



NCCDA NEWSLETTER

NORTH CAROLINA CAREER DEVELOPMENT ASSOCIATION

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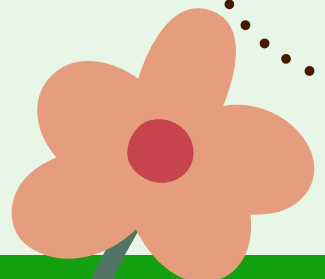
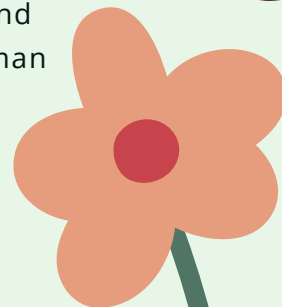
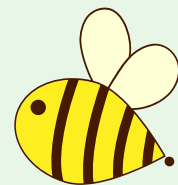
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GREETINGS FROM NCCDA PRESIDENT, STACEY HUFFMAN

[HTTPS://WWW.LINKEDIN.COM/IN/STACEYHUFFMAN/](https://www.linkedin.com/in/staceyhuffman/)

Dear Colleagues and Friends,

We are excited to host our 2023 Annual Conference on March 17, 2023 at Alamance Community College. Our Conference Planning Committee has worked diligently to create an exciting conference program and we can't wait to for a day full of meaningful conversations, insightful breakout sessions, and engaging keynote speakers. I want to give a huge shoutout to our amazing Conference Planning Committee members as we look ahead to an impactful conference that would not be possible without their tireless efforts.

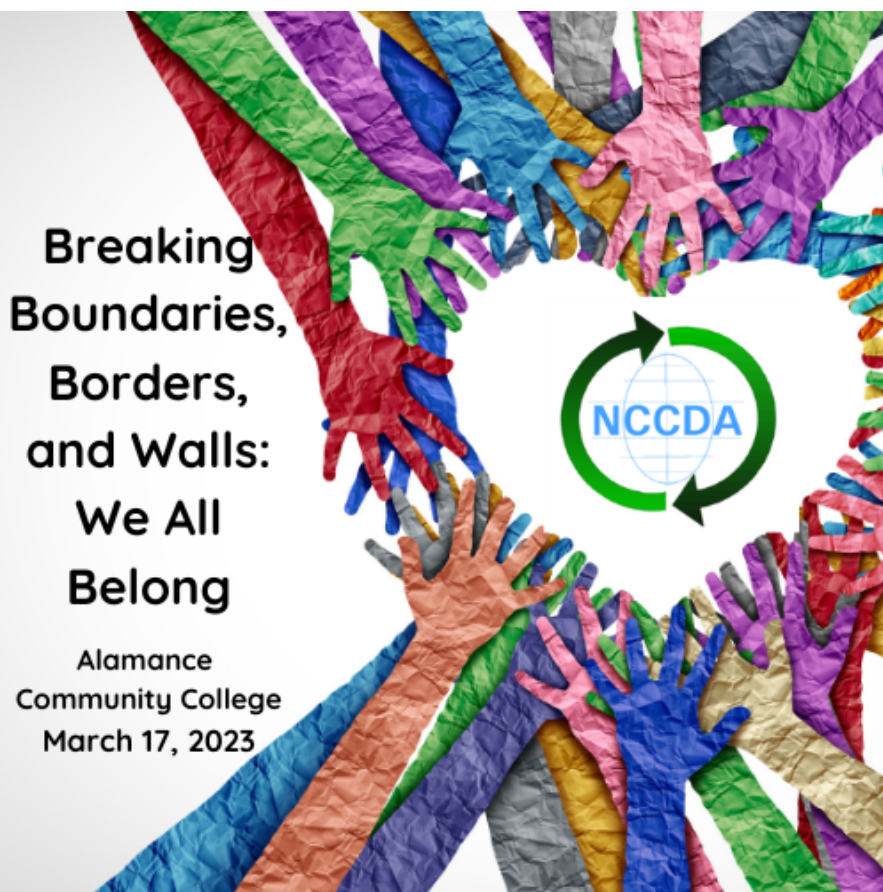
For all of you who have registered for this year's conference, we can't wait to see you! For those who have not, there is still time to register! We hope the conference sneak peek highlighted in this newsletter will encourage you to join us. If not, we have plenty of other opportunities to connect this spring through professional development opportunities and Morning Musings.

