, through self-developed strategic partnerships; Understand best practices for showcasing inclusion in daily work in career development, especially within higher education settings; and Develop a framework for examining their own actions, increasing opportunities for self-awareness and connection action to concrete counseling theory.

Summary: "But I didn't mean it!" When someone's actions are offensive or harmful to another person, intent is, simply put, irrelevant. Was someone hurt by something? Was there a negative outcome? Focusing on the feelings and experiences of the individual who has been harmed is what is crucial. Career development work is social justice, equity, and inclusion work. Who we, our clients, and our colleagues are at work is who we are in the world. Understanding the impact of our actions is as critical as intent is irrelevant when our actions or words are potentially harmful. Coming from two different university systems, the presenters will share real-life examples of when intent was irrelevant, concrete action steps, and challenges facing the field of career development. In a world where uncertainty is ever-present, the presenters will examine the definition of what an ally is and how to ally with accountability. Participants will be provided with a tangible, action-oriented, replicable framework for moving forward utilizing AmÃ©lie Lamont's "Guide to Allyship." Through this session, participants will have the opportunity to reflect on the dynamics of their actions, evaluate intent vs. the impact, and develop a plan for supporting their peers and clients, ensuring they are inclusive, thoughtful, and strategic in their approaches moving forward in their daily work. The word "ally" is a verb. Unlearning problematic things takes time and work, and there will probably be trips and falls. That's okay - it's not meant to be easy.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: In a time of crises, including when 16 million Americans are experiencing unemployment, it is even more critical for career development professionals to be inclusive, thoughtful, and strategic in their approach. Our current "age of uncertainty" is not a new development - rather, it is a culmination of the challenges our clients and colleagues face each day. Career professionals must look beyond ourselves and the intent behind our actions to ensure that we facilitate meaningful interventions and spaces of exploration each day for each client.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *40 From Deck to Dream Job: Exploring Career Tarot and Card Sorts*

Abstract: Big-sky client goals like "'Find your calling', "'Future-proof your career' and "'Dream big' seem overwhelming to most. Practitioners often use metaphors and symbolism to help people navigate their own contexts and desires. Use tarot as a narrative and innovative framework for client reflection, self awareness and career exploration.

Goals: Practice using symbolism, story and art to support career exploration - Learn about diverse types of card-sort interventions from the career development field -Learn how to choose card sort and tarot card resources based on client population, needs & context, particularly those from under represented groups - Gain 4 tarot card spread toolkits to use in client sessions for creative, effective service delivery -Explore ways to pivot a traditionally in-person, kinetic intervention to a digital service delivery medium

Summary: Big-sky client goals like "'Find your calling', "'Future-proof your career' and "'Dream big' seem overwhelming to most. Practitioners often draw from metaphors, symbolism and art therapy practices to help people navigate their own contexts, desires and experiences. We will demonstrate how to use tarot cards as a mindful, narrative and innovative framework for client reflection, self awareness, meaning making and career exploration. Clients from underrepresented groups and those with language barriers often encounter challenges in communicating their contexts safely and effectively. This approach can break down barriers to create a comfortable environment in which authentic conversation can begin between practitioner and client. We will draw on similarities to recognized card sorts in the career development field (for example: Richard Knowdell and Spark Path). We will explore types of tarot resources and how to choose decks for diverse populations. We will provide art therapy interventions and case studies. We'll highlight best practices in using card sorts via digital career service delivery. Intended for General Audience, in particular, practitioners delivering career exploration and self-awareness services, and those interested in narrative frameworks References: <https://www.knowdellcardsorts.com/> <https://mysparkpath.com/> Instagram: @CareerTarot <https://labyrinthos.co/blogs/learn-tarot-with-labyrinthos-academy/three-career-tarot-spreads-for-finding-your-path-and-calling> <https://www.refinery29.com/en-us/tarot-cards-for-your-career>

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: The world is becoming more & more complex and the lives of our clients are often complicated and multi-faceted. Creative, narrative approaches based on metaphor and symbolism can help create common language and break down barriers to communication. Connections are forged between client and practitioner, and job seeker & employer, employee & manager, and beyond.. Direct link to these themes in Call for Proposals: - Innovative and effective interventions that incorporate creativity - Innovative and effective strategies for meeting the career development needs of people from underrepresented population groups - Creative and effective uses of technology in delivering career guidance

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *41 Targeting Tall Tales vs Tangible Tools: Online Career Branding for both our Clients and For Us*

Abstract: We say: "Target your resume every time" and "Network". Clients hear "Waste of time" and "Talk to strangers". Avoid getting lost in translation with tangible resume, personal branding and online job search strategies that work in reality - for our busy, complex lives - and not just in text books.

Goals: learn tangible actions to address client challenges and pain points in job search & in the development of personal branding tools like resumes, social media accounts and beyond - Engage in discussions on establishing new approaches to resume & tool development in your services, from ethics to execution - Discover how you can use these strategies to advance your own career as a helping professional in a post-pandemic world

Summary: Typical career advice gets lost in translation. When we say: "Target your resume every time" and "Network" and "Identify your strengths", clients hear "This is a time suck" and "Talk to strangers" and "Ignore job boards". We are two solo-preneur practitioners. As we address client pain points, we also help them overcome assumptions about the effectiveness of traditional career development. How do we cut through the noise? We will share our tangible hybrid of theory & practice, showcasing our resume, personal branding & job search strategies that work in reality - in the busy, complex lives of our clients and in our own lives - and not just in text books. We will use informal polls to share myth-busting information around resume & tool development. We will use interactive activities to brainstorm bad resume & LinkedIn advice. We will engage in small group discussions around the ethics & challenges of digital job searching and the logistics of execution. Finally, we will engage attendees in exploring how these strategies can be applied to their own careers in a post pandemic world, helping them expand their reach and help more clients. Intended for General Audience, in particular, practitioners delivering resume & job search tool development Related conference themes: "Innovative and effective interventions that highlight the unique professional identities of career practitioners which can be leveraged to benefit those they serve" "Creative use of career information and career resources in service delivery and instruction" "Creative and effective uses of technology and social media in delivering career guidance, occupational information, and related career development services"

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: An innovative, strategic & multi-faceted approach is vital for an effective job search in uncertain times. As clients explore online branding and digital career management, we have blended post-modern theory and creative practices to provide a variety of interventions for clients. These services have been delivered via digital learning and social media platforms, and have produced positive results for our clients. These interventions can also be used for ourselves, to further our own career development as practitioners in a post pandemic world of work. See Summary above for direct link to 3 related themes listed in Call for Proposals.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *42 Global Career Development Facilitator, Client, and Employment Training Series*

Abstract: Learn the techniques and processes of Global Career Development Facilitation, Career Exploration, and Employment Training for the highest paying occupations by education requirements (GED/High School Diploma, 2-Year or 4-Year College Degree and to become a certified global career development facilitator.

Goals: Our goal is to narrow the gaps of education, health, income, and housing by scaling career-based learning opportunities. We aim to reach our goal by promoting global career development facilitation, career exploration, and employment training best practices. Our objective is to scale career-based learning opportunities of professionals and clients. We will do this by developing and implementing exercises that will increase and motivate and build confidence of the facilitator and client. Our vision is to develop a pipeline and expand the talent pool of underserved populations.

Summary: Using Minneapolis, Minnesota data as a snapshot, the largest disparities between African American and Caucasian populations are - Unemployment: 21% African American compared to 6% Caucasian. GED/ Graduation - 39% of the African American population compared to 96% Caucasian, graduated from high school or received their GED. The outliers that correspond with the community needs include family income and youth: Gang Membership; Learning Disabilities; Chemical Dependency; ADHD; Obesity; and Diabetes. Specifically, agencies and organizations will invest in the Global Career Development Facilitator program and clients will learn about basic jobs and laddering-up information about other occupations that are of lower pay or others that require a 4-year degree. Youth will learn the value of a GED/high school diploma and a 4-year degree. Dislocated workers will learn skills to enter the workforce. Everyone will be able to access the information by using a computer, tablet, and or cell phone. Our clients include employers, schools, colleges, nonprofits, government agencies, youth and dislocated workers.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: Since covid-19 both Cindy Booker of Careerprep MN African American Women owned and Linda Bryant, African American and Executive Director of Hope 4 Youth nonprofit of MN have focus on computer programs, offsite procedures, and one-on-one classroom deliverables. Linda Bryant, HOPE 4 Youth's Executive Director is a Global Career Development Facilitator that has certified nonprofit professionals in the state of Minnesota.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 43 *You're ready to start your own practice...now what? Key tips for starting your private practice*

Abstract: Congratulations! You have decided to start a private practice and now you probably have a lot of questions and things to consider. This presentation will help you make sure you have the right tools in your toolbox for getting started and maintaining your successful practice.

Goals: Goal: To inform members of the practical and technical facets of starting and maintaining a private practice by story sharing, providing practical tools, tips and resources. Key considerations for working with diverse groups.

Objectives: - Learn the basics of how to start their own private practice and how to manage the practice - Understand the importance of building, maintaining and growing your network - Understand the difference between supervision and mentorship

Summary: Starting your own practice can be scary. Establishing a viable private practice requires being more than a good clinician. It entails having a solid plan and maintenance strategies; strategies that often do not come naturally to those trained as clinicians. One needs to have a plan that includes marketing, accounting, generating revenue and other day to day logistics, all while focusing and addressing the needs of their clients. In addition, practitioners must address ethical considerations, including operating within your scope of practice (boundaries, when to make referrals); creating a safe and ethical environment; and continuous professional development. Managing these components may require consultation and a good support network. This session will offer the voices of both an experienced clinician in private practice and of a clinician who is early in their private practice journey. Both presenters will offer theoretically sound principles, which include promoting social justice, advocacy and diverse modalities within your practice, while sharing their experiences, challenges and practical solutions to avoid pitfalls.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Other

Relevance: Starting and maintaining a private practice requires innovative thinking and creativity, particularly in this age of uncertainty. To start a private practice, one must be willing to think creatively in order to identify and serve an unmet need in the community. Successfully maintaining a private practice allows the counselor to try novel interventions with clients free of many of the restraints of a traditional workplace. Private practice allows practitioners to promote innovative career interventions in their communities by aligning their private practice vision, mission, and values with areas that are important to them and the communities they serve.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *44 Vocational Identity and Career Development: A longitudinal study of sub-degree students in Hong Kong*

Abstract: A two-wave longitudinal study was conducted to assess the implications of vocational identity process on career development among over 350 sub-degree students in Hong Kong during their transition to work. Implications on career counseling, education practice and policy regarding sub-degree students' career development and graduate adjustment were discussed.

Goals: 1. Test and validate the vocational identity status assessment of sub-degree students in the Hong Kong context 2. Test a model about the implications of vocational identity process on sub-degree students' career development during their transition from school to work 3. Identify different vocational identity groups, and advise career development services accordingly 4. Inform education practice and policy regarding sub-degree students' career development and graduate adjustment

Summary: Research to assess vocational identity statuses is gaining ground in the West, but is relatively unexplored in Hong Kong. We believe that testing and assessing vocational identity status assessment among sub-degree students will contribute to career theory building. As sub-degree sector an essential component of postsecondary education in Hong Kong, the study will education practice and policy regarding sub-degree students' career development. A two-wave longitudinal study was conducted to assess the implications of vocational identity process on over 350 sub-degree students in Hong Kong career development during transition to work. At Time 1, the Vocational Identity Status Assessment (e.g., Porfeli, Lee, Vondracek, & Weigold, 2011) was applied. At Time 2 one semester later, students' career development was assessed by the career adaptability scale (Savickas & Porfeli, 2012), and the self-perceived employability scale (Rothwell, Herbert, & Rothwell, 2008) as well as a series of focus groups. With the research data, we validated the vocational identity status assessment in the Hong Kong context and established the impact of vocational identity status on subsequent career adaptability and perceived employability. Focus group investigations provided further understanding of career transition amid COVID 19 crisis. Implications on career counseling, education practice and policy regarding sub-degree students' career development and graduate adjustment were discussed.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Lecture

Relevance: In an age of uncertainty with COVID 19 and other risks, vocational identity development of postsecondary students is even more important as they move into uncharted waters. It is especially relevant to the theme as data is collected while Hong Kong was experiencing the COVID 19 crisis. The presentation will inform how model of vocational identity is applied in the Hong Kong context, adding cross cultural perspectives in understanding career interventions. The quantitative and qualitative data obtained will promote evident based practice career interventions.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *45 Reframing Career to CARE: Using Values-Based Interventions for First-Generation Undecided College Students of Color*

Abstract: First-generation students encounter many struggles that impede their ability to make informed career choices. Given the negative and positive life events experienced by these students, an examination of barriers that can contribute to their career uncertainty. This presentation will provide opportunities for creating effective values-based process-oriented career-life counseling interventions.

Goals: This presentation provides practitioners in high school, post-secondary and agency settings, information and theory-based interventions that are relevant to assisting first-generation college students of color who encounter barriers that intersect with cultural values, racial identity, and acculturation. Making wise and informed decisions about appropriate occupational, educational, and training opportunities requires sufficient awareness of self-knowledge and efficacy beliefs. Attendees will be able to promote student learning and success in educational and work settings and across numerous career-life roles, in which most students are currently engaged. A values-based process-oriented reflection intervention reframing career as CARE-ER (giving and/or receiving CARE) will be presented.

Summary: The struggles of first-generation college students of color include racial discrimination, oppression, racism, and implicit bias which can influence career choice resulting in career uncertainty and stress (Fouad & Bingham, 1995; Ito & Brotheridge, 2001; Kim 2010; Kim et al., 2016). Using a values-based process-oriented webinar intervention might assist first-generation college students (Colozzi & Thul-Sigler, 2016; Thul-Sigler & Colozzi, 2019). In light of the multiple life roles many first-generation college students encounter, it is useful to examine how values play a role in making wise decisions and navigating the uncertainty of life. This includes reframing the traditional predominate view of "career as work", to a more holistic reality-based view that career is multiple life roles (career-life) with further refinement to view career as giving/receiving CARE as an intervention (Colozzi & Byars-Winston, 2014). Such an intervention for first-generation college students representing diverse racial and ethnic back-grounds and facing barriers, can assist students to increase awareness of their self-knowledge. Through reflection, clarification of values, and attention to the development of their true calling(s) and purpose regarding work, education, and life experiences. This will result in fewer uncertainties, reduced stress, more well-ness and balance across all career-life roles.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This presentation is relevant to the conference theme that recognizes the importance of innovative theory-based interventions to effectively address the needs of individuals seeking direction, in the context of the overwhelming headwinds of a global pandemic. This situation has triggered high unemployment and spiked stress and uncertainty for youth and adults, especially first-generation college students of color. Individuals are seeking to make informed occupational and educational choices that affect all their career-life roles. Practitioners and theorists must go within and find that spark of inspiration to individually and collectively prevail in this work we see as our calling to assist others.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 46 *Building Career Community in Times of Uncertainty*

Abstract: Career planning can be difficult, especially when students feel isolated. In this presentation, learn how the graduate student advising team at the Duke University Career Center created and implemented student career groups to combat students' feelings of isolation and to foster community.

Goals: Participants will: Understand how to design, implement, and facilitate career groups as a method for engaging students in career exploration Learn how the Career State Inventory (CSI) was used as a pre- and post-test to evaluate the impact of the groupsÂ Discuss the utility and applicability of group work in the participants' own settings

Summary: The value of community support and human connection is well-known. But what does community support look like in career development? How, especially during a global pandemic, can career practitioners create environments in which students can connect with others and enhance their support system? In this presentation, advisers from the Duke University Career Center will share how they developed and implemented career groups for graduate students. These five-week experiences focused on building small communities among students with similar goals. Participants will learn about the theoretical approach used to develop the content for these groups as well as how a pre- and post-test approach was utilized to monitor effectiveness.Â Furthermore, participants will learn how partners from across the institution were included to increase collaboration across units as well as enhance students' knowledge of campus resources and services.Â

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Now more than ever, career planning and development must be intentional and comprehensive, yet nimble. A rapidly changing world of work coupled with a global pandemic requires job seekers to be grounded, adaptable, and have a system of support. The group setting mimics a community, fostering an atmosphere wherein varied perspectives are created and welcomed as participants are encouraged to consult with one another. Within the series of sessions, a myriad of topics and strategies are incorporated to address the various aspects of the career development process.Â

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 47 *The Joy of Podcasting: Discover a basic podcasting recipe to accelerate and sweeten your career development outreach!*

Abstract: This podcast overview is a beginner's guide to understanding very basic podcasting design and broadcast elements. Participants are introduced to podcasting thematic development, planning, personal 'brainstorming' and some technical acumen to create a podcast that draws attention to their career development practice or program. In addition, we'll explore podcasting elements blending self-care and self-healing for the practitioner and listener vitally important during times of societal apprehension and uncertainty.

Goals: Participants will think creatively about themes that make their career development practice and program unique for their participants including defining their listening audience. This hands-on workshop will engage the audience in individual and small-group activities, drawing upon the ideas of others, creating a recipe for building a podcast storyboard as well as the beginnings of building self-care themes into aspects of their podcast. Participants will walk-away with a foundational framework to build their professional podcast as well as an increased awareness of technologies used to bring their podcast to the market.

Summary: We'll explore research that supports an increase in podcast listenership as well as highlight a cadre of career-development focused ideas to explore. Participants are strongly encouraged - but not required - to bring ideas to the workshop beginning the framing work, as possible, in advance. The real 'work' will be done by participants in small groups in a Conversation-Cafe (<http://www.conversationcafe.org/>) style dialogue enabling each participant to bring their own personal ideas TO the group and vet individual podcast concepts. We'll also explore research shedding light on why personal-care themes are vital during a world-wide pandemic and other crises'. Facilitators will lead open discussion and sharing related to how podcasts are key to surrounding various career-development topics and possessing a personal-care foundation.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Promotion and Public Relations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: This is a newer, growing marketing medium that crosses all boundaries. It offers K-12, higher ed, and private practice practitioners a vehicle to developing brand recognition and awareness of career interventions available, through them, as a career intervention service providers well-suited during and after the current pandemic. ***THIS IS A BEGINNERS-LEVEL PRESENTATION ONLY!***

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *48 Keeping clients safe in the age of uncertainty: Suicide Risk and Career Development*

Abstract: Suicidal ideation has doubled during the CoVID Pandemic. This presentation discusses career development and suicide risk, highlighting specific career fields with higher rates of suicide. Attendees will gain pragmatic tools for identifying and assessing risk in clients.