I look forward to connecting with you all soon, whether it be at one of our in-person Morning Musings, our virtual professional development webinars, or the annual conference next week! Until then, I extend warm wishes to you all.

With Gratitude,
Stacey Huffman
2022-2023 NCCDA President

NCCDA 2023 CONFERENCE: **BREAKING BOUNDARIES, BORDERS, AND WALLS: WE ALL BELONG**

FRIDAY, MARCH 17, 2023 | ALAMANCE COMMUNITY COLLEGE



There's still time to register for this year's NCCDA Conference on Friday, March 17th!

[REGISTER HERE](#)

The conference will feature breakout sessions and networking opportunities.

We look forward to the opportunity to gather and learn from one another as we continue to hone our expertise in the career development field. Check out our keynote speakers, a glimpse of breakout sessions, and more in the next few pages!

CALL FOR CONFERENCE VOLUNTEERS!



Are you interested in getting more involved with the NCCDA Conference on March 17th?

We have several openings for volunteers to help coordinate this year's conference. For more information and available roles, **please reach out to Ram Athavale, Volunteer Coordinator, at pipercharliedad@gmail.com.**

2023 CONFERENCE KEYNOTE SPEAKERS

DAVID JULIUS FORD, JR., PH.D.

**Associate Professor (Tenured) and Interim Department Chair,
Department of Professional Counseling at Monmouth University**



Dr. Ford hails from North Carolina originally. He is a Licensed Counselor in North Carolina, Virginia, and New Jersey. He is Board-Certified Counselor and an Approved Clinical Supervisor. He began his career in Student Affairs and has ten years of counseling experience. He has eight years collegiate teaching experience and has taught undergraduate Human Services courses, graduate counseling courses, and doctoral counselor education courses. He has taught face-to-face and online. He has experience working in addictions facilities, community agencies, and in college counseling centers. His scholarly and advocacy interests are Black men in higher education (especially those at PWIs), Black Greek-letter Organizations, Queer and Trans people of color, HIV/AIDS, and the intersection of religion/spirituality and sexual orientation. He is the Past President of the New Jersey Counseling Association, is on the planning committee for the National Cross-Cultural Counseling and Education Conference for Action, Research, and Change, and is on the Board of Directors for the LGBTQ Scholars of Color Network. He is a classically-trained pianist and is a proud, active, and financial member of Kappa Alpha Psi Fraternity, Inc.

KATHY M. EVANS, PH.D.

**Associate Professor of Counselor Education, Department of
Educational Studies at the University of South Carolina**



Kathy M. Evans is an Associate Professor of Counselor Education at the University of South Carolina. She received her Ph.D. from the Pennsylvania State University. Before receiving her doctorate, Dr. Evans held career counseling positions in high schools, community and four-year colleges and universities as well as in a non-profit organization. She has been a counselor educator for over 25 years and has taught the career counseling course for 20 of those years. In addition, she teaches doctoral courses in multicultural counseling/advocacy, supervision and pedagogy. She also developed a graduate certificate program for Career Development Facilitators.

Dr. Evans has published extensively and decided to write “Gaining Cultural Competence in Career Counseling” because there were no available texts that helped students understand the synthesis of culture and career. For some of the same reasons, she also co-authored “Experiential Approach for developing Multicultural Counseling Competence” with Dr. Mary Fawcett of Winona State University.

In addition to her scholarship, Dr. Evans has been a leader in the profession of counselor education to include President of the National Career Development Association. She was Secretary for the International Counseling Honor Society Chi Sigma Iota from 2004-2006 and was President of the Southern Association for Counselor Education and Supervision and as such, served on the ACES Executive board. She has also co-chaired the ACES/NCDA Joint Commission for the Preparation of Career Counselors from 2008-2014.

2023 CONFERENCE BREAKOUT SESSIONS SNEAK PEEK

Check out a sneak peek of what to expect in our conference breakout sessions. See the full program of events at nccdaonline.org/conference!

MUST-DO OR MOTIVATION?: FOSTERING STUDENT SUCCESS THROUGH INCENTIVES & REQUIREMENTS

Amanda Brumfield, Professional Development and Career Coach-Honors College Program, University of North Carolina-Chapel Hill

Career service offerings are only as good as a students' actual utilization of those offerings, so how do we get students in the door (or in the Zoom room)? How do we reduce common barriers to participation and utilizing our services, such as students' lack of time and their nervousness? In this session, we'll explore ideas for incentivizing student engagement with your office and ways to foster engagement through carefully-calibrated requirements placed on students.

In the course of exploring the considerations surrounding incentivizing and requiring student engagement, we'll discuss how UNC Chapel Hill's Honors Carolina Program uses student obligations, particularly our two required courses, as a way to level the playing field among students across diverse backgrounds and to enhance equity and inclusion. We'll also explore the benefits of this approach over other options Honors Carolina used in the past. Additionally, we'll explore alternatives and options for right-sizing requirements and incentives, including regarding event attendance and student engagement with employers. Lastly, this session will include ample time for participants to share their own lessons learned and best practices so that we can all learn from one another.

I'M WORTHY: A GUIDE FOR PRACTITIONERS WHEN ADDRESSING UNDERLYING TRAUMA IN COLLEGE STUDENTS' CAREER DEVELOPMENT

Alysia W. McGlone, Clinical Therapist, Grace Counseling and Wellness, PLLC

Despite devastating events, creative alternatives to raise student awareness of their immeasurable, innate worth are vital to their, collegiate institutions, and societal success. They are vital to achieving the aims of breaking boundaries, borders, and walls to inspire young professionals to truly believe that they belong in any room they aspire to be in. But what prevents these aims from being achieved? One reason is the stigma associated with seeking mental health support.

This breakout session provides practical ways to mitigate this stigma and increase student access to support. Populations addressed are juniors and seniors struggling with feelings of specific (versus global) low self-esteem, anxiety, and depression conceptualized as trauma stress reactions (TSR) emerging due to the life transition process from student to professional. TSR addressed stem from childhood and/or adolescent trauma, specifically for events historically and/or presently occurring in the student's family of origin (FOO). The session explains TSR impeding an efficacious decision-making process and career wellness. This session also discusses crossdisciplinary benefits to career development practitioners, private practice owners, and mental health professionals implementing the strategies and tactics therein

2023 PROFESSIONAL AWARD WINNERS TO BE ANNOUNCED

Our 2023 Professional Award Winners will be announced during the 2023 NCCDA Conference on March 17th. Don't miss it!



PROPOSED UPDATES TO BYLAWS & NCCDA OFFICER ROLES & RESPONSIBILITIES

Dear NCCDA Members,

When we formally established ourselves as an independent nonprofit association in July 2020, we created a special committee on the executive board to forge a path to become an NBCC Approved Continuing Education Provider (ACEP) and to oversee the distribution of continuing education credits (CE's) for our professional development opportunities. We are thrilled to share that we are well on our way to obtaining the ACEP status, which will open up more opportunities for our members to earn NBCC CE's.

Overseeing the credentialing process and managing the audits that will occur every three years is a tedious and time-consuming responsibility. The current executive team would like to propose to membership that we move the Continuing Education Committee to a permanent role on the executive board. Upon revising the bylaws, we also clarified some of the current officer titles and responsibilities to better reflect their role and purpose in supporting the organization. We invite you to review these updates here:

- [Current Bylaws](#)
- [Proposed Updates to Bylaws](#)
- [Current Officer Roles & Responsibilities](#)
- [Proposed Updates to Officer Roles & Responsibilities](#)

We welcome your feedback on these proposed changes! Please email NCCDAmembers@gmail.com with questions, concerns, or kudos.

Thank you,
NCCDA Executive Board



WELCOME NCCDA NEWSLETTER INTERN, ERICKA DANIELS!

NCCDA, please welcome our new Newsletter Intern, Ericka Daniels!

Ericka attended Fayetteville State University and graduated May 2007 with a Bachelor of Arts in English Literature with a Psychology minor. Ericka recently started the College and Career Coaching Professional Studies Certificate program with UNC Charlotte which will end in April 2023.