Goals: Knowledge - increased understanding of suicide risk within specific professions (and other risk factors) Skills - assessment and intervention with clients at suicide risk

Summary: Suicidal ideation has been elevated during the CoVID Pandemic "" survey respondents have reported approximately twice as many serious consideration of suicide in the previous 30 days than did adults in the United States in 2018. Career can have an impact on a multitude of factors in an individual's life, including suicide risk. It is vital that helping professionals are informed of any potential risk factors and be given specific training for working with clients. Having a better understanding of the relationship between suicide risk and career is essential for professional competence. Specifically, career development helping professionals are working with populations at risk for suicide attempts and are in a unique position for identification and service. Understanding additional variables of risk that could be associated with suicide attempts is vital. Career professionals may be lacking important information on career stress and the connection with suicide risk. Career stress can have an impact on a variety of factors in a person's life, especially during the CoVID pandemic. Suicide risk factors may be connected to career stress, and understanding this relationship is an important component of competence in career helping professionals.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Suicidal ideation has been elevated during the CoVID Pandemic "" survey respondents have reported approximately twice as many serious consideration of suicide in the previous 30 days than did adults in the United States in 2018. Career helping professionals are ore likley than ever to need specific training in suicide assessment and intervention.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *49 Client Engagement in the times of uncertainty is critical. Learn Ideas, Exercises and Videos to Promote Positive Engagement B*

Abstract: Are you looking for ways to engage your clients from appointment to appointment in these uncertain times? Not sure if it works? Come to learn the research and a variety of different ideas, exercises and videos to engage your clients beyond your office walls and walk away with a resource guide of ideas.

Goals: Participants will learn about the research that shows that client engagement beyond the office leads to significantly better outcomes. Participants will experience and see activities, journal prompts, and videos that can use in a variety of different areas of career, self-reflection, and employability during these uncertain times. Participants will walk away with a resource guide of over 50 pages of activities, journal entries, and exercises that they can easily integrate into their practice in any setting. The goal of this session is to share research and resources to help the participants easily integrate this practice with their clients or students to promote better engagement and growth.

Summary: I will be sharing research that talks about client engagement between appointments/meetings and significantly improves outcomes for the client's desired goals. During these uncertain times, a variety of techniques will be shared from the research I have done along with my own experiences in putting this practice. Participants will have a chance to experience many journal prompts, activities and videos that can help foster positive approaches to work, career and life in their clients in between sessions. The information and activities that I am presenting can be applied and used by various groups from Facilitating Career Practitioners and Career Coaches to Higher Education Career Counselors to Private Practitioners. With my 28 years of experience as a Licensed Professional Counselor, I will be sharing a resource book with over 50 pages of helpful activities, video links and exercises to engage clients beyond the office walls. This will include everything from the first meeting to the final termination meeting to help professionals gain new ways to engage their clientele. Participants will walk away from this session ready to implement new ideas into their practice or bring the idea back to their department to see how they can help their students or clients reach their desired outcomes faster.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Demonstration

Relevance: The relevance of this workshop focuses on sharing innovative approaches and solutions to helping participants connect with their students and clients beyond the office walls. With student and client engagement between appointments, participants will see significantly better outcomes for the desired goal of each student and client. Participants will have the opportunity to experience the different journal prompts, videos, and exercises to see how engaging students and clients beyond your appointment can bring joy and positive approaches to work with engaged students and clients.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *50 Multiple Careers: Are you Up for the Challenge?*

Abstract: Abstract Multiple careers may be appealing to various multicultural groups since it offers flexible work schedules and the opportunity to combine full-time and part-time employment or a combination of part-time jobs. Interventions will be explored such as the use of separate resumes, obtaining mentors, networking and transferable skills.

Goals: Define the term multiple careers; Explore reasons for selecting multiple careers; Identify types of multiple careers; Examine common models of concurrent multiple careers; Apply Super's Life-Span Life-Space Model and identify potential role conflicts; Examine interventions for multiple careers such as the use of separate resumes, obtaining mentors, networking and identifying transferable skills.

Summary: Summary The concept of multiple careers will be explored by defining the term, examining types of multiple careers, explaining the concept based on Super's Life-Span, Life-Space theory, identifying interventions and investigating potential role conflicts and possible resolutions. Multiple careers is the practice of engaging in more than one career concurrently according to Seiser (2009). Types of multiple careers may include a full-time position and part-time position, or two or more part-time positions, a combination of careers in the same field or careers in different fields. Super's theory has been updated to the Life-Span, Life-Space theory, which examines the life span in terms of ages and life roles of student, leisurite, citizen, worker, etc. As individuals experience the varied roles in different contexts, Super proposes that the success in one role leads to success in other roles (Super, 1990). While Super does not specifically address multiple careers, he does advance the notion of multiple roles and multiple contexts. In addition, he promotes the concept of multiple roles by stating that success in one role leads to success in another role. Even though Super's theoretical position offers some assistance to those with multiple careers, interventions are needed. For example, separate resumes are needed to apply for specific jobs in specific settings since the job requirements may differ. Other strategies are obtaining a mentor and networking. Also, it may be useful to determine if there are skills that can be transferred from one career to another.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: Career counselors like many other professionals have had to adjust their work settings, platforms for delivering services, and other changes during the coronavirus pandemic. Workers with multiple careers have also been impacted. Super's Life-Span, Life-Space theory offers a realistic intervention for persons in multiple careers as they cope with job uncertainties since it examines the life span in terms of ages, life roles and multiple contexts.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *51 Practical Personal Branding: Specific Exercises to Gain Awareness & Articulation of Who You Are and What You Have to Offer*

Abstract: Ready to work on your personal brand? There are countless articles and books about the importance of personal branding, but no practical steps to develop your own personal brand. This interactive presentation will provide multiple simple exercises to gain greater self-awareness and articulation of your unique personal brand.

Goals: 1) Establish clear definition of personal branding as: A concise, compelling way of communicating who you are and what you have to offer to your target audience 2) Gain knowledge of specific exercises to increase self-awareness and articulation of your personal brand 3) Increase motivation to further develop your own personal brand 4) Empower you to help others (students, clients, colleagues, loved ones) gain greater awareness and articulation of their personal brands

Summary: I will be teach the exercises from my personal branding framework that I developed while working as a career counselor at Columbia University including: - Target Audience - Brand Self-Inventory - Personal Mission Statement - Elevator Pitch - Personal Branding Survey - Non-Brand - Love/Hate List - Mutual Contributions Each exercise will be taught with my own personal examples and why doing it will increase self-empowerment to fulfill authentic goals. Attendees will be provided with a worksheet to write on during the presentation which they can elaborate and ponder on afterwards.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Effective personal branding is a critical part of career and professional development, especially in these uncertain times when job seekers are trying to stand out and career changers are trying to re-brand themselves. Most people don't know where or how to start developing and reshaping their personal brands. My presentation gives specific, concrete interventions to help individuals gain control of their identity while the work environment may be uncertain and unpredictable.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *52 Thrive in the Age of Disruption - Cultivate Peak Performance*

Abstract: We are in a brawl with few rules, where the fast, flexible, and agile will eat and spit out the slow, over-thinking, and complacent. Individuals, teams, and organizations that fail to adapt will find themselves vulnerable, uncomfortable, and at the mercy of other people, events, or the competition. In this New World of Work, quickly leveraging ideas, talent, and leadership at all levels will separate top performing organizations from the laggards. Resistance is futile. In the age of the never satisfied customer, multi-faceted global influences and complex economic challenges, there are companies and entrepreneurs (Destructive/Disruptive Competition) at this moment looking to reinvent the way your business is done. How many bookstores were wiped out because of Amazon.com? What happened to Kodak? Yellow cab? Blockbuster? Sears? Woolworth's? Nokia? Rest assured someone somewhere is about to revolutionize your industry, your business, your department and your job. Learn how to awaken the whatever it takes attitude, belief, resolve, perseverance, confidence, determination, drive and creativity to achieve what matters most to you, your team and your organization. Discover how to transform accountability into a positive, engaging and forward looking experience that will secure your position in the new world of work. Learn how to kick-start a revolution that will blast your team or organization to new heights of success. Accountability is the Catalyst to: Accelerated Change, Robust Employee Engagement, Intensified Ownership, Relentless Perseverance, Impeccable Alignment, and propels individuals, teams and organizations to intoxicating heights of achievement and success. Learn what it takes to awaken the whatever it takes attitude, belief, resolve, perseverance, confidence, determination, drive and creativity to achieve what matters most to individuals, teams and organizations.

Goals: Learn how to awaken the whatever it takes attitude, belief, resolve, perseverance, confidence, determination, drive and creativity to achieve what matters most to you, your team and your organization. Discover how to transform accountability into a positive, engaging and forward looking experience that will secure your position in the new world of work. "Discover the 4 keys to accountability, along with the observable best practices. "Cultivate agility flexibility resiliency to adapt and thrive during constant change. "Foster collaboration, camaraderie and teamwork "" Establish unshakable trust and credibility. "Intensify ownership, engagement and alignment "" Crumble silos and abolish territorialism. "Instill a can-do, steely resolve, solutions focused mindset in the face of difficult challenges, obstacles and barriers. "Eradicate the blame-game and vanquish excuse-making that stifle peak performance. "Shed feelings of disarray, discomfort, apathy, entitlement, indifference and despair. "Unleash voluntary contributions of discretionary performance that is often left untapped in individuals, teams and organizations.

Summary: In addition to being a leading authority on Unleashing Personal and Organizational Accountability, clients rely upon Mike's solutions to; Accelerate Change, Shape Their Optimal Culture, Flawlessly Execute Key Strategies, Ignite Leadership Capacity at all Levels, Amplify Employee Engagement, Thrive and Excel in the Age of Disruption, Embrace The Role of CEO of Your Life, Career and Destiny, and Cultivate Peak Performance. Individuals, teams, and organizations that fail to develop a distinct "'brand' and separate themselves from the pack in this New World of Work will find themselves vulnerable, uncomfortable, and at the mercy of other people, events, or the competition. The white waters of change are unnerving for many. But the fact is they will only become more turbulent. For organizations and employees who are unprepared, the future will be devastating. For individuals, say hello to the age of self-determination. The days of 25-35 years with one employer and a gold watch retirement are long gone. The era of "'entitlement' is history. You are CEO of your life, career and destiny. In this New World of Work, it is about an insatiable appetite to develop distinctive skills and competencies, learning something new every single day, and being able to demonstrate that you bring exceptional value to your team or organization. Complacency, arrogance, ego, lack of urgency and resisting change are the road to ruin. The sessions are interactive, upbeat, entertaining, engaging, and most importantly participants are equipped with proven, pragmatic and memorable models, tools and principles that can be applied immediately.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: We are in a brawl with few rules, where the fast, adaptive, and agile will expunge the slow, over-thinking, and complacent. In the past, change was episodic, transient, and gradual; now, change is constant as business, technology, and society itself continue to evolve at an unprecedented pace that will only accelerate. Talent, ideas, speed, distinction and leadership are keys to winning in the New World of Work. Individuals, teams, and organizations that fail to develop a distinct "brand" and separate themselves from the pack in this New World of Work will find themselves vulnerable, uncomfortable, and at the mercy of other people, events, or the competition. The white waters of change are unnerving for many. But the fact is they will only become more turbulent. For organizations and employees who are unprepared, the future will be devastating.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *53 VIA Character Strengths: Innovative Strategies & Creative Exercises for Career Navigation during Uncertain Times*

Abstract: Character strengths are positive personality traits that impact behavior, thoughts, and feelings, and can provide a sense of meaning and fulfillment. This session will examine creative interventions and activities to leverage character strengths and boost the career development process for individuals and groups at any stage in their career.

Goals: 1. Describe the concept and measurement of VIA Character Strengths 2. Examine the benefits of leveraging VIA Character Strengths in the career development process 3. Explore interventions and exercises for applying character strengths throughout the career navigation process 4. Demonstrate how Character Strengths can be utilized to boost resilience and hope during times of uncertainty

Summary: From the field of positive psychology, VIA Character strengths are a "common language" of personality traits that reflect our personality, produce positive outcomes for ourselves and others (e.g., well-being, positive relationships, achievement); and contribute to the collective good (Neimic, 2018, p.2). The VIA Survey is a free, validated and reliable measure of 24 different character strengths that every individual possesses in varying degrees, giving each person a unique character profile. Signature strengths are those strengths that are natural to use, energizing, and essential to the individual, usually appearing at the top of the individual's character strengths profile. Research has found that people who have the opportunity to apply their signature strengths in their daily lives experience higher life satisfaction, more positive emotions, higher job satisfaction, and an increased sense of meaning and productivity at work (Biswas-Diener, Kashdan, & Minhas, 2011; Niemiec, 2013; Peterson & Seligman, 2004; Lavy & Littman-Ovadia, 2017). This session will introduce character strengths as a positive psychology framework that complements the career navigation process and will explore career-oriented strategies and interventions to creatively apply character strengths in career development practices. The presentation will conclude with a discussion on how to use character strengths to mindfully navigate the uncertain times and choose to bring the best of ourselves each day to boost confidence, hope, and resilience. Lavy, S., & Littman-Ovadia, H. (2017). My better self: Using strengths at work and work productivity, organizational citizenship behavior, and satisfaction. *Journal of Career Development*, 44(2), 95-109. Niemiec, R. M. (2013). VIA character strengths: Research and practice (The first 10 years). In H.H. Knoop & A. Delle Fave (Eds.), *Well-being and cultures: Perspectives on positive psychology* (pp. 11-30). New York, NY: Springer. Niemiec, R. M. (2018). *Character strengths interventions: A field guide for practitioners*. Boston, MA: Hogrefe. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York, NY: Oxford University Press.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Character strengths provide a language for clients to describe the best parts of themselves which they may not have previously had the words for, helping them to "own" and apply their strengths to effectively navigate their career in this age of uncertainty. Additionally, awareness of character strengths also provides a lens for individuals to spot strengths in others, helping them to better understand and appreciate one another's different strengths, promoting connection and collaboration, which is needed now more than ever.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *54 Critically Conscious Career Work: Deconstructing Our World of Work*

Abstract: We contextualize ourselves based on where we are, what culture we're a part of, what communities we have membership in. But, how often do we actively name, discuss, and deconstruct how we navigate these rules and guidelines of society when it comes to career? More often than not, we don't. But in this workshop, we will.

Goals: Goals -Start a conversation on deconstructing career, professionalism, and our world of work -Discuss topics related to career development that are often avoided or erased in career conversations but are essential to effectively offering career guidance and counseling to clients Objectives -Participants will learn about the historical, social, and political context for the career world through an Intersectionality lens -Participants will reflect how the identities they hold alongside the imposed messages and beliefs of society affect our career experience and how we're differentially situated in the world of work

Summary: We contextualize ourselves based on where we are, what culture we're a part of, what communities we have membership in. But, how often do we actively name and discuss how we navigate these rules and guidelines of society when it comes to career? Do we talk about how the dominant culture in a society, its beliefs and norms, affect the career mobility and strategy of our lives? Do we talk about who built these institutions, beliefs, and norms? Do we talk about the voices and perspectives often left out or excluded? Do we talk about the insidious ways white supremacy and white dominance infests our career culture and society as a whole? Do we talk about the lasting effects of imperialism and colonialism on our culture today? Do we talk about our role in knowing and acknowledging these systemically oppressive ways of being as we work with clients? Do we talk about a way forward and toward critically conscious career work? More often than not, we don't. But in this workshop, we will. As career development professionals, we cannot be neutral or silent to injustice. We cannot continue to have our conversations be void of discussion on systems and culture of oppression because to do so means that we are upholding the systems that oppress the people we work with and debilitate their mental and emotional health. This workshop will share research and history from the works of Kimberle Crenshaw, Dov Cohen, Patricia Hill Collins, Frantz Fanon, and others. Join us as we start a critically conscious discussion on deconstructing our world of work.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: We hope this presentation will help participants to critically examine the many pieces and dynamics that make up their overall vision of career development and how it works. Through examination and reflection, we become better equipped to acknowledge the myriad parts of a client's "'career kaleidoscope' and ultimately empower our clients to build an approach to work that reflects their authentic selves as well as their contexts. In addition, without the illumination through light, a Kaleidoscope is dim and colorless. The same can be said for our history without shedding light on the whole picture. As our world becomes ever more dynamic and uncertain, the ability to see clearly and work through the pieces and the whole becomes even more critical.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *55 Gaining Strength from Stress: Simple Strategies to be More Productive and Focused in Challenging Times*

Abstract: We live in a world which is increasingly stressful, yet stress, if managed effectively, can serve to enhance our focus and productivity. This presentation will provide simple research-based strategies for daily use by practitioners and their clients to manage stress as part of a resiliency enhancement plan.

Goals: This presentation will review research-based stress management strategies which can be used by counselors and clients to enhance focus and productivity in achieving their professional and personal goals. The strategies will be practical, time-efficient, and easy to apply, and can be utilized in a wide range of settings. Tools will be provided to give participants the skill to create their own personal resiliency enhancement plan.

Summary: How to remain fresh, focused, creative, productive, and healthy in an increasingly stressful world is a challenge for our profession and the clients we seek to help. The need for learning to effectively manage stress, given the current circumstances, has become increasingly apparent for counselors and the individuals they serve. In the preparation for my book, *Capturing Good Stress on the Leadership Battlefield*, I found a way of presenting simple research-based stress management tools that could be applied in a time-efficient manner during the course of a day. The tools I presented, part of what I call a resiliency enhancement plan, can work for practitioners in their service settings and for clients who can be easily trained to use these techniques. The strategies I will talk about in my presentation are based on writings about mindfulness, on cognitive-behavioral concepts, on topics covered in health-related publications, and from the perspective of what are the habits of effective individuals. I have given talks similar to the one I am proposing to organizations in the Greater Boston area and have received excellent response from these presentations.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Lecture

Relevance: In a world which has become polarized and increasingly stressful knowing how to remain focused and productive is essential for professionals seeking to facilitate positive change for their clients, and to impact their work settings and communities. In addition, learning how to manage the stress in their organizations continues to be an important skill to master for those seeking to be leaders in their organizations. My presentation will offer a unique approach for understanding time-efficient strategies which can be applied on a daily basis by individuals seeking to create a better world in line with the broad NCSA goals.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *56 Navigating Career During Persistent and Collective Trauma: A Social Cognitive Career Theory*

Approach

Abstract: Millions continue to be affected by COVID-19. Approximately 51% of individuals agree that their lives will remain changed due to the pandemic. Over 200,000 have died, and millions were unemployed or furloughed. Using social cognitive career theory, this presentation explores how career counselors can best support those impacted by COVID-19.

Goals: The audience will have an increased understanding of the types of trauma, including persistent and collective trauma "çThe audience will have an increased understanding of the impacts of trauma on career development "çThe audience will understand the difference between career resilience and post-traumatic growth in career "çThe audience will understand the utility of SCCT in combination with a trauma based approach "çThe audience will have an increased understanding of career interventions to aid in career development, transitions, maintenance during traumatic times, and beyond

Summary: The COVID-19 pandemic is one that few saw coming and millions continue to be affected by. Approximately 51% of Americans agree that their lives will remain changed due to the pandemic, with 64% of Black, 56% of Asian, 53% of Latinx, and 48% of white individuals stating that their lives will remain changed after it is over. From February to May 2020, unemployment increased from 6.2 to 20.5%. This trauma will have long lasting effects for many and as millions go return to work, seek new employment, and continue navigating their new "normal," career counselors must be equipped to navigate trauma when it enters the room. Career timelines and resource access has been reshaped for so many. A sharp decline in employment has been observed amongst immigrant workers; 4.8 million adults aged 55+ lost employment since the height of the pandemic; unemployment has increased by 21% amongst Latinx workers; and intimate partner violence incidences worldwide have increased as much as 30% (Campbell, 2020). Black communities continue to be overrepresented in COVID-19 infection rates. Millions have lost income, stability, and their families. Responding to pandemic rooted trauma, will require tools that are trauma-informed. Social Cognitive Career Theory (SCCT) posits that culture, sex roles, social milieus, and unforeseen life circumstances effect our career-related choices. As we consider that social and economic factors affect our choices (Stitt-Gohdes, 1997), utilizing SCCT interventions can serve as an empowering tool that aids in supporting clients whose worlds have been turned upside down unexpectedly.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: As people, we try our best to keep up with the ever-changing world around us. The COVID-19 pandemic has affected millions worldwide and we will see the effects for years to come. Research has shown us that this globally traumatic event has impacted minoritized groups at a disproportionate rate, added to the already existing transgenerational trauma experienced by minoritized groups. Trauma is not the same for everyone and it is important for us to use approaches that speak to the needs of the individual. This presentation takes a creative approach to career counseling for disproportionately affected groups.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *57 Trauma and Diversity: Considerations for Using the Career Construction Interview*

Abstract: Practitioners recommend the Career Construction Interview (CCI) for use with various clients. The collection of early memories aids in forming a client's career narrative. Diverse clients having experienced trauma might have difficulty recalling or re-experiencing traumatic events. This presentation provides guidelines for altering the CCI for clients with traumatic experiences.

Goals: The goal of this presentation is to educate career counselors about using the Career Construction Interview (CCI) with diverse clients that may have experienced trauma. Attendees will learn about trauma in diverse populations, and how these experiences may influence the client's narrative when answering the questions of the CCI. The presentation will include a discussion of diversity and trauma including the special experiences of minoritized and marginalized clients that live and work within larger systems of oppression. Participants will learn to recognize symptoms of trauma and alternate strategies for eliciting narrative content from diverse clients presenting with trauma symptoms.

Summary: The Career Construction Interview is gaining notoriety in career counseling and is recommended for use with various populations (Maree, 2014, 2015, 2016; Savickas, 1998). The CCI uses the collection of early memories to help clients construct a career narrative. From memories regarding hero's, to favorite stories, and finally, specific events from childhood, the CCI depends on individual's memories to construct micronarratives that create a client's career identity, meaning, and adaptability narrative. As use of the CCI becomes more common in practice, consideration concerning the traumatic experiences of specific populations becomes an ethical imperative. Although all clients are at risk of having experienced life traumas, clients from diverse backgrounds and cultures are at significant risk and have special experiences not recognized by the majority population (Comas-DiÁiz, 2019; Dixon et al., 2016). Having experienced trauma might bring difficulty recalling aspects of early life. This inability can be frustrating and counter-productive to the goals of the CCI. A client experiencing trauma might re-experience traumatic events when asked to recall aspects of early life (Sauerhuber & Disque, 2019; van der Kolk, 2014). The career practitioner must be ready to alter the interview process to attend to a client's traumatic reactions. Attendees will learn about the risks associated with diverse populations concerning traumatic experiences and recalling memories. Following this information, the presenters will discuss ways to remain alert to traumatic symptoms when using the CCI with diverse populations. Finally, the presenters will provide alterations and techniques to cope with traumatic reactions during the CCI process.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: The Career Construction Interview is growing in use and recognition. As the practice of the CCI expands, consideration of application to diverse clients from different cultural and ethnic backgrounds is an ethical imperative. Given the focus of the theme, this topic aligns well as it represents the increased use of a career intervention and the application to a kaleidoscope of diverse individuals with more that career issues as the focus on the counseling session.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *58 Thumbs & Eyeballs vs. Dollars & Cents: How Attention Economy Impacts Career Development*

Abstract: Did you know that there is a robust economy at play in your clients' lives that has nothing to do with money? It's an Attention Economy: people are paying with their attention. Most are unaware of how much they're spending, what their payments support and what exactly they're buying with limited budgets of time, energy and emotion. Career Development is impacted in emerging, unexplored ways. We will showcase how practitioners can adapt.

Goals: 1.To understand attention, the digital attention economy, and how this impacts career development, coaching, and counseling processes. 2.To plan for strategic conversations about clients' attention economy and how to monitor "time in attention," curate one's information feed, and structure online task-based career work. 3.To develop coaching and counseling tools to manage one's own attention economy.

Summary: Economics focus on how scarce resources are allocated and usually are thought of as resources influenced by money (BER, 2020). Attention is defined by the American Psychological Association as "a state in which cognitive resources are focused on certain aspects of the environment rather than on others" and is typically thought of what we pay attention to within any given period of time. Nobel Laureate Herbert A. Simon defined the term attention economy to describe the "bottleneck of human thought" where we are limited by what we perceive in stimulating environment (e.g., online) and what we might do (i.e., action) because of the limitations to our attention and of our "information feed" (BER, 2020). This presentation will help career professionals (e.g., coaches, counselors, human resources) develop clear knowledge, awareness, and skills to incorporate attention economy work into their career practice. The ramifications of the digital media economy on clients' perceptions, attitudes, and behaviors is currently unclear, thus this presentation will present the most recent research from the fields of economics, psychology, and career development to develop tentative strategies to explore the importance and usefulness of attention economy work in career practice. References Berkely Economic Review (2020). Paying Attention: The Attention Economy. Downloaded on October 5, 2020 from <https://econreview.berkeley.edu/paying-attention-the-attention-economy/> The Social Dilemma. Directed by Jeff Orlowski, Netflix, Exposure Labs, Argent Pictures, 2020. Retrieved on October 6, 2020 from <https://www.netflix.com/ca/title/81254224> Shlain, T. (2019) 24/6: The Power of Unplugging One Day a Week. Simon and Schuster.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Technology

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: The 4th Industrial Revolution is often discussed in regards to changes and uncertainty in the world-of-work yet rarely do we discuss its impact on workers. This presentation taps into the uncertainty of the current age while providing practical career interventions for addressing issues stemming from the ubiquitous use of technology.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *59 Career Strategies During COVID-19*

Abstract: Women and People of Color, especially Black women, are vastly under-represented at senior levels in Corporate America. In 2020 there are only 4 Black male CEOs at Fortune 500 companies; that's less than 1%. Only 4% of Fortune 500 CEOs were women. There are no Black women in CEO roles. While the numbers are bleak all around, they're especially bleak for Black women. Black women are going to college and graduate school at a higher rate than any other demographic, yet they are still not breaking through the glass ceiling in meaningful numbers. Why? Because getting an education is not enough to ensure success.

Goals: The Guide to Professional Success talk will help participants understand how to create and promote a powerful personal brand; how to build key relationships with authenticity; and how to use their natural talents to add value to their organizations.

Summary: Medina reached the senior executive ranks at 3 Fortune 500 companies all before she reached the age of 40. Her proprietary GPS system works. Medina's talk combines her personal stories, success strategies, humor, wit and lessons learned to explain the unwritten rules and career strategies that lead to corporate success. Medina also launched her firm ICSGroup at the beginning of the Great Recession of 2008. Her company's ability to survive the storm and thrive is a testament to Medina's executive leadership, her ability to pivot when necessary.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: We are in the midst of the perfect storm "" a world-wide pandemic, a racial justice reckoning and an election. Medina's talk Career Strategies During COVID-19 identifies the various ways participants can use this time to either strengthen their effectiveness in their current careers or to pivot...to a new company or to entrepreneurship. Medina demonstrates how the opportunities that this time presents are virtually endless, particularly for women and People of Color.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *60 Working while Other: Effective Strategies to Support and Retain Minorities in the Workplace*

Abstract: For minorities, the role of the workplace plays an integral role in the employees health and satisfaction within the workplace. This presentation teaches attendees ways to address and support minorities within the workplace and ways to create an environment for minority employees to remain in a safe and productive workplace.

Goals: Attendees will learn about the challenges that minorities experience within the workplace. Attendees will learn how to create a safe and productive workplace for minorities using the Wellness Model. Attendees will learn about effective strategies to help support and retain minorities in the workplace.

Summary: Workplace wellness continues to impact the personal and professional development of a person. For minorities, workplace wellness is an additional concern. Although there has been a push within career development to increase minority representation within the workforce (American Psychology Association, 2017), there still remains a divide in obtaining and retaining minority representation. With the current climate of discrimination, racism, homophobia and sexism plaguing the United States of America, it is becoming more difficult to maintain minority representation (Ingersoll & May, 2016). This presentation focuses on providing strategies to review how the workplace may be impacting minorities. This presentation will provide ways to analyze and create spaces that increase minority retention. Addressing the culture and environment may help employees feel valued, more supported, better prepared and more equipped to effectively complete their job and remain in their workplace.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: By the year 2050 it is projected that minorities will be the majority culture in the USA, however, the current state of the workforce is not prepared to help keep and maintain minorities in the workplace. This presentation helps to begin the long and arduous process that all organizations will have to take to help shape the future workforce in the USA.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *61 Vocational Interpretation of the MBTI*

Abstract: The MBTI can be used to match a client with career fields. This presentation will provide guidance on how to interpret the MBTI for career choice and development.

Goals: By the end of this training the learner will be able to: Explain the Myers-Briggs Type Indicator Utilize the MBTI to match the client with career fields Identify the best career matches by MBTI code pairs

Summary: The presentation will discuss the theory behind MBTI with a focus on vocational matches. The information is based upon published interpretation guides.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This session provides an uncommon interpretation of a common (and often free) personality assessment.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *62 Equitably Servicing Adolescents and Young Adults of Color With a Disability or LGBTQ Intersectional Identities*

Abstract: Career counselors across settings are uniquely positioned to equitably promote career development planning for individuals of Color with a disability or LGBTQ intersectional identities. Attendees will learn about theoretical frameworks by which to conceptualize clients and the praxis/interventions that will support such multiple marginalized individuals, along with their families.

Goals: Attendees will Recognize societal, institutional, organizational, and individual barriers that individuals of multiple marginalized identities (minoritized, LGBTQ, and disability label) and their families face. -- Attendees will Demonstrate an understanding about the LGBTQ Minority Stress model, disability critical Race Theory model, and Intersectionality Theory framework --Attendees will Gain awareness of the need for continuous professional learning related to social justice advocacy for individuals of multiple marginalized social identities. --Attendees will identify strategies by which they can equitably promote career development for adolescents and young adults of multiple marginalized social identities and their families.

Summary: Individuals with disabilities face many challenges after high school. They are less likely to attend and finish a 4-year college, are more likely to be unemployed or underemployed, & for those who have an intersecting social identity, such as an African American, Latinx, religious minority, LGBTQ identity, etc., there are additional barriers, such as microaggressions, institutional racism, classism, ableism, heterosexism, etc., lack of academic preparation and study skills for college, and lack of awareness of legislative differences between P-12 school (IDEA or Section 504) and work or college (ADA). Lower rates of employment and graduation among racially minoritized individuals with disabilities also create a public health issue for these communities, especially when engaging in post-secondary planning (Danilova, 2017; U.S. Bureau of Labor Statistics, 2017). The LGBTQ Minority Stress model, Disability Critical Race Theory model, and Intersectionality Theory framework are vital to career counselors as they come to understand how minority stress impacts LGBTQ students with racially minoritized identities and disabilities and their parents when exploring post-secondary planning (Annamma et al., 2018; Delgado & Stefancic, 2017; Jackson et al., 2020; Shin et al., 2017). Research has also identified the benefits of strength based approaches and social support in working with minoritized students in career counseling (Chou et al., 2013; da Silva Cardoso et al., 2013, 2016; Jang et al., 2020; Smedema, 2014). This presentation will examine the benefits of creating interventions for individuals and with disabilities and intersectional identities and their families as informed by these theoretical frameworks.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Our presentation is very symmetrical to the conference theme. One reason is that a career counselor who centers the needs and strengths of individuals with multiple marginalized identities needs a multifaceted, dynamic way to view the individual. The theoretical lenses we will discuss are akin to slowing down the kaleidoscopic view of how a career counselor views and conceptualizes the client with multiple marginalized identities. A second reason is that uncertainty is the prevailing theme lately with COVID-19 and racial injustices in the U.S., particularly for individuals of Color and multiple marginalized identities.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *63 Connecting career theory and critical ingredients in delivering career interventions for diverse client needs*

Abstract: Career development literature highlights the importance of connecting career theory to interventions. This session will highlight techniques for connecting selected career theories to the critical ingredients associated with effective career interventions, using a variety of service delivery modes, in order to serve the changing needs of clients.

Goals: Learn about the critical ingredients associated with effective career interventions "ÇGain knowledge of current research that highlights what contributes to effective career interventions "ÇUnderstand how selected career theories can inform decisions related to the delivery of career interventions that incorporate the critical ingredients "ÇGain knowledge of specific, practical resources that can be used in a wide variety of formats, both in person and virtual, to deliver the critical ingredients associated with effective career interventions "ÇSee examples in practice, drawn from a successful career center, that serves a diverse clientele

Summary: The career development field has consistently emphasized the importance of integrating theory, research, and practice. Recent research has pointed to critical ingredients that can contribute to the effectiveness of career interventions. The presenters will review the critical ingredients, the research evidence related to the interventions, theories that inform the use of particular interventions, and describe how these ingredients can be easily and effectively incorporated into a wide variety of service delivery settings, including self-help, brief staff-assisted, group interventions, and individual counseling. The session will also highlight how these interventions can be utilized in a wide variety of formats, including helping strategies for the use of both in-person and virtual resources. Given the diverse array of clients seeking career services in the current global economy, it is extremely important that practitioners draw on the best of both scientific and creative intervention techniques to meet those client needs.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: In today's global economy, practitioners face a diverse array of clients with varying needs. In order to provide the most effective services possible, practitioners need to draw on the most current research on what types of interventions and techniques work. Research has consistently highlighted critical ingredients that produce positive outcomes for career clients. The presenters will summarize these findings, describe the nature of the interventions, and then provide a roadmap for how practitioners can creatively and effectively integrate these critical ingredients into their work, across a wide range of settings.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *64 How to Pivot to Sell in the New Economy*

Abstract: If you're like many companies, you had big sales goals for 2020, and then Covid-19 happened and your sales numbers took a major hit. After months of uncertainty, you can't afford to cross your fingers and wait to see what's going to happen. At least, not if you want to survive. You have to learn how to pivot your sales strategy and find new ways to bring in business. But you may be wondering where or how to start? Let me show you how!

Goals: *Three ways you can quickly pivot your sales strategy and get your numbers back on track. *How to keep your sales team motivated and focused on closing new business. *The one thing you need to help your salespeople convert more prospects into paying clients.

Summary: If you're like many companies, you had big sales goals for 2020, and then Covid-19 happened and your sales numbers took a major hit. After months of uncertainty, you can't afford to cross your fingers and wait to see what's going to happen. At least, not if you want to survive. You have to learn how to pivot your sales strategy and find new ways to bring in business. But you may be wondering where or how to start? Let me show you how!

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Labor Market Information and Resources

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: N/A

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 65 *Culture, Development, and Neuroscience in Career-Focused Counseling: Implications for Practice*

Abstract: Please join us for a lively and engaging discussion about the intersection of culture, development, and neuroscience, with career. We will explore each dimension and its relevance for career practitioners, and provide techniques and interventions that will help you innovate and invigorate your practice.

Goals: The role of work in people's lives (Mary Sue Richardson) is influenced by development, culture, and neuroscience. The goal of this presentation is to highlight recent developments at the intersection of these three dimensions and discuss their implications for practice. To this end, participants will: "Learn about the recent research on the intersection of development, culture, and neuroscience "Understand the implications of these dimensions on work in people's lives "Learn career-related dispositions and interventions that account for the intersection of these dimensions

Summary: Mary Sue Richardson has described the work career practitioners perform as examining the role of work in people's lives. The language used here provides an alternative lens to traditional views of career counseling as a specialty area in counseling that is estranged from other forms of counseling. Richardson's view, later expanded by David Bluestein, brings back to prominence the social justice ethos of career work. In this presentation we seek to extend Richardson and Bluestein through an examination and evaluation of the intersection of culture, development, and neuroscience on career wellness and wellbeing. The presentation will guide participants through this model by illuminating research from neuroscience and its connections to culture and development. We then explore how these three components inform the work of career practitioners by shifting from "career counseling" as a specialty, to an ethical mandate for all counselors to assess the role of work in clients' lives. Participants will learn about innovative approaches in each component that can inform this work, including specific techniques from neuroscience-informed counseling practices.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: One component of this presentation includes neuro-technology that can be adapted for working with various populations ("Creative and effective uses of technology and social media in delivering career assessments, guidance, occupational information, and related career development services"). Further, neuroscience informs aspects of culture and development that promotes career-related wellbeing across the lifespan and with marginalized groups.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 66 *Why pandemics hurt Work wellbeing so much: The neurobiology of chronic variable stress and implications for practice*

Abstract: Pandemic got you down? You are not alone. Come learn specific lessons from neuroscience that can help you and your clients understand how the pandemic has hijacked our brains, nervous systems, and work lives. Then learn mitigation practices to help you and your clients endure and even thrive during these tragic and difficult times.

Goals: Chronic variable stress (CVS) "a condition born from situations like pandemics" can hit workers in very specific ways that career practitioners must be aware of. CVS is described as, "recurrent physical, psychological and social stress that is unpredictable and unavoidable" (Cordner & Tamashiro, 2016). Understanding the neurobiological implications of CVS can help career practitioners better understand the thoughts, feelings, and behaviors of their clients. This presentation will help participants: "Learn about research on the neurobiology of chronic variable stress" "Describe the implications of CVS work-related wellbeing" "Implement career-related interventions that account for the impact of CVS on their clients' work-related wellbeing."

Summary: Chronic variable stress is a condition that arises from stressors that are unavoidable, inescapable, and unpredictable. These stressors can be physical, psychological, and social. The COVID-19 pandemic ticks all of those boxes and have led to many mental health and work-related difficulties. The unprecedented times in which career practitioners work call for unprecedented levels of awareness and innovation. One innovation that has been slowly making its way into career-related work, is neuroscience and expansion of our understandings of how work works, but also of how pandemics affects individuals in terms of their work. The neurobiology of CVS offers a grounded explanation for why COVID hurts so much, the specific vulnerabilities it induces in individuals, the implications of it on work-related wellbeing, and innovative practices to support clients through these difficult times. This presentation will take participants through examples of CVS, how it affects the brain and nervous system, what this may mean for career-focused counseling, and techniques for ameliorating the very difficult effects of the pandemic. For example, CVS affects brains networks that govern goal-directed learning and memory, making it extremely challenging to act intentionally, on purpose, or with purpose. This presentation will address circumstances like these and provide specific techniques and interventions, like mindfulness, neurotechnology, and wellness practices to support clients.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Question and Answer

Relevance: The call for "Creative and effective uses of technology and social media in delivering career assessments, guidance, occupational information, and related career development services" and "Effective techniques used to address social justice issues affecting careers of marginalized groups" are addressed in this presentation with rigor and vigor. The intersection of development, culture, and neuroscience provides new insights and strategies for career counseling, or addressing the role of work in clients' lives.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *67 Writing Effective Personal Statements: Improving Practice with Rubrics*

Abstract: Rubrics enhance the expertise of career professionals, helping clients effectively tell their unique career stories. This presentation introduces a rubric for enhancing personal statements for graduate or professional school applications. Learn how it was developed, experience applying it, and explore how to adapt this (and other rubrics) in your setting.

Goals: Discuss best practices related to supporting career services clients as they strategize, write, and refine personal statements for graduate/professional school applications - learn about rubric development "" from conceptualization, to design, to implementation - Receive a rubric that has been field-tested in training and Practice environments with both career professionals and clients, and Practice applying it to example personal statements - Recognize the value of incorporating rubrics into Practice and Explore practical strategies for implementing rubrics in participants"" own setting - learn how to access additional rubrics and assessment reports for continued learning

Summary: Rubrics illustrate how quality evolves over time. They teach clients how to evolve their initial ideas to professional, polished products. Rubrics also offer career professionals a strategy for consistently providing high-quality feedback and coaching. The Career Center at the University of Illinois at Urbana-Champaign has used rubrics in practice for over a decade. Initially, we adapted a resume rubric designed for an assessment project into a training tool for undergraduate resume reviewers. Later, we shared that rubric with academic partners who needed classroom materials to support peer-to-peer activities. This resource was so widely adopted, that we expanded our rubric library, including tools for enhancing elevator pitches, LinkedIn profiles, and cover letters. Rubrics expanded the reach of career services into classrooms, libraries, residence halls, and more. In 2019, Illinois introduced a personal statement rubric to our collection, with the goal of enhancing staff training and improving client feedback in our review services. In 2020, The Florida State University Career Center adapted the personal statement rubric to their practice environment. In this presentation, we: (a) discuss best practice related to personal statement writing, (b) share our personal statement rubric "" as well as information on rubric development, (c) provide an opportunity to practice rubric application on sample personal statements, and (d) discuss practical strategies for tailoring existing rubrics to new service environments and client groups. Participants will gain confidence adapting rubric tools to their own settings, as well as access to the Illinois library of career services rubrics.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Demonstration

Relevance: Illinois"" family of rubrics are created for the purpose of helping individuals to tell their unique career stories. This presentation presents the most recent addition (personal statements), yet access is offered to the full suite of resources (i.e., resumes, elevator pitches, cover letters, LinkedIn profiles). These rubrics provide a framework to guide clients through the process of crafting beautiful and powerful stories from the various experiences in their lives that can often feel chaotic and disjointed when viewed individually. Used thoughtfully, rubrics are both systematic and creative instruments that encourage best practice to reveal meaningful narratives of diverse individuals.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *68 Helping Clients Cope with Bias During the Job Search Process*

Abstract: Are your clients concerned about facing bias based on their name, sexuality, or religious affiliation? Do your clients ask for your advice on how cultural identifiers should be presented on a resume? In this session, participants will share strategies for helping clients overcome bias in the job search process.

Goals: To provide a forum where career development professionals can (1) discuss the impact of diversity variables as reported by clients during the job search process; (2) share strategies on coaching and advising clients on overcoming bias in the job search process; (3) learn diversity concepts that intersect with career development; and (4) learn about laws and regulations associated with workplace discrimination intended to protect clients.

Summary: As colleges and the workplace become increasingly diverse more and more students and clients are expressing anxiety about how their diversity variables impact their ability to obtain gainful employment. Moreover, in the United States, the Equal Employment Opportunity Commission reported 76,418 charges were filed in 2018 with the agency regarding employment discrimination based on race, sex, nationality, etc. This session will provide insights and techniques for providing strengths based career coaching to help ease clients anxieties and fears regarding the presentation of their cultural identifies to employers. In addition, tips and strategies will be discussed for addressing bias in the job search including: developing a resume, writing a cover letter, interviewing, accepting a job offer, and negotiating a salary. Techniques will be presented to help career development professionals become effective social justice agents who can assist clients with managing the impact of diversity variables on hiring practices along with educating and challenging workplace recruitment practices that hinder building a diverse workforce.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Cultural identifies have a tremendous impact on job searching and helping clients overcome their fears of facing bias during the hiring process has a direct impact on increasing diversity and incorporating social justice into the workplace. Helping clients to frame their cultural identifiers in ways that boost their confidence instead of minimizing their authentic selves is an inspiring and innovative method for providing job search assistance. In addition, educating employers on the anxieties and fears faced by many job seekers is a great way to implement social justice into the workplace.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *69 Technology and Career Development: Integrating the Past, the Present Pandemic, and Future Possibilities*

Abstract: The pandemic provides career practitioners opportunities to review our use of technology. This session provides a historical review of technology in career development, positions the pandemic as a challenge to re-examine this relationship, and identifies key opportunities for practitioners and the NCDCA to adapt and expand to serve our constituents.

Goals: The pandemic has highlighted the strengths and weaknesses of technology. Many NCDCA members are scrambling to catch up, while some are adapting rapidly to new methods. Through the exploration of the history of technology in career development, practitioners will be better prepared to address current technological advancements. Attendees will be provided with possibilities to develop an attitude of adaptability in response to future changes.

Summary: The integration of technology into career development was slow and challenging. Several leaders in the NCDCA pioneered ways to use emerging tools to support individuals as they prepared for their careers. With the challenges faced by the recent global pandemic, there is a greater dependency on technology for providing support to others. The overwhelming nature of current technology can highlight cultural and socio-economic differences. Currently, there are over 25 million apps, 570 new websites created every minute, and over 5,000 job search websites. And a large number of individuals do not have access to the technology to keep them marketable. The NCDCA continues to sort through tools and recommend best practices for practitioners. The NCDCA Technology Committee provides steps to assist individuals in creating their tech toolkit and encourages them to remain focused on the human side of the profession. This panel consists of pioneers in the integration of technology in the career development process and members of the NCDCA Technology Committee. Panelists will provide participants new viewpoints in adapting to changes ahead while focusing on the needs of those we serve.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Technology

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: Now more than ever, technology has become a more essential tool in navigating the uncertainty of the world. Understanding the history and meaning of technology in the career development process assists practitioners in working with others. Technology can be an effective tool or a divisive barrier for individuals, and as practitioners, we need to be able to help navigate challenges.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *70 How the 100-year Life Will Change Career Navigation*

Abstract: Unearth unique signals, data points and predictions that you can use to navigate careers during 100-year lives. Discover three stories that showcase an awe-inspiring, wondrous vision for the future of work. Choose practical strategies that you can leverage to help clients of all ages prepare a dynamic and meaningful future.

Goals: Review labour market signals and predictions from experts to envision the future of work. Use data points and creativity to imagine career work supporting 100-year lives. Discover three practical changes to adapt our current practice to these upcoming changes.

Summary: The 100-Year Life "" Living and Working in an Age of Longevity. Andrew J Scott and Lynda Gratton. The Adaptation Advantage: Let Go, Learn Fast, and Thrive in the Future of Work. Chris Shipley and Heather E. McGowan. The Inevitable: Understanding the 12 Technological Forces That Will Shape Our Future. Kevin Kelly. Career Convergence: Rethinking career development for youth: Focus on challenges and opportunities. JP Michel (2017). Future of Jobs Report, World Economic Forum. (2018) ""Dream Jobs? Teenagers"" Career Aspirations and the Future of Work"", OECD study. (2020).

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Major changes to the world of work, including the 100-year life, will destroy some of the assumptions behind career development. This is an opportunity for our field to reconstruct the disrupted forms and shapes of our work in a more fulfilling and meaningful way. Thankfully, we have so many great theories and approaches to build on, as well as promising directions for the future. To succeed, we will need to prioritize a broad range of approaches that can leverage the potential diversity of the workforce we support.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *71 Stop Saying It's Not a Good Fit*

Abstract: Was your internship or first job out of college the right fit for you? Can you objectively measure why? This session includes case studies of colleges using values-based assessments in the classroom and as part of coaching efforts. Together, we will talk about the importance and impact of helping students understand their work styles and culture preferences so that they can be more effective in interviews, at career fairs, with virtual networking, etc.

Goals: 1. Understand how fit can be objectively measured 2. Learn practical strategies to help students understand their workplace values

Summary: Was your internship or first job out of college the right fit for you? Can you objectively measure why? After years of studying the concept of fit, working with employers to improve their talent acquisition and talent management systems, and teaching and coaching university students, our team has found that matching workplace values improves the likelihood of long-term person-organization fit. By assessing and learning their own work style and culture preferences, students gain a framework and language to have meaningful conversations with potential employers. This session will include real case studies of colleges and universities using values-based assessments in the classroom and as part of coaching efforts. Together, we will talk about the importance and impact of helping students understand their work styles and culture preferences so that they can be more effective in interviews, at career fairs, with virtual networking, etc.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: Understanding of self is critical to career decision making, and we need to consider new methods of self-exploration to meet changing needs of the work environment. Person-organization fit has a stronger impact on long term job satisfaction than level of pay or length of tenure, and we can be innovative in our search for that fit. Using values assessments to strategically match individuals with employers with which they objectively fit increases the likelihood of engagement and success. Let's rethink the way we talk about culture and fit, and let's use research backed, scientifically proven technology.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *72 Trans-affirming career practice: Counseling, advising, and advocating with transgender clients*

Abstract: Career practitioners are increasingly likely to work with transgender and non-binary people on career issues. In this interactive session with case examples, learn best practices in trans-affirming career practice and advocacy from recent career research and experienced career counselors addressing the unique needs of transgender and non-binary clients or students.

Goals: To highlight best practices for career counseling, advising, and advocating with transgender clients/students, creating trans-affirmative career interventions in career development, job searching and workplace advocacy "çTo educate and inform career practitioners of issues facing transgender/non-binary individuals, including barriers to employment, career decision-making, and discriminatory practices "çTo engage practitioners with their own assumptions, biases, and questions about working with transgender/non-binary clients through interactive discussion and case examples "çTo disseminate information, resources, and suggestions to empower career practitioners working with this population "çTo increase practitioners'"™ understanding of transgender people and work, and ways to integrate advocacy in career counseling

Summary: Transgender and non-binary individuals experience significant stigma and discrimination in employment, the workplace, educational settings, and in accessing career services. Recently, research on career development and work issues with transgender people has burgeoned as has scholarly work on trans-affirming counseling generally (Brewster et al., 2014; Budge et al., 2016; McCullough et al., 2016), but many career practitioners are still learning about the career-related challenges of transgender people. This interactive presentation includes highlights of the research, career-counseling case studies of trans clients/students, small group discussions, and brief videos and experiential exercises to facilitate application to practice. Best practices in trans-affirming career counseling and job search strategies will be addressed. College career counselors and other career practitioners are likely to encounter transgender students or clients who have significant career decision-making, employment, and job search needs (dickey et al., 2016; Motulsky & Frank, 2018; Scott et al., 2011). Due to stigmatization, transgender clients need the support of career counselors and workplace advocates as they negotiate issues around job searching and employment discrimination. Many career practitioners are unsure how best to address these needs and both empower and advocate for this population. They may need to examine their own assumptions and gender identity or feel ill equipped to provide effective career interventions. Handouts, employment information, and a bibliography of books, research, and resources are included.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: This presentation addresses the need for diverse career interventions that address specific populations such as transgender and nonbinary individuals, particularly in times of uncertainty. Trans and nonbinary people are stigmatized and face oppressive practices from employers, in job searching and even when seeking counseling. Career practitioners providing effective and sensitive counseling are needed. Inspiring and empowering career counselors to provide trans-affirming counseling and advocacy for this community is imperative and will help career practitioners address existing work disparities. Trans individuals, like all people, deserve to thrive at work; positive, trans-affirming career counseling can make that a reality.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *73 Leadership Academy: Previewing The New Class*

Abstract: Have you been wondering what has been happening lately with the Leadership Academy? Come to this session to get an update on this historic NCDA program. Learn who the new class members are, and get a preview of the action learning projects they will be working on throughout the next year.

Goals: Participants will learn about the new NCDA Leadership Academy class.

Summary: The Leadership Academy was created in 2006 with the goal of identifying and nurturing future generations of NCDA leaders. This hands-on, highly experiential leadership development opportunity is designed specifically for promising national and state career development association leaders. Every two years, only six to eight NCDA members are selected to join. During this session, I will showcase the newly selected members of the Leadership Academy and preview the action learning projects that these candidates will be working on, in partnership with their mentors throughout the next year. I will provide an overall update on the LADC committee and its work during the previous off-year. A key benefit of having this conference session is that NCDA members can gain an awareness of the work the LADC is doing, in partnership with the board, to work on focused targeted projects in alignment with NCDA goals.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The Leadership Academy program represents a kaleidoscope of talented career professionals from around the world. The projects they are working on highlight the emerging vision and operationalized strategies outlined by the board, to fulfill the mission of NCDA. NCDA's Leadership Academy class members will inspire members to conduct projects at their own institutions and within their communities.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *74 The Fourth Industrial Revolution: A Kaleidoscope of Career Opportunities for the Future*

Abstract: This in-depth session explores how practitioners can help clients of all ages align themselves with the exciting new innovations taking place in a wide variety of industries. We will explore technological and non-technological innovations relating to the fourth industrial revolution, aerospace, the trades, green energy, entrepreneurship, and the caring professions.

Goals: 1.Explore how innovation is changing the world of work and creating a multitude of career opportunities relevant to career decision making and career planning for clients of all ages. 2.Identify what clients will need to know beyond basic labor market information with an in-depth examination of companies from around the world and a variety of innovations in industry. 3.Discuss how to explore, analyze and implement specific career decision making and career planning skills so that clients can successfully take advantage of the wide array of career opportunities created by innovation and the future world of work.

Summary: In an age of uncertainty, one thing is certain. The fourth industrial revolution will move forward with or without us, the same way computers moved us forward into the information age. This session explores how practitioners can educate their clients about new and exciting innovations happening in a wide variety of industries. While labor market information is always important, this session takes an in-depth look, specifically at innovations of the fourth industrial revolution and the creation of careers for the future. It covers innovations in the trades, green energy, AI, the cloud, augmented and virtual reality, biotechnology, robotics, and the growing field of aerospace, including space mining, manufacturing, and tourism. This session also examines careers in non-technological fields, such as entrepreneurship and the caring professions. This session will inform practitioners on how the wide variety of career opportunities created by innovation extend beyond the popular STEM careers, offering all clients a variety of career options. The fear of low skill/low pay versus high skill/high pay jobs associated with the fourth industrial revolution is also addressed. By studying the innovations of today, we can help our clients find employment in the future.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Labor Market Information and Resources

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This session focuses on innovation as a catalyst for a kaleidoscope of career opportunities. With the fourth industrial revolution and the excitement of space exploration upon us, we are moving towards a world we can only imagine. Many innovations of the fourth industrial revolution are moving at an even faster pace due to the pandemic. While this a time of great change and uncertainty, it is also a time of revolutionary certainty, and it is important to see how the fourth industrial revolution can bring career opportunities to all of our clients.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 75 *The Impact of Divorce on Careers and a Kaleidoscope of Interventions*

Abstract: Divorce is a major life event impacting clients and their children. Focusing on client experiences and interviews with over 30 post-divorce survivors, this session discusses the grief process, life transition models and the many long-term effects of divorce on our clients and their families while improving chances for successful careers.

Goals: 1. Identify the types of divorce: young, middle-aged and +50. 2. Explore the long-term impacts of divorce on clients and their children, including: low post secondary enrollments, risk of homelessness, and increased rates of poverty for men and women. 3. Discuss what clients need to know about the grief process and life transition models to better understand their current situation and to improve their overall mental health allowing them to focus on career decision making and career planning. 4. Identify how using metaphor-making and locus of control can help clients visualize a future they can get excited about.

Summary: How does career decision making for clients experiencing divorce differ from other career decision making experiences? Very little emphasis in career development is placed on the devastating long-term effects of divorce on clients, their families and their careers. For many post-divorce clients, moving forward with their lives often means moving away from a life they value and moving towards a future they do not want, making career and life transitions difficult. We will learn what clients need to know about grief, life transition models, and the complexities of career decision making post-divorce. In this session, practitioners are encouraged to understand the long-term impact (3 to 5 years) on: "Their clients" self-esteem and career choices "The importance of locus of control for the person left behind in a divorce "The need for resources and support for clients and their families experiencing divorce This work is based on a broad range of research regarding divorce and its impact on society as a whole, and on client experiences and interviews with over 30 post-divorce survivors, including their feelings, grief, and career decision making processes. This work uses Kubler-Ross' grief model, Bridges' transition model, Vecchio's seasonal transition model, and Amundson's metaphor-making to help clients experiencing divorce visualize and create a new future they can get excited about and want to embrace.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This session looks at a kaleidoscope of interventions to help clients cope with the many effects of divorce on their lives and their careers. Divorce impacts our clients, their families and their work lives. They may be living in poverty or homeless, depressed and working below capacity, or searching for new opportunities. By using these interventions and identifying the needs of our clients experiencing divorce, practitioners in all settings can help clients gain a locus of control and a sense of well-being, helping them believe they are capable and productive individuals, who can engage in meaningful work.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 76 *Mindfulness: An Approach to Navigating Workplace Ambiguity*

Abstract: Individuals and organizations are assuming a new normal during this time of ambiguity and change. Mindfulness interventions equip individuals with tools to manage workplace stress and increase awareness and sensitivity to contextual factors impacting decision-making. This workshop provides an overview of mindfulness applications for both personal wellness and organizational health.

Goals: 1. Apply mindfulness-based skills to an organizational context 2. Understand how organizational change may negatively impact individuals and the workplace system and learn how to create a mindfulness-based growth environment to support team member development 3. Evaluate current mindfulness behaviors and identify steps toward mindfulness in an effort to increase organizational health and individual performance

Summary: Mindfulness equips leaders with tools to manage workplace stress, facilitate more flexible thinking, promote greater openness to fresh interpretations of information, increase awareness and sensitivity to contextual factors that impact decision-making, and cultivate a disposition of empathy and compassion towards one's self and others. This workshop will provide an overview of mindfulness practice and applications for both personal wellness as well as organizational health. Through the lens of counseling different theories, such as systems, group, and developmental will be utilized to foster understanding of navigating change during uncertainty. Topics covered will include ways mindfulness can be used to create environments supportive of team-member growth; mindfulness as an insulator against organizational stress in times of ambiguity and change; and mindfulness to increase our capacity for human connection, empathy and compassion in the groups we lead.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Lecture

Relevance: Both individuals and organizations are faced with navigating current ambiguity and change. Mindfulness is an intervention known to foster stress reduction, facilitate more flexible thinking, promote greater openness to fresh interpretations of information, increase awareness and sensitivity to contextual factors that impact decision-making, and cultivate a disposition of empathy and compassion towards one's self and others. During times of uncertainty, mindfulness can assist with individual wellness contributing to organizational health.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 77 FCD - *Instructors Best Practice in Chapter 5 - Ethics and the Career Service Provider*

Abstract: This session is for FCD-Instructors. It will be interactive and led by facilitators introducing the key talking points to Best Practices for Chapter 5 of the NCDA Facilitating Career Development Student Manual. Facilitators will include best practices submitted from FCD instructors prior to the live - webinar.

Goals: FCD-Instructors will be able to: - Describe how to navigate to the FCD-Instructor webpage on NCDA.org - Describe at least five activities they could use teaching the FCD class related to Chapter 5 - Identify at least five other FCD-Instructors who will present their best practices - Network with other FCD-Instructors (for those attending the conference)

Summary: This is a continuation of a webinar series offered by the Training & Education Council (TEC) of NCDA, three times / year. We have been offering online-only webinars for FCD-Instructors since 2019 on a variety of topics. Starting in 2020, we began offering Best Practices for each Chapter and typically have over 60 instructors participating at each. We will ask for submissions of best practices ahead of time. Presenters anticipate favorite activities to include: activities in the student manual, YouTube videos, TEDTalks, and/or any activities you have created or found to work well. Interactive and sharing experiences and expertise will benefit all participants. We will also provide online webinar access to NCDA approved FCD-Instructors not in attendance as this has been a free webinar series provided by the TEC.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Ethical and Legal Issues

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Panel

Relevance: FCD-Instructors are always looking for new ways to cover the competencies in the FCD curriculum. Staying current and sharing best practices helps with their uncertainty of teaching the class and staying current. There is also lots of networking that happens, even in our online webinars and we hope to take that to another level here as so many instructors are struggling with how to deliver the FCD class in these times of uncertainty.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *78 Start and Grow your Coaching Business in Uncertain Times: Learn from Our Mistakes so You can Thrive in Yours*

Abstract: Have you thought about going out on your own? Does the fear of not being successful hold you to a job you outgrew? Walk away with information on how to start and grow your business, the time commitment required, define your niche, and more.

Goals: All attendees will be able to: -Describe three steps needed to get started in private practice -Describe three ways to establish credibility -Describe their niche market / brand -Define the importance of having a business and marketing plan -Be aware of the time and capital investment undertaken to start a private consulting practice

Summary: We will share our experiences and pitfalls on starting our own career coaching businesses. We will begin with developing a brand, establishing and growing credibility, and discussing the importance of creating a marketing plan. With over 25 years of private practice, we will offer insights into our challenges and successes. Participants will gain an understanding of the importance of wisely use their time and resources. We will also share our thoughts on the amount of non-revenue time it takes to get your business started, such as networking, bookkeeping, and planning. We will have at least one activity to help people define their brand and also to establish credibility in their market. This will be followed up by creating an action plan to deliver it. Participants will receive a handout to help them connect with various resources in starting their own business

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Starting a new private practice is filled with so much uncertainty. Add in the uncertainty of Covid-19 and the recovery it will take even after the vaccine, uncertainty will be a huge part of starting a career coaching business. Our session will help deal with some of the uncertainty we have experienced in over 25 years between us.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *79 Career Construction Through a Feminist Lens*

Abstract: Career construction counseling through a feminist lens can facilitate the provision of career services in a manner that honors personal identities while confronting oppressive forces as individuals strive to design meaningful lives and careers. Join this presentation for information, case study discussion, and practical application.

Goals: The goal of this presentation is to help participants gain an understanding of how career construction counseling can be utilized through a feminist lens. Upon completion of this presentation, participants will have met the following objectives: (1) have basic knowledge of how career construction and feminist theories overlap; (2) reflect upon intersectionality when using career construction; and (3) practice at least the first question of the Career Construction Interview through a feminist lens.

Summary: Feminist theories share two foundational themes, one of which is that the personal is political, meaning that personal problems are connected to the socio-political climate (Enns, 2004). This aligns with career construction in that individuals construct their careers within the context of their social world (Savickas, 2013). The second theme is that presenting issues are often coping mechanisms that have arisen in response to oppression (Enns, 2004). As such, it can be useful to address the career construction of individuals through a feminist lens that helps one consider implicit bias and systemic oppression. Conducting career construction counseling (Savickas, 2013, 2015) through a feminist lens can be especially impactful during the deconstruction and co-construction processes of the Career Construction Interview in which interventionists listen for beliefs, feelings, and experiences that are possible indicators of oppression. By bringing to conscious light defeating cultural and societal messages and deconstructing them, individuals can reconstruct their macronarratives (life themes) in ways that allow them to engage in meaning-making and forward movement. Individuals can use their stories to reclaim their power, bolster their resilience, and construct their life-careers. This presentation will involve short mini-lectures, grounded in the literature and illuminated through a case study, to weave together career construction, feminist counseling, and intersectionality. Live demonstration of, and practice with, the first question of the Career Construction Interview (CCI: Savickas, 2013, 2015, 2019), which illuminates one's self concept and can be used alone, will bring concepts to life and provide participants with takeaway skills.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Other

Relevance: Using career construction through a feminist lens provides a theoretically and empirically grounded, as well as creative career intervention that utilizes culturally competent practices by intentionally attending to and deconstructing messages regarding stereotypes, bias, discrimination, and oppression. These messages impose barriers to individuals' journeys towards who they are becoming. Career specialists can partner with clients to facilitate meaning-making from their stories so they can reclaim their power and more intentionally design their lives and careers.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *80 Times Up! Updating your Toolbelt for Reaching the TikTok Generation*

Abstract: If you can inspire more interest in cover letters than TikTok, you might be ready to tackle world peace. Review innovative techniques and technologies to engage a diverse audience in person and virtually. Explore creative methods to deliver career interventions that will reach clients in any stage of career development.

Goals: Explore and demonstrate techniques for delivering career interventions in 2021 which meet the needs of a diverse audience (Ex: neurodiversity, age, physical disability, racial and ethnic, etc.) Review technological tools that may be used to develop accessible, creative and engaging career development workshops, presentations, or activities. Share examples of innovative and effective methods for delivering career interventions in person and in virtual environments. Participants will assess the career development activities or interventions which they deliver, identify one for improvement, and seek group support for enhancing that activity.

Summary: Talking about cover letters or diving into the depths of O*Net will put even our coworkers who like us out cold. If your audience is on TikTok, how effective is your intervention really? There are few experiences more demoralizing than seeing members of your audience fall asleep or disengage. Yet, career counselors, coaches and educators experience this regularly. This session will focus on evidence-based techniques for creating innovative, impactful learning experiences. We will review technologies that support career development and learning outcomes and help participants develop creative, systematic activities that will reach clients in any stage of career development. Examples of innovative and effective approaches to delivering group career interventions will be shared from career practitioners in a variety of settings (K-12, government, higher education, private practice, etc.) Tools and techniques highlighted will focus on those which are free or low cost, promote accessibility, and meet the needs of a diverse population in 2021. From the shift to a virtual environment to an ever pressing demand for time and attention, the world has shifted for our clients and students. Session participants will be asked to reflect on their own work and identify at least one intervention that is not meeting the desired outcomes. In small groups, participants will share their challenges and brainstorm potential innovative solutions. Digital tools will be employed to share challenges and ideas and provide a forum for continued collaboration beyond the session.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: This session focuses on empowering career practitioners with techniques and technology tools which allow them to better reach diverse audiences. Examples of creative delivery methods and career development activities will showcase diverse professional orientations and settings. Participants will spend time assessing one of their own career programs or activities, identifying populations that are not being served through that activity and sharing a dialogue with other participants to explore innovative approaches which better serve diverse groups.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *81 Delivering Distance Career Services*

Abstract: In the wake of COVID-19, delivering career services via technology is a rapidly growing practice. Practitioners may lack distance services knowledge, training, and confidence. Attendees will learn key elements from distance literature and ethical codes, and engage in a reflective exercise on their personal readiness to provide distance services.

Goals: At the conclusion of this program, participants will be able to: "ÇUnderstand the breadth of distance services, and recognize that distance service delivery expands beyond mental health and clinical counseling settings "ÇUnderstand the professional literature that is relevant to the practice of distance career services, including relevant ethical codes from NCDCA and professional organizations "ÇIdentify the risks and opportunities that delivering distance career services poses for both the practitioner and the consumer "ÇEngage in self-reflective activities in order to facilitate a carefully weighted decision to pursue engagement in distance career services

Summary: The past two decades has seen an explosion in distance career services modalities, including telephone, videoconferencing, text, email, chatrooms, and self-contained platforms incorporating multiple mediums. It would be unwise for career practitioners to assume that distance services are reserved for those providing mental health counseling. Technology is utilized across counseling specializations, including career counseling and others. As evidence, one need only examine the inclusion of technology in the most recent Code of Ethics of the National Career Development Association (NCDCA), as well as the inclusion of computer related skills in the National Employment Counseling Association's (NECA) Employment Counseling Competencies. Delivering career services via the Internet is not a new phenomenon. In 2001, Mulcahy Boer published a book outlining career counseling practices over the Internet (Mulcahy Boer, 2009). Harris-Bowlsbey and Sampson (2005) point out that computer assisted guidance systems first emerged in the 1960s. Yet practitioners hesitate or seek additional information before deciding to engage in distance career services. Some practitioners'™ view distance delivery as a replacement for counselor-led services (Bright, 2015). Other reasons include low readiness to engage in this type of practice (Harris-Bowlsbey & Sampson, 2005), or limited training (Venable, 2010). This presentation aims address these concerns, by providing information to increase career practitioners'™ readiness and competence in delivering distance career services. Attendees will be exposed to various guidelines, tools, and information needed to make an informed decision on engaging in distance practice.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Technology

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Distance Career Services is a growing innovation in the career counseling and practitioner realm. Technology inspires innovation through services such as text, email, video conferencing and other platforms, and is clearly related to the theme of providing a kaleidoscope of services. In addition, distance services have been found to reduce shortage gaps and increase access to services for persons in rural populations, as well as those with physical and mental health disabilities that restrict their travel. Thus expanding our knowledge of distance practices and improving equitable access and help to mitigate uncertainty

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *82 Career Construction Counseling: Introduction to the Model, Methods, and Materials*

Abstract: Learn about career construction counseling as a narrative approach to helping clients deal with vocational development tasks, occupational transitions, and work troubles. The constructionist model will be explained, its methods demonstrated, and its materials provided.

Goals: Attendees will learn the -Model, methods, and materials for career construction counseling -Rationale for narrative counseling -Materials (free) that they can use to conduct constructionist career counseling

Summary: The session will begin by positioning career construction counseling as a narrative intervention appropriate for the uncertainties of our risk society. The epistemic rationale for the model will explain how the constructionist paradigm differs from the differential paradigm of modernity and the developmental paradigm of high modernity. The counseling methods will be explained and demonstrated. Finally the participants will receive materials and learn how to access additional free materials.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Career Construction Counseling as a method was explicitly designed to serve clients in who live in a risk society during age of uncertainty. Unlike counseling methods based on a stable occupational structure, this method fits a rapidly changing social structure.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *83 How America Pays for College*

Abstract: Every year, families sending a child to college set out to make decisions about how to pay for that education. Sallie Mae will share results from the 13th How America Pays for College "" a national research study conducted in conjunction with Ipsos that shines a light on how families make these decisions and what sources of funds they use. In addition to how much families paid for academic year 2019-20, we will explore how family income and savings, financial aid and borrowed funds are used and what steps families take to make college more affordable.

Goals: Help families and educators understand the decision families make and resources they rely on to fund higher education. Through the understandings gained through this research study we will share how each of us can help families and students understand and gain access to resources.

Summary: We will review the research finds, how we can help students and resources available to assist.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Consultation

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Many careers require some form of higher education and many people do not understand the resources available to make it affordable.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *84 GAINNS: Pursuing Goals in Uncertain Times*

Abstract: Unlike other goal setting tools, GAINNS embraces both known and unknown information and allows clients to build plans and develop action steps even if long-term plans, resources or circumstances are uncertain. Attendees of this interactive workshop will leave with an understanding of the method and resources for use with clients.

Goals: Review how GAINNS method can help clients set & pursue goals in times of uncertainty Teach practitioners the GAINNS method Provide practitioner resources for use with clients

Summary: Developed from existing performance management tools, the GAINNS method helps clients set and pursue goals when detailed information or long-term circumstances are unknown. Unlike other goal setting tools, GAINNS does not demand the type of specificity that can derail outcome goals and allows for more flexibility than performance goals. Especially useful with clients in periods of uncertainty such as adolescence, career change or retirement planning this method defines desired outcomes, identifies resources and barriers and develops action steps that can move clients forward in their plans while making space for new information, changes to circumstances or unforeseen barriers. Through expressing the desired future state, understanding the current state and establishing action steps, career development practitioners will be able to help clients set and pursue goals in a variety of circumstances and environments. This workshop will review goal setting styles, including barriers due to uncertainty, teach the GAINNS method to practitioners and provide resources for use with clients.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: Method is designed for goals lacking specificity and is ideal for clients facing uncertain employment or educational futures Method uses questions and reflections often used to build resilience, tying goal planning and building a growth mindset into one tool Method can be used at every stage of career development from students considering educational options to adults facing job loss or unstable positions to those planning retirement Method features open-ended questions relevant and adaptable to varied cultural experiences and backgrounds including LGBTQ+ and the disabled.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *85 Celebrate Success in Social Justice, Equity and Inclusion with NCD Award recipients*

Abstract: Be inspired by the impressive work being done in Social Justice, Equity and Inclusion. Join the conversation as a panel of recent NCD Award recipients share their efforts and best practices aimed to support marginalized populations and social justice initiatives. This is a great platform for future connections.

Goals: This session will bring together a panel of NCD Award recipients who have made meaningful contributions in the field of social justice, equity and inclusion. Attendees will learn about the panelists'™ work as it relates to social justice initiatives and have the opportunity to ask questions. This session is intended to celebrate success within diversity, equity and social justice in order to inspire attendees within their own endeavors and provide a platform for future connections.

Summary: We will select 3 -5 panelists who have been recognized by NCD for meaningful contributions in diversity, equity and inclusion. Topic focus MAY include one or more of the following: career development of marginalized populations from a variety of ethnic/racial backgrounds, career decision making factors for first generation and immigrant students, supporting international students, and advocacy for students who identify as LGBTQ Alberto Puertas, 2018 Presidential Award recipient Puertas emphasizes the relationship between meaning, spirituality and career development. He also stresses the benefits and challenges globalization presents to vocational guidance in the international arena to this new millennium. Brigham Young University, Utah. Carmen Croonquist, 2018 and 2020 Career Developments Best Feature Award Carmen Croonquist is an executive coach, leader, motivational speaker, and author. Based in the Twin Cities, she is the President of Intentionality Coaching and Consulting Services. Carmen is known for her unique ability to help individuals find clarity about their life purpose and integrating Law of Attraction techniques to expedite goal achievement. Abiola Dipeolu, 2019 Outstanding Career Practitioner Award Dr. Dipeolu is Assistant Professor, Department of Psychology and Sociology, Texas A&M University - Kingsville. She is a dedicated researcher and educator invested in the growth of the career development profession through mentorship and service advocacy endeavors. Brian Hutchison, 2020 Merit Award Brian Hutchison (Ph.D., LPC, CCCE) is a Core Faculty in Mental Health Counseling at Walden University and as Global Career Guy provides career focused clinical supervision, the Advanced Career Facilitation for the 21st Century certification program, and uniquely designed consultations and speeches for career professionals and organizations around the world.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: The proposal, Celebrate Success in Diversity, Equity and Inclusion, is directly related to the conference theme of an uncertain future of work. Given the challenges and ambiguities of the "twin pandemics" of 2020-2021 (social injustice and Covid-19), this a timely and highly relevant topic. The panelists are carefully chosen by the award committee board leaders, Michael Stebleton and Carmen Croonquist, based on their expertise within the topic area and have already been recognized by NCD as having meaningfully contributed to the kaleidoscope theme.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *86 Advancing DEI through Career Education, CASH, Change and Collaboration*

Abstract: Experience a comprehensive overview of the Career Development Center's multifaceted, collaborative, cross campus approach to assertively transform practices, processes and policies that improve student success for students of color, students who are first generation and students with high financial need at Oregon State University.

Goals: Participants will leave with tangible approaches and strategic programs and initiatives to build mutually beneficial partnerships that advance career education and DEI goals and objectives - Participants will learn specific skills and practices to identify and leverage the interests and objectives of prospective stakeholders to advance mutually shared goals and objectives. Participants will generate action strategies to rectify inequitable systems and structures that create inequitable student outcomes for students of color, students who are first generation and students with high financial need.

Summary: Why are we surprised that first generation college students visit our career centers at lower rates? Perpetuating social dominant cultural norms is the definition of how marginalized identities are minoritized. It's exactly why imposter syndrome is so common among students with marginalized identities; the belief that they are not enough and that they don't belong. This workshop applies Yosso's theory of Community Cultural Wealth and the value of who our students are, where they come from and the cultural value they bring. We will examine the need to decolonize professionalism, and how career centers and career advisors, counselors and coaches have perpetuated dominant cultural norms - whiteness, patriarchy, and heteronormativity, and the need to explicitly serve the majority of our students who have at least one minoritized identity. This theoretical framework is followed by an overview of several initiatives launched by Jonathan Stoll in collaboration with strategic stakeholders at Oregon State University. Jonathan will leverage his experience in community relations to provide a roadmap for cultivating strategic relationships that advance mutual objectives, directly and indirectly tied to advancing goals and objective centered by diversity, equity and inclusion. These include the Diversity and Careers Collective, the Diversity Symposium, the Things I Wish I Knew career panel series exclusively featuring BIPOC identifying OSU alumni and industry professionals, the Student Employment Experience, the PROMISE summer internship program, a Culture and Identity resource page, and a three week faculty-training pilot.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: This presentation directly addresses inequity. Amidst so much polarization and civil unrest there's increasing uncertainty if and how we will recognize that which connects us. Those differences that divide us are socially constructed, but the consequences of this long history of inequity are very real

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *87 Soul Force for the Work Force: The W's and Why's of Spiritual Development within Career Development*

Abstract: At the root of society's most pressing problems is a spiritual crisis that demands self-awareness and equanimity. Spiritual development is the process of inner development that engages us in our totality. We'll explore the Ways of Wu Tang, Wu Wei and Water, and how spiritual development is inherently connected to career development.

Goals: Participants will evaluate the strengths and challenges of approaching career development from a lens centered by religious, secular and spiritual meaning making "çParticipants will understand how a spiritually informed career development paradigm can facilitate student introspection, equanimity and equity, emotional intelligence and purposeful lives in relation to career exploration, career readiness and the discovery of self. "çParticipants will leave with tangible resources and practices to realize global citizenship, soulful leadership and authentic existence within their Life's work, and to help students realize the same.

Summary: Spiritual development embraces a universal, collective self that defies the more widespread, and materialistically biased world view of self-interest and 'economic individualism. It simultaneously provides a way for examining our purpose and meaning making as a mean of developing responsible and engaged global citizens, soulful leaders and authentic beings. The workshop lies at the intersection of spiritual development and spiritual health and wellness and career development. The workshop presents career exploration and the career process around spiritual musings including, but not limited to the inner view and the interview, following the ways of prophets rather than only making profits, reframing experiences and emotions and the significance of a commitment to values and goals, a purposeful life, equanimity, resiliency and meaning making. The workshop opens with an exploration of the separation of church and state and the difference between spirituality, religion and the advocacy of faith. This is juxtaposed against the pandemic and its accentuation of a greater need for compassion, equanimity and resiliency in the midst of considerable suffering and hardship. Theoretical references include Parker Palmer's "Role and Soul," and Steger and Dik's (2010) work-as-meaning model. Additional references include Simon Sinek and the 5 Why's, scripture and verses from the Tao Te Ching and Bible, in addition to popular cultural references to the film, Glass, an interview with NBA coach, Doc Rivers, and several hip hop lyrical references.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Training Clients and Peers

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Lecture

Relevance: Many of us are experiencing and/or working with individuals experiencing tremendous suffering and hardship. This Age of Uncertainty requires tremendous introspection and meaning making. This presentation is not religious or an attempt to evangelize or proselytize. Rather it is a call to respect, cherish and learn from the universal truths that connect us. This is our interconnection and our interdependence.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *88 Soul Force Ones: Wu Tang, Cultural Community Wealth and a Remix on*

Abstract: This workshop Ain't Nothing to F@#! With! MC Stoll and DJ Cole, co-hosts of the Soul Force Ones podcast present a fresh approach to Networking and "Professionalism" that leverages hip hop music and relevant and engaging content from conversations exploring meaning and purpose with porn stars, politicians and university presidents and professors.

Goals: Participants will understand how to more adeptly communicate the principles of "networking" in creative ways that are accessible and relevant to individuals across dominant and subordinated identities. Participants will leave with a deep understanding of how dominant cultural norms are perpetuated and how "professionalism" has perpetuated systems of power and oppression. Participants will evaluate the strengths and challenges of "professionalism" and will leave with a clear approach to adopting language and practices that honor marginalized cultures and identities.

Summary: Committed to realizing Rev. Dr. Martin Luther King, Jr.'s vision of the Beloved Community through "ris[ing] to the majestic heights of meeting physical force with soul force," the workshop, like the Soul Force Ones podcast, connects people and ideas to discern how career development connects with spiritual development. We will explore our Life's works and our inner workings, and the differences between making meaning and making money, making CASH and making CAASH (Community, Activism and Authenticity, Soul Force and Hip Hop). The workshop will largely draw on the relevance of Community, Activism, Authenticity, Soul Force and Hip Hop to principles of career education. Career education has perpetuated social dominant cultural norms that fail to resonate or engage students with marginalized identities. This workshop offers an alternative to outdated, stale, corporate presentations of "Networking" and "Professionalism" that are underwhelming to students of color and students experiencing high financial need. Networking, for example, is centered by relationships. We'll leverage Yosso's Cultural Community Wealth and Traditional Ecological Knowledge to underscore the cultural value of storytelling and being in relationship with Energy, Earth and Each other. We'll draw on hip hop and spoken word verses to problematize "professionalizing" the work force using settler colonial practices and traditions very similar to those used to "civilize" indigenous peoples. "What's professional is cultural, keeping people in power comfortable. powers that be afraid of voices that realize they're powerful It's time for change, change the game, change the play; call an audible"

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 0

Method: Lecture

Relevance: Amidst growing civil unrest that's increasingly polarizing the voices of the marginalized and oppressed continue to be silenced. This workshop presents career education content and learning materials in a provocative and nuanced way that is more accessible and relevant to students than more traditionally, corporate approaches that tend to perpetuate dominant social cultural norms.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *89 Using Ecological Career Counseling Model to Enhance Career Resilience in amidst of Uncertainty*

Abstract: This presentation will explain the Ecological Career Counseling model and its application in helping people develop career resilience during uncertainty and disruption at work environment through optimizing resources for systematic intervention and empowerment. Specific examples of using this model in career intervention and counselor education will be illustrated.

Goals: The goal of this presentation is to introduce Ecological Career Counseling Model and its utility to help people develop career resilience in admit of disruptive or adverse life events. The learning objectives include: 1) broaden understanding of interaction individuals and environment from the ecological career counseling perspective; 2) facilitate empowerment and resilience building of individuals through ecological career counseling model; 3) illustrate specific examples of using the ecological career counseling model in practice and counselor education.

Summary: Since the outbreak of coronavirus, a large number of people have lost jobs and experienced unprecedented uncertainty in work and life in general. Many people experience loneliness, isolation, and lack of control due to imminent uncertainty and unpredictability of future. Previous research found that resilience is considered as competencies one needs to prepare themselves in admit of uncertain time both reactively and proactively (Santilli, et al., 2017). The impact of COVID-19 hit hard on lower SES groups both in health and employment status. Addressing this disparity needs systematic approach across various levels of one's ecological system (Conyne & Cook, 2004). Ecological career counseling (Cook, et al., 2004) argued that behaviors were acts-in-context and that "changes in clients' meaning making process are often crucial to resolution of the career dilemma" (pp. 226). Research found that personal and social resources were linked to better preparation for anticipating work change and would make displaced workers secure job with higher quality (Sweet & Moen, 2012). On the other hand, personal and social barriers could be disadvantageous to creating hope and residence (Lent, 2013; Tang & Russ, 2007). The Ecological Career Counseling Model, an innovative theoretical approach that emphasizes meaning making process and assessing resources and barriers across ecosystem to develop agency and ecologically valid intervention, has promise to help people develop career resilience in admit of uncertain time.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The significant number of job loss due to coronavirus pandemic has tremendous impact on people's work and health. The impact has rippling effect on career decision making and planning. This presentation with an aim of utilizing an innovative approach of career intervention to address the impact of this pandemic to people, particularly to disruption of work and uncertainty about future, has direct relevance to the theme of the conference. The Ecological Career Counseling model emphasizes optimizing resources for systematic intervention and empowerment and could be beneficial for career resilience which is found to help people deal with uncertainty and disruption.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *90 Mental Health and Careers: Collaborative Practices for Client Well-being in an Age of Uncertainty*

Abstract: Career and personal well-being are interwoven and interdependent, and both are being seriously challenged during this age of uncertainty and unrest. Through sharing of dynamic case stories and discussion of theoretical and practical approaches, this panel addresses collaboration strategies to increase your kaleidoscope of interventions.

Goals: The goal of this session is to enhance attendees' effectiveness when working with clients or students whose career development issues are having an impact on, or being impacted by, mental health concerns. Specific objectives include: understand areas of convergence and divergence between the theoretical and practical approaches of career counseling and psychotherapy or other mental health counseling; learn to recognize key indicators that a referral to psychotherapy or other mental health counseling may be warranted; learn best practices in collaboration strategies with mental health professionals when working with clients/students concurrently in both types of treatment, as illustrated through case studies.

Summary: Career development professionals know that clients and students need to bring their full, authentic selves to careers. Clearly defined values, self-efficacy, motivation, resilience, and relationship skills are key for tackling issues of career development and management. Similarly, mental health professionals find that clients or students experience roadblocks to personal growth when grappling with issues of career indecision, grief and stress over job loss, or lack of knowledge to move toward career goals. In fact, the career development lexicon (Savickas, 2015) reads like a list of common problems in psychotherapy: attitudes, beliefs, decidedness, developmental tasks, exploration, maturity, role salience, self-concept, self-efficacy, self-implementation, stages, transitions, and more. With this much overlap, how do we know where the role of a career counselor/coach ends and that of a psychotherapist/counselor begins, or the reverse? Or how do we help clients and students concurrently and collaboratively? These questions are more critical than ever as mental health concerns and work volatility are exacerbated by the pandemic, social injustices, and political unrest. This panel will address theoretical and practical considerations for collaboration to enhance careers professionals' kaleidoscope of interventions. A similar panel, with the same moderator/chair and two of the panelists proposed here, was presented at a GCDA (Georgia) conference in 2019 and was extremely well received. Attendees gave the highest possible ratings and commented on how engaging the client stories were and how helpful the practical learnings. We declared at that time to try to offer this again when NCDA would be coming to our city (Atlanta)! Savickas, M. L. (2015). Career counseling paradigms: guiding, developing, and designing. In P. Hartung, M. Savickas & W. Walsh (Eds.), *APA handbook of career intervention*, vol 1 (p. 135). Washington, DC: American Psychological Association.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Panel

Relevance: This session spotlights the power of career counseling/coaching when coupled with psychotherapy or mental health counseling and helps attendees feel more confident when working with clients and students concurrently in the two areas of service or in knowing when to make referrals. This power expands the kaleidoscope of interventions in career development professionals' toolkits. Enhancing collaboration between the two types of professionals allows for broad and deep addressing of the issues standing between clients and their feelings of empowerment and hope for their careers, which is particularly critical during this time of uncertainty and volatility in the world.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *91 Strategies to support the development of engineering interests in Native American young people*

Abstract: Twenty-six upper-level undergraduate and graduate Native American engineering students were interviewed regarding their pathways into engineering. How they became interested, the obstacles they face, their personal strengths, and how they are supported by family, friends, counselors, and teachers are highlighted. Career counseling strategies based upon study results are discussed.

Goals: 1)To examine the state of underrepresentation of Native Americans in engineering 2)To articulate the need for Native American students to pursue engineering careers 3)To explore how Native American adolescents'™ career interests in STEM are developed (based on the qualitative analysis of data from 26 Native American engineering students) 4)To discuss how to address the barriers that Native American students have in pursuing engineering careers, as well as how career counselors can provide support and guidance to these students as well as to their communities

Summary: Native Americans are highly underrepresented in engineering. Although Native Americans represent almost 2% of the U.S. population, they earn only 0.3% of engineering bachelor'™s degrees and 0.1% of engineering master'™s degrees (Roy, 2019). Thus, they are not available to provide the engineering expertise needed to meet the needs of Native American communities, to fill critical engineering jobs across the U.S. or internationally (Smith et al., 2014), or to contribute to the unique thinking and problem-solving that moves the field forward (Hall et al., 2017). Yet, there is little research that explores factors contributing to Native Americans'™ success in pursuing engineering, the results of which could then be used to provide a roadmap to support their efforts. For this presentation, we will provide the results of a qualitative research project that describes 26 Native American engineering students'™ perspectives regarding their pursuit of engineering careers. Students shared: "¿At what point in time they became interested in engineering, "¿How their interests in engineering developed (e.g., engineering activities, the role modeling of a trusted family member), "¿The obstacles they face in becoming engineers (e.g., lack of academic preparation, isolation) "¿How they overcome these obstacles (e.g., mentorships, peer support), and "¿The personal strengths they employ to reach their educational and career goals (e.g., perseverance, confidence, optimism, goal orientation). Career counselors can learn from Native American students themselves about how to support their career journeys into engineering. Specific and creative career counseling strategies based on the results of this research will be proffered.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: This presentation highlights empirically-based interventions that can help meet the needs of a diverse, underrepresented, and under-studied population, Native American engineering students. The presentation will inspire and empower career practitioners to base their choice of counseling methods on the lived experiences of Native American engineering students themselves. Additionally, the results of this research will provide a unique perspective on the career development of Native American young people, in that very little is known about the pathways they traverse from aspirations to goals to degree attainment in engineering; thus, this presentation will bring new ideas to career practice to conference attendees.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: 92 *The New Normal? Building Best Practices for Assisting Clients with Navigating Work-from-Home Culture*

Abstract: As we try to make sense of the impact COVID-19 has had on career development, how do we integrate best practices related to remote work? How do we address the mental health and career related issues that emerge in relation to the uncharted territory of telework? This session is open to all career counseling professionals and will explore strategies to address the changing landscape of the work environment and how this impacts our clients.

Goals: Attendees will: Examine the ever changing workplace conditions as a result of the COVID-19 pandemic Explore the mental health and career related concepts that employees are facing as a result of shifting work conditions, environments, expectations, and resources Brainstorm best practices for assisting their individual clients/ students during a time of workplace uncertainty

Summary: COVID-19 created a mass shift in workplace culture, resulting in a lasting impact on the work environment and protocols. As we have seen since March 2020, workers are experiencing heightened stressors through the adjustment to working and living within the same environment. Within the home environment professionals are learning to develop their physical workspaces within communal living environments, boundaries with those within their household to respect working time, and managing personal relationship issues that stem from work and living in close proximity. Within the workplace, stressors also arise as employees attempt to be transparent with their work product, are concerned about meeting expectations of supervisors and colleagues, managing professional relationships in a virtual realm given text and email communication, and grapple with the changing definitions of professionalism. As a result of home environment and changing workplace stressors, individuals may also experience imposter syndrome, frustration, burnout, reduction in productivity, and/or video conference fatigue. In addressing and examining these stressors, career counselors and practitioners can begin to provide both career and mental health interventions to support these shifting workplace issues. As we look ahead to the future, we cannot predict how and to what degree this shift to work from home culture will change the landscape of the working environment for years to come. Our role as career counselors and practitioners is to prepare our clients for the world of work, even during uncertain times. Within this session practitioners will engage in dialogue to become comfortable with the idea of addressing the anxieties within both themselves and their clients surrounding these unprecedented times. Attendees will brainstorm strategies to support clients in the telework environment specific to their career counseling population specialities. In addition, attendees will explore ways to integrate teleworking as a component of career exploration, career decision making, job searching, and workplace culture adjustment.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 0

Method: Lecture

Relevance: This program directly addresses the theme of uncertainty by focusing on the changing impact COVID-19 has left on work-from-home culture and how we, as career counseling professionals, can assist clients in managing the unknown. With reference to a kaleidoscope of career interventions, our program not only highlights a need to develop a new set of best practices, but also provides space to come together as a profession to critically think about what these will look like. Specifically we will integrate mental health and career related concepts for navigating the work from home issues experienced by all working people across the COVID-19 pandemic.

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *93 Innovative Tools and Techniques for Facilitating Virtual Career Workshops with Students*

Abstract: Remote service delivery isn't going anywhere. In this interactive session, we will use a trauma-informed lens to examine benefits and challenges of engaging groups virtually and then share a variety of tips, tools, and techniques to facilitate engaging and impactful groups in a virtual space.

Goals: 1. Discuss the challenges associated with offering virtual career services 2. Examine trauma-informed strategies to address challenges in offering virtual career services 3. Demonstrate a variety of tools and techniques to actively engage groups on virtual platforms

Summary: The uncertainties of the COVID-19 pandemic have challenged career practitioners to transform the way we connect with and provide career services to students and clients, with many services now offered on virtual platforms. Engaging on virtual platforms such as Zoom, Google Meets, and other virtual communication systems presents unique challenges with individuals that have disabilities, come from adverse backgrounds, have language barriers, or have experienced trauma. Some students may feel more comfortable engaging virtually rather than in-person as they are able to control their space. Other students may have difficulties paying attention to a screen or may live in un-safe or non-traditional home environments and feel uncomfortable turning on their cameras/mics for fear of what others might see or hear. Other challenges include outdated technology, unreliable internet access, screen fatigue, and lack of outward accountability. This presentation will use a trauma-informed lens to understand the individual challenges students may be facing and examine strategies on how to best accommodate when offering virtual career services. Additionally, the session will focus on sharing creative tips, tools, and techniques to facilitate engaging virtual career groups including the use of icebreakers, breakout rooms, movement, team building activities, live polls and word clouds among others to engage participants and unlock their creativity. Utilizing a trauma-informed approach combined with creativity can help address a sense of safety, build feelings of connectedness, and inspire hope in students who need it now more than ever.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Using a trauma-informed lens to understand the unique challenges facing students in the uncertain aftermath of COVID-19 will help practitioners in building interventions that are equitable, engaging, and promote a sense of safety. This presentation shares tools and techniques that career practitioners can immediately use to effectively address the career development needs of diverse students in a virtual group setting. Practitioners will develop a virtual tool-box filled with different creative activities that can be easily incorporated and promote engagement, a sense of connection with others, and fun while behind a screen.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

ID/Title: *94 Guiding Clients to Manage Their Digital Tattoo for Lifelong Career Agility*

Abstract: More than 75% of employers Google candidates base hiring decisions on what they find. Companies now scan online activity and score clients personality traits. The good news is our clients can use these actions to their benefit ... if they are actively managing their online activity -- their digital tattoo.

Goals: Participants will leave knowing the answers to these questions: - What is a digital tattoo and how does it impact a client's lifelong career ability? - How can I help a client determine the best methods for managing their online footprint? - How can clients use social media to manage their career and more easily move between jobs as uncertainty and the pace of change increase? - What does a sustainable digital branding plan look like and how can I create one for my clients and myself?

Summary: In this presentation we will review how hiring managers are reviewing online activity and the breadth of digital impressions that matter in this search. We'll also discuss how clients can use this digital search to their benefit and use it to actively manage their career and professional brand throughout their career to increase agility in moving between opportunities. The session will also share tools to help career service providers in guiding clients to create a digital brand management plan - from determining what they will share to where they will share it and then executing a sustainable plan.

Focus: General Audience (applicable to all attendees)

Program Type: Presentation (70 minutes)

Competency: Employability Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: This session will give service providers a key tool to use in helping clients manage their careers as uncertainty and the pace of change in jobs increases.

Focus Area: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

ID/Title: *PDI4 Building Resilience: Antidote to Uncertainty, Chaos, and Ambiguity*

Abstract: This interactive workshop explores how resilience supports personal and professional effectiveness during times of challenge and disruptive change. Complete a proven assessment (pre-conference) and delve into your individualized results based on a model of 7 resilience characteristics. Share insights and learn about practical applications, including an innovative Career Resilience program.

Goals: Understand the critical importance of resilience for dealing with a broad range of challenges and high levels of uncertainty due to change. ---Outline a framework for exploring and developing personal resilience. ---Provide opportunity for participants to experience a robust resilience assessment and debrief. i,\$---Discover practical applications of resilience during times of uncertainty, change, and challenge. i,\$---Articulate connections between personal resilience and career development/workplace effectiveness. i,\$---Support participants to develop an action plan for strengthening professional and personal resilience.

Summary: Resilience is a critical key to thriving in an uncertain world. Engage in this interactive workshop to explore your resilience and how it supports your personal and professional effectiveness during times of high levels of change and challenge. This workshop centers around the Prosilience framework, a compelling and proven model based on extensive research and used by many organizations throughout the U.S. and around the world. Complete a powerful assessment prior to the PDI (at no cost) and then delve into your individualized results during the session. Discussions and group activities will expand your knowledge of resilience through in-depth understanding of how you use your energy to draw on and activate seven characteristics. This leads to meaningful insights as well as practical applications for using these resilience "muscles," especially during times of uncertainty and disruptive change. Learn how this model has been successfully tailored to working with clients in support of their career development and workplace effectiveness. "Career Resilience," a program designed for healthcare workers who want to advance their education and career goals, offers individual resilience coaching, workshops and webinars, and an online career resilience quest. Leave the session with an action plan and varied rich resources for your own personal resilience development and your professional work as a career practitioner. The workshop will be co-facilitated by the creator of the model and assessment as well as career consultants who have adapted and integrated the model into a robust set of Career and Educational Services within an organizational setting.

Focus: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: One of the most critical capabilities for career development in an unpredictable and turbulent world is resilience—the ability to maintain effectiveness and well-being while dealing with high levels of challenge and change. This workshop provides hands-on exposure to practical and effective resilience interventions that have been applied and tested in a wide range of settings and cultures.

Focus Area: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

ID/Title: *PDI5 Social Justice & Creative Interventions in Challenging Times: Using Superhero Storytelling to Design Empowered Narratives*

Abstract: Focused on empowering clients and offering a framework for interventions, this interactive session will explore the science of superheroes and its applicability in helping these individuals navigate career choices and decisions. In these uncertain times, this framework will help career practitioners and clients navigate the chaos of our current career world.

Goals: Goals -Introduce a conceptual career development framework for working with all clients -Conduct experiential activity designed to draw connections and identify themes from personal narratives to create a more cohesive description of who they are and a direction forward -Identify the alignment between clients' strengths and "superpowers" -Armor the audience with key strategies for optimal wellness and transformative healing
Objectives
Participants will be able to: -Integrate a conceptual framework for empowering clients in the career process -Discuss the parallels of superhero stories and the human experience, and how to apply to clients -Identify 3 strategies for working with clients while recognizing the uniqueness of their intersectional identities

Summary: The past experiences of clients (e.g. discrimination, trauma, oppression), can become barriers to the career development process. Discrimination and, as Shengold (1979) notes, traumatic experiences can result in the arrest of one's psychological functioning, structure, and spirit. This imprisonment and impairment of functioning can manifest in ways such as distrust, low self-esteem, difficulty with decision making, fear of success, and anxiety (Allen, 1995; Gianakos, 1999; Ibrahim & Herr, 1987; Peterson & Priour, 2000; Rosenbloom et al., 1999). This is all the more relevant in the wake of the multiple pandemics (i.e. the pandemics of racism, COVID-19, economic depression, mental unwellness, and politics) we face today. For individuals held captive by this trauma, a way through and forward can be indistinct. Integrating Chaos Theory, Narrative Theory, Career Construction Theory, and the archetype of a superhero's journey the presenters will detail a framework for working with clients that can offer a way to make meaning out of pain and chaos. From the origin of comics, grounded in the idea of championing injustice and oppression (Wright, 2001), to the individualized power of a superhero, the history of comics is a schematic for developing resiliency and processing difficult experiences with clients. Not only does a superhero's storyline demonstrate the triumph over characters metaphoric of the wrongs in society, the development of a superhero's power also acutely illustrates the triumph over pain/loss/trauma/chaos. The development of this power propels the hero/heroine/herx to make meaning out of their pain. Meaning then becomes purpose, then becomes strength, then becomes an identity that empowers our hero in becoming a champion of suffering for others--not unlike those who have been oppressed

Focus: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Demonstration

Relevance: In the way a Kaleidoscope is constructed of many colorful pieces that collectively create a dazzling whole, this workshop will share an array of interventions with practitioners that together assemble a colorfully cohesive, strength-based, narrative framework. Through this, the presenters will demonstrate how this framework and interventions work with clients across a myriad of diverse backgrounds, abilities, and presenting concerns. Utilizing creative career interventions to meet the needs of our clients and students is more imperative now more than ever during these challenging times.

Focus Area: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

ID/Title: *PDI6 Constructing Certainty Amidst Uncertainty through Career Construction Counseling*

Abstract: Career construction counseling provides a means for people across life's diverse spectrum to use work to actively master what they passively suffer. Integrating theory and practice, this session engages participants in learning and practicing career construction counseling and its core method of the career construction interview to increase their knowledge and skills in its use. Designed for a general audience.

Goals: Career construction counseling helps people across life's diverse spectrum use work to actively master what they passively suffer. Integrating theory and practice, this session engages participants in learning and practicing career construction counseling methods to increase knowledge and skills in their use. By the end of the session participants will be able to: 1.state core principles and practices of career construction counseling; 2.explain the content and purpose of the career construction interview; 3.explain each question of the career construction interview; 4.use the career construction interview more confidently to help shape clients' life-careers.

Summary: Career construction counseling assists diverse clients across the life span to author career stories that connect self-concepts to work roles, fit work into life, and achieve self-completion and make social contributions through work. Using the narrative paradigm, career construction counseling begins with an interview that comprises six questions about act (counseling goals), actor (personality, self, or social reputation), agent (manifest interests), author (script for linking self to setting), advice (guidance to self), and arc (central perspective on a current problem). Each question prompts clients to tell small stories about themselves that convey who they are and who they wish to become. Counselor and client collaboratively shape the themes culled from these micro-stories into a macro-narrative about the person's central preoccupation, motives, goals, adaptive strategies, and self-view. In this co-construction process, clients empower themselves to author life-career stories that enhance their experiences of work as personally meaningful and socially useful. They may then use work to actively master what they passively suffer. By turning to narrative models and methods, career counselors assist clients at any stage of their careers to achieve life-designing goals of narratability "" to know and tell one's life-career story coherently, adaptability "" to cope with changes in self and situation, intentionality "" to design a meaningful life, and activity "" to put life-career stories into action. Through interactive lecture, skill-building activities, and demonstration, participants will hone their skills in career construction counseling.

Focus: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 0

Method: Other

Relevance: Career construction counseling integrates more than a century of diverse career development and counseling theory and practice traditions. This session will build participants' ability to understand and apply career construction counseling principles to assist clients of all backgrounds to construct their life-careers with greater certainty, clarity, and meaning in ways that matter to themselves and to others. Participants will leave this session feeling more confident to help clients construct their careers using a narrative method that fosters certainty in work and mental health throughout the life course.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

ID/Title: *PDI7 A Kaleidoscope of Strategies for Those Who Want to Leverage FCD/CCSP to Build Their Private Practice*

Abstract: With change comes opportunity. Many career professionals are thinking about private practice. As evidence-based providers, you have a competitive advantage to merge sound career practice with any number of services. This practical workshop will provide you with strategies and tools to help you design and/or diversify your business.

Goals: This PDI will equip career professionals, especially FCD and CCSP holders, to start their own private practice with the right tools, tips, and reality checks they need to create a sustainable business. Workshop Objectives: How to clarify your goals and reasons for starting a private practice, Develop an understanding of how your business can support the life you want to live, learn strategies and tools you can use to create your private practice, learn how to overcome common obstacles you may face, and learn how to leverage your innate strengths to build your business.

Summary: This PDI will help participants learn how to leverage their career development training and experience in a growing career consulting industry. They will gain clarity about what service offerings will best serve their individualized needs and the benefits of partnering with complementary businesses. They will learn about how to set realistic goals, what they need to do to meet those goals, the different strategies they can choose from; how they can tap into the gig economy to build their business, and how they can overcome common obstacles in starting a business. The workshop will include the following tools, information, and strategies: -The business start-up: what do you need to know at the beginning -Different business strategies for the private practitioner -The nitty-gritty: legal issues, pricing, marketing, and contracting -How you can best leverage your strengths -What can you/should you do yourself and what should you outsource -How to stay motivated when things get tough -Resources to get you started and keep you moving -How you find your first client The three presenters offer different career-related services through their businesses and are at different stages of the business development process. They will share their stories and provide ample time for Q&A, one of the most valuable aspects of a business workshop like this.

Focus: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

Competency: Consultation

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Demonstration

Relevance: With change comes a kaleidoscope of opportunities for career professionals and the clients they serve. Many FCD/CCSP holders and career professionals are thinking about private practice but are intimidated by the process. There are many emerging, creative opportunities now to put a "new spin" on service offerings and delivery that allow us to make a sustainable living and bring more equity to clients we wish to assist. This practical workshop will show you how to leverage your NCDA certification/credential and provide strategies for designing a business that fits both you and the clients you want to serve.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

ID/Title: *PD18 The Gestalt of the Portfolio: Evidenced-Based Skill Identification for Employability*

Abstract: The goal of this workshop is to introduce participants to concepts of portfolio development, skills identification, and narrative techniques. Participants will identify their own skills, determine experiences that demonstrate them, and build a professional portfolio. Exploration of the theoretical models of Gestalt Psychology, Experiential Learning Theory, and Narrative Career Theory will frame the activities. The workshop also provides guidance for best practices in working with individuals to facilitate portfolio development.

Goals: Many practitioners are reluctant to approach website and portfolio development with their clients. This workshop makes this process accessible, encouraging practitioners to develop additional awareness of their own process in order to better support the populations they serve. Each participant will develop portfolio elements during the workshop.

Summary: The process of career development can produce a dichotomy in an individual that separates them from their goals. The portfolio is an underutilized tool for career development practitioners to use to help with the articulation of one's strengths and skills. When used effectively, portfolios allow individuals explore skills through a demonstration of evidence-based projects. This process also provides a unique assessment of an individual's ability to articulate what they are capable of accomplishing. The building of a portfolio provides an opportunity to develop insight and introspection, resulting in a Gestalt that provides the ability to create a deeper awareness of how an individual connects with their career goals. In this workshop, we will explore the theoretical foundations of Gestalt Psychology, Experiential Learning, and Narrative Career Theory. Participants will engage in a series of exercises that help identify their own insights.

Focus: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Demonstration

Relevance: Demonstration of skills creates confidence and provides clarity in times of uncertainty. To make career development more relevant to a broader audience, we must explore new and alternative approaches to standard processes. This workshop challenges individuals to explore how to make their own processes more inclusive to a broader audience.

Focus Area: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

ID/Title: *PDI9 Group Career Counseling: Principles and Practices*

Abstract: Group Career Counseling (GCC) is a unique intervention that uses the best of group counseling and group guidance. This PDI will provide both a definition and an overview of the principles of a GCC model program followed by a demonstration by utilizing a fish bowl technique with stop action to process the techniques, skills and stages of GCC.

Goals: 1. To develop an understanding of group career counseling (GCC) and its relationship to group counseling and group guidance. 2. To develop an understanding of skills and procedures unique to GCC. 3. To train participant in a model group career counseling program that can be applied to their work. 4. To create an understanding of how to personalize occupational information within a group process. 5. To create awareness and understanding of how participants can effectively implement a group program in their unique settings.

Summary: Group Career Counseling (GCC) is a unique intervention that uses the best of group counseling and group guidance. This PDI will provide both a definition and an overview of the principles of a GCC model program followed by a demonstration by utilizing a fish bowl technique with stop action to process the techniques, skills and stages of GCC. Information will be provided on research results which provide support to the value and learning potential of GCC.

Focus: General Audience (applicable to all attendees)

Program Type: Professional Development Institute (4 hours)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 0

Virtual Alternative: 1

Method: Demonstration

Relevance: GCC is a unique and innovative intervention which is under represented and under utilized. Enhancing awareness and building GCC skills helps to assure a Kaladeiscope of offerings and awareness. Inherent to the GCC process is the building of a support group which results in helping each participant to gain greater confidence in their career choices and to cope more effectively with the loneliness of career decision making and the unknowns they will confront in the implementation of a career.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R16 Job Clubs an Effective Job Search Strategy for Older Workers*

Abstract: The Central Kentucky Job Club began in 2013 on the heels of The Great Recession as a way to help people in the region find professional employment. From the initial session, attendees have been primarily mid-late career professionals. Learn the nuts and bolts of what has worked and what hasn't.

Goals: Attendees will learn how to: -Begin a job club that will serve as a vital community resource, especially for mid-late career professionals. -Develop a wide variety of strategic partnerships to establish and nurture a club. -Build topics for relevant programs. -Effectively market the program.

Summary: In 2013, the University of Kentucky (UK) Alumni Association's Career Services Office and the Fayette County Cooperative Extension Service partnered to launch a regional job club. They were later joined by the University's Human Resources department. The need for this resource originated directly from the negative economic impact of The Great Recession (from 2009 " 2011) and the large numbers of professionals facing challenging post-recession job markets. Career counselors with the University of Kentucky Alumni Career Services program needed additional referral resources to assist these job seekers. To the surprise of the facilitation team, from the initial meeting the audience has been primarily mid-late career professionals. Presenters will share research on ageism, career resilience and why older job seekers are being more negatively impacted by dips in the economy. Presenters will also share nuts and bolts of how to begin a job club, create strategic community partnerships and design relevant programming for specific audiences. Metrics and examples of publicity will also be disseminated.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: By choice or not, people will be working longer in the future. The 2020 extensive Edward Jones and Age Wave study, Four Pillars of the New Retirement, highlighted just such trends. Job clubs are an effective intervention method and resource to help job seekers of all ages, but especially mid-late career professionals successfully extend their working careers.

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R17 Engaging in Equity-Minded Program Assessment in Career Services*

Abstract: Career professionals increasingly recognize the importance of effectively serving diverse client populations. But are we making a positive impact? Today's program assessments are called to be culturally-responsive and socially just. Come dialog about what it means to embrace equity-minded assessment. Explore benefits, challenges, and the differences we can make.

Goals: Create a safe space to Explore the definition of and need for culturally responsive, equity-minded program assessment in our career development field - Understand where gaps have existed in equity-minded assessment practices in the past - learn about strategies, techniques, and practices to help address those gaps - Receive a list of resources and references for further exploration - Discuss strategies to Engage their career development colleagues in conversations about incorporating more diverse perspectives in our assessments of career development needs, experiences, and outcomes

Summary: In recent years, calls have been growing for greater attention to issues of equity in program assessment. As stated by Montenegro and Jankowski (2017), "assessment that overlooks issues of diversity and equity contributes to inequalities in outcomes" (p. 15). If we overlook equity, we risk creating assessment tools and findings that promote inequity "whether or not we intend to. But, what does equity-minded program assessment look like in career services? How do we make this meaningful and manageable in our daily practice? This roundtable is inspired by Montenegro and Jankowski (2020) from the National Institute for Learning Outcomes Assessment, who encourage reflection and open dialog on the relationship between equity and assessment. We propose creating a "fireside chat"-style space for a facilitated discussion where participants could engage this challenging topic in a safe space. An important part of equity-minded assessment is honoring and respecting diverse voices and perspectives. This would be mirrored and practiced within our discussion. The session is guided by three diverse presenters who spent the 2020-2021 academic year engaged in our own discussion group, wrestling with the equity-minded assessment literature and its applications to the career services field. We will guide participants through discussion topics, including: (1) understanding key terms (e.g., culturally-responsive, socially just, critical, and equity-minded assessment), (2) strategies for implementation (e.g., client input, disaggregating data, recognizing context), (3) challenges and barriers, and (4) planning continued learning. Roundtable participants will receive a reading list and strategies for continuing discussion-to-practice groups on equity-minded assessment.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Question and Answer

Relevance: Equity-minded program assessment is fundamentally about recognizing, honoring, and respecting the diverse voices and perspectives of those around us. Thinking of each unique voice or perspective as a shape and color within the kaleidoscope metaphor. The question is "what portion of the kaleidoscope are we currently shining the light through? If we can effectively welcome more voices into the story "shine our light through more of the kaleidoscope frame "we get a better representation of the full picture, and of life itself. It is our responsibility as career professionals to advocate for this inclusive, collaborative view.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R18 Using an Autobiography to Assess Career Development*

Abstract: Participants will learn about utilizing the career autobiography as an assessment tool in place of more traditional career assessments. Strategies will be shared to help participants apply this tool to their work as career counselors.

Goals: 1. Participants will be able to explain the value of the career autobiography as an assessment tool. 2. Participants will be able to utilize the career autobiography with clients and/or students. 3. Participants will be able to compare the benefits of using a career autobiography in place of standard, multiple choice assessment tools.

Summary: This session will focus on best practices in using the career autobiography as an assessment tool in work with students and clients. This strategy comes from a narrative/constructivist framework to help clients reflect on their career development from a different lens than the traditional career assessment options. This tool is more effective with students/clients who have work/career experience to drawback on to create meaningful connections and experiences. Examples of how to use with students/clients will be shared.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Assessment

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Question and Answer

Relevance: This round table presentation relates to the conference theme because the career autobiography helps clients and students to think about different potential career options, and more specifically to reflect on prior career experiences. This strategy helps broaden the student/client career perceptions beyond a list of possible career interests.

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R19 Invest in the Underdog: Maximize Student Employee Talent with CliftonStrengths™*

Abstract: Join our speakers as they share best practices on hiring, onboarding and developing student employees. Special emphasis will be given on the benefits of hiring candidates with room to grow and how career practitioners can use the CliftonStrengths® tool to leverage the best yield from student employees.

Goals: Attendees will: "Learn best practices for hiring and onboarding student employees (undergraduate and graduate) "Discover benefits of using CliftonStrengths® as a coaching tool for supervision "Learn relevant Gallup® research on employee engagement and productivity "Discover examples of tasks/projects within each CliftonStrengths® talent domain to assist with project management "Address current gaps in staffing/resourcing "Connect gaps to student talents using CliftonStrengths® framework

Summary: Speakers, both Gallup Certified Strengths Coaches, will break down the hiring, onboarding and supervision processes for two successful student employee programs. The first program involves a team of undergraduate student employees focused on marketing and advising related needs. The other program involves 1-2 graduate students focused on career counseling services addressing the gap between membership-based career services and local community needs. Both programs use the CliftonStrengths® assessment as a primary training, supervision and professional development tool. Special emphasis will be placed on using CliftonStrengths® as a team building tool allowing student employees to practice communicating their own strengths and recognizing the strengths of others in action. Research from Gallup® on employee engagement and productivity will be disseminated. Attendees will have an opportunity to brainstorm their unique office staffing/resourcing needs by utilizing a customized session worksheet. After discussion of those needs the group will crowdsource example projects within each CliftonStrengths® domain of talent including Executing, Relationship Building, Influencing and Strategic Thinking themes. Other takeaways include utilizing CliftonStrengths® Team Grid for teambuilding, CliftonStrengths® Best of Me Activity for effective communication development and self-reflection.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Program Management/Implementation

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Panel

Relevance: During these uncertain times with COVID-19 and decreasing budget lines, these two successful student employee programs are helping to bridge the gap between staffing needs and the need for student development programs. CliftonStrengths® research by Gallup® tells us that 1 in 33 million have the same top 5 strengths in the same order, so truly a uniqueness factor. Much like a kaleidoscope offers an evolving and distinctive perspective, we use the CliftonStrengths® assessment to customize hiring, onboarding, supervision and team building to each student employee addressing their unique needs as a growing professional.

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R20 Calling in non-religious participants as a moderator for microaggressions and job satisfaction*

Abstract: Being historically regarded as a religious concept, calling has often been disregarded as applicable to non-religious individuals. Using a sample of non-religious individuals, the present research explores the effect of calling on the relationship between microaggressions and job satisfaction in the workplace. Implications for career counseling are also discussed.

Goals: Goal: Explore the present study and discuss the implications of research that identifies calling as a moderator between microaggressions and job satisfaction for non-religious clients in a vocational setting. Objectives: 1. Learn about the historic relationship between calling and religiousness focusing on non-religious individuals 2. Describe methodology and review the results of the present study 3. Discuss the implications of findings for career practitioners working with non-religious clients.

Summary: Previous research on calling suggests that feeling called to one's present job may promote positive work attitudes such as job satisfaction. Additionally, a negative relationship between workplace microaggressions and job satisfaction has been identified in minority populations (Lyons, Velez, Mehta, & Neil, 2014). However, likely due to the historically religious connotation of calling, these phenomena have yet to be fully examined in non-religious identifying individuals. This is problematic given the continued growth of this minority group. The current study was conducted to gain a better understanding of how calling may affect the relationship between microaggressions and job satisfaction in a non-religious population. A total of 296 working adults were solicited from online communities created for non-religious identifying individuals. Results supported previous research indicating that microaggressions were negatively related to job satisfaction ($r = -.137$) and that presence of calling was positively related to job satisfaction ($r = .193$). Further, both presence of calling ($B = -.056$) and microaggressions ($B = .281$) significantly predicted job satisfaction [$R^2 = .06$, $F(2, 293) = 9.31$, $p < .001$]. Findings of this study revealed that calling significantly moderated this relationship among non-religious individuals [$R^2 = .08$, $b = .006$, $t(296) = 2.54$, $p < .05$] suggesting that the negative impact of microaggressions on job satisfaction was significantly lower when an individual's calling was high. The implications of these findings on providing career services to non-religious individuals will be discussed.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Recent political unrest has made the public at large more acutely aware of some of the challenges faced by marginalized groups. As the situation progresses, it is important for career practitioners to understand the experiences of marginalized groups from multiple backgrounds to provide the best possible service. One such group, non-religious individuals, currently experiences discrimination and workplace microaggressions at a rate similar to other minority populations; however, research exploring this specific population has been lacking. The goal of this research was to explore non-religious identifying individuals' workplace experiences and potential implications that address the needs of this marginalized group.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R21 Achieve Career Readiness Programming for Students in the Era of 100% Virtual Services*

Abstract: Come learn how we turned traditionally face-to-face career readiness programs into virtual ones. Through this effort, we still maximized student engagement and access to meet the needs of our campus and virtual learning populations.

Goals: A brief overview of our planned logistics to facilitate the Resume Drive and Mock Interview events "Increase student engagement and access through strategic partnerships during the Covid-19 pandemic "Strategies and recommendations for maximizing student interaction with career development programming "Briefly identify the challenges of engagement during a virtual setting and discuss solutions

Summary: The Office of Career Services (OCS) at North Carolina A&T State University has traditionally provided career readiness through our annual programming events such as Resume Drives and Mock Interviews where employers conduct 1-on-1 resume critiques and provide interview feedback directly to students. But what happens when a pandemic hits and in-person events are no longer allowed? We adjust, because that's what "Aggies Do". We piloted the VIP Summer Career Development Series, moving our well-attended Resume Drive and Mock Interview events to virtual spaces using the Zoom platform. Historically, we've reported that student participation increases when we partner with company recruiters. We leaned on our employer partners to participate and university partners to assist in marketing the events to our campus and virtual learning student population. As a result of the VIP Summer Career Development Series, the Office of Career Services connected 110+ students with 20 companies during the second summer session in July. Employers and students had positive responses and interactions based on survey results.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: The relevancy is that the VIP Summer Career Development Series was birthed out of necessity to meet the needs of our students in a virtual reality when career and networking opportunities seemed unclear. The pandemic required that we completely shift our usual mode of programming and how we engage students by pulling together a creative response that would capture the attention of our students during an uncertain time.

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R22 Career Goals and Decision-Making among Urban Youth of Color*

Abstract: Presenters will share the results of two research projects. Findings indicate that anticipated hostile racial employment climates affect the career decision self-efficacy, vocational outcome expectations, and goals of urban youth of color. Findings will be used to facilitate a discussion about best practices in career counseling with these young people.

Goals: 1)Explore how urban youth of color approach career decision-making 2)What are the barriers and supports that are specific to this group of young people 3)How do poverty, lack of opportunity, and prejudice and anticipation of racism and sexism affect these young people's career goal setting and career decision self-efficacy 4)What can career counselors, school counselors, and social advocates do to help urban youth of color set more effective career goals and engage in more effective career decision-making strategies

Summary: With the increasing poverty in the U.S., and the major impact of COVID-19 on the urban poor (e.g., Tampe, 2020; National Low Income Housing Coalition, 2019), there is an urgent need to address the work-related issues confronting young people from high-poverty urban environments. Adolescents who live in high-poverty urban areas are especially vulnerable to a lack of career progression, facing such career challenges as high dropout rates and fewer local jobs. They also tend to lack sufficient career information and career development guidance and have fewer opportunities to acquire the career development skills needed to be successful in a changing and highly demanding job market (Savickas, 1997). In this roundtable, we will share the results of two research projects that investigate the career decision-making and goal-setting processes of urban youth of color. In the first investigation, we found that goal-setting was a principle career development skill, outperforming career exploration, self-regulated learning, and person-environment fit in its relationship to career outcomes, such as self-efficacy, positive self-attributions, and interests. In the second investigation, we found that for boys, an anticipated hostile racial employment climate was negatively related to career decision self-efficacy, with career decision self-efficacy positively related to career goals. For girls, an anticipated hostile racial employment climate was negatively related to vocational outcome expectations, with outcome expectations positively related to career goals. These studies will be the foundation for a roundtable discussion regarding creative counseling practices that can be used to facilitate the career development of these young people.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Other

Relevance: This proposed roundtable contributes to the wide array of career interventions to address the needs of diverse populations. The roundtable is innovative and will provide information regarding evidenced-based applications that integrate theory, research, and practice. The proposal provides innovative strategies for meeting the career development needs of people from population groups across the lifespan and that are underrepresented in the professional literature. The roundtable will provide opportunities to examine effective techniques used to address social justice issues affecting the careers of marginalized groups.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R23 Predictors of Career Transition among Unemployed Individuals*

Abstract: Join us for if you want to see how emotional disturbance is important for career transitions! Presenter will share a research result about career transition process in non-Western countries.

Goals: In this study, both from Heppner's studies and Schlossberg's (1994; 2011) model, it was aimed to examine whether hopelessness and trait anxiety levels, which are possible types of psychological distress, predict career transition significantly or not. In addition, it was aimed to determine how the participants perceived career transition.

Summary: When the relevant literature is examined, it is seen that various types of psychological distress are experienced during career transitions and studies generally focused on these emotional problems. As life changes often lead to adaptation to these changes (Holmes & Rahe, 1967), psychological distress and hopelessness are common emotions that experience in career transition (Heppner, et al. 1991; Heppner, et al. 1994; Latack, et al. 1987). Popovic, 2004; Watts-Dolan, 2010). In addition to this, when the relevant literature is examined, the 4-S System, which examines the factors affecting the transitions, draws attention. The 4-S System includes four dimensions: Situation, Self, Support and Strategies that can be effective in coping with the change caused by the transition process (Anderson, Goodman, & Schlossberg 2012; Schlossberg 1994; 2011). Therefore, in this study, both from Heppner's studies and Schlossberg's (1994; 2011) model, it was aimed to examine whether hopelessness and trait anxiety levels, which are possible types of psychological distress, predict career transition significantly or not. In addition, it was aimed to determine how the participants perceived career transition.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Diverse Populations

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: It can be said that it is important to test how career transitions are perceived in different countries and the validity of Heppner's and Schlosberg's assumptions about career transitions developed in Western countries. This research is also important in emphasizing the intercultural differences.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R24 Work-Based Learning Saved Me*

Abstract: You have worked with at least 1 teen parent in your career, or will, if not many. CTE or Work-Based Learning and Guidance can help them succeed.

Goals: The biggest goal of this presentation would be to help educators truly understand the meaning of their work, and not to give up on those who receive fairly large hurdles in their life. Help teen parents overcome the statistics, and become something they are proud of.

Summary: 3 in 10 teen American girls will get pregnant at least once before age 20. That's nearly 750,000 teen pregnancies every year. With that, Work-Based Learning and CTE is what saved me in high school. I was able to get a job, and continue going to school. Teen parents need to know they can do it, and with some help, it is doable. As educators, it is our job to make sure they are able to make it through.

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Helping Skills

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Including teen parents in plans is important, as it is a group that needs special attention.

2021 Proposals

Focus Area: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

ID/Title: *R25 Global challenges and Career Policy: A historical look in route to Imagining future development*

Abstract: This presentation reviews historical career policy with implications for the now and future. A critical review of career counseling, education and development policy is provided. Salient trends in the labor market, global context, and education systems will be shared. Participants will be able to share their own policy advocacy perspectives.

Goals: Goals To inform participants on the historical context of career policy in the U.S. To inspire individuals to identify their role in this process of career policy advocacy. To share perspectives on current needs and future planning for career policy. Objectives 1. Participants will examine career policy over time in the U.S. 2. Identify key leaders who forged career policy efforts. 3. Critique the current social context for career policy ideation and implementation 4. Investigate their own roles and connections to career policy advocacy.

Summary: Critical issues such as the recent health pandemic, vast unemployment, and shifts in working context in the U.S. require further advocacy of career policy and programs. An examination of past career policy confirms a constant focus of collaborative ways to implement programs that tap into human resource development with the prospective outcome of nation building. The context of society has shifted exponentially since Herr's (2003) focus on public policy. Reviewing career policies and their rationale for implementation and outcomes will be shared in an overview document. Engels (2012) interviewed Edwin Herr who confirmed "counselors will career development skills will be important in the support of the Occupational Structure of the United States." In this conversation was also the shared implications to limited support of career policies due to economic, political, and social changes. Participants are encouraged to think further their role in advocating for program, system, and policy in career counseling and development. Engels, D. W. (2012). Edwin L. Herr: Preeminent scholar, leader, advocate, and mentor. *Journal of Counseling and Development* : JCD, 90(1), 71-80. doi:<http://dx.doi.org.library.capella.edu/10.1111/j.1556-6676.2012.00010.x> Herr, E. L. (2003). The future of career counseling as an instrument of public policy. *The Career Development Quarterly*, 52(1), 8-17. Retrieved from <http://library.capella.edu/login?qurl=https://www.proquest.com/docview/219401396?accountid=27965>

Focus: General Audience (applicable to all attendees)

Program Type: Roundtable (30 minutes)

Competency: Career Development Models

Willing to Accept Alternate Presentation Type: 1

Virtual Alternative: 1

Method: Lecture

Relevance: Herr was a leader in Career Counseling and Career Education -a visionary in establishing and moving career policy. His last writings confirm the implications and need for the convergence of career in counseling. However, evidence of this integration has not had significant movement in counseling preparation programs. On the contrary, many career programs are scantily emphasized. Career policy suggests concerted, planned, and formative collaboration to meet future needs. What is the possibility of this advocacy focus in the current social flux? Providing "this policy piece" of the Kaleidoscope that is vital to local, state, and national development is essential.