Ericka has been a member of NCCDA since January 2021 and completed the Facilitating Career Development (FCD) class in September 2020 with NCCDA at which time she also became a member. She was also awarded and participates as a mentee in the NCCDA 2022-2023 Mentorship Pilot Program that started in October 2022. Ericka currently works in the Human Resources industry as a HR Specialist for a hospice company in NC and has worked in HR for the past six years. Transitioning to Career Development and Services is what Ericka aspires to do and has been making strides towards since joining NCCDA. Ericka has experience as a Volunteer Career Coach/Mentee for a few organizations and currently searching for the perfect opportunity to advance to the Career Development industry. She is also a member of the Professional Association of Resume Writers and Career Coaches (PARWCC) to gain more knowledge and experience with resume writing. In her down time, Ericka enjoys volunteering with her sorors of Sigma Gamma Rho Sorority, Inc., Beta Omicron Sigma Chapter of Charlotte, NC that just celebrated their centennial founder's day, November 12, 2022. Of course, she enjoys spending time with her five year old daughter, Heiress that just started Kindergarten this year that she shares with her husband of five years, Marvin. Ericka is excited to become more involved with NCCDA.

SAVE THE DATES!



MORNING MUSINGS | APRIL 20, 2023

We hope you'll consider joining us for conversation, reflection, and networking. We will host Morning Musings across NC, and locations will be announced soon! If you do not see a meetup near you and you are interested in hosting, please reach out to Stacey Huffman (nccdamembers@gmail.com).

All are welcome, membership not required. This is a free-flowing event, so we encourage you to join us as your time permits. **This event is free!**

Keep up with event updates [here!](#)

PROFESSIONAL DEVELOPMENT EVENT: BALANCED CARD SORTS

by Anush Hansen, MA, MPH



Add more tools to your career development toolbox!

NCCDA is excited to host

Anush Hansen, MA, MPH

who will present about the

Balanced Card Sorts career assessment tools!



The NCCDA CE Committee is excited to present the **May 4, 2023** online workshop for members and interested guests. Anush Hansen has graciously agreed to offer a presentation highlighting the Balanced Card Sorts tools she/her team have developed for career professionals.

Anush Hansen is a Licensed Professional Counselor, Certified Career Counselor, and the owner of Kennebunk Career & Wellness Counseling, where she helps clients explore and build meaningful and fulfilling careers. She is also the owner of Balanced Card Sorts and the creator of the Work-Life Balance Assessment, the Student Wellness Card Sort, and the Student Career Values Card Sort.

Anush holds a master's degree in Mental Health Counseling and a master's in Public Health. Prior to her work as a counselor, Anush worked for 17 years as a public health researcher on numerous physical activity, nutrition, cancer screening, environmental health, substance abuse prevention, and other health promotion projects. It is Anush's background in health promotion, mental health and public health that fuels her commitment to using a holistic, wellness- centered approach when working with clients, and that helped to shape the Work-Life Balance Assessment

Please join us via Zoom on May 4, 2023 at 1 p.m. EST: [Join Balanced Card Sort Webinar](#)

ANNOUNCING THE 2022-2023 POETRY & ART CONTEST WINNERS

POETRY

Primary Division (K-2)

1st place: N/A
2nd place: N/A
3rd place: N/A

Intermediate Division (3-5)

1st place: N/A
2nd place: N/A
3rd place: N/A

Middle Division (6-8)

1st place: Rocco Bottelli, Currituck Middle School
2nd place: N/A
3rd place: N/A

Senior Division (9-12)

1st place: Noah Simcox, Northeast Guilford High School
2nd place: Neveah Hill, Cleveland Early College High School
3rd place: Haley Byrum, First Flight High School

Adult Student (18+ enrolled in school)

1st place: N/A
2nd place: N/A
3rd place: N/A

Open Adult (18+ not enrolled in school)

1st place: N/A
2nd place: N/A
3rd place: N/A

ART (CATEGORY 1)

Primary Division (K-2)

1st place: Cecily Horton, Exploris Elementary
2nd place: N/A
3rd place: N/A

Intermediate Division (3-5)

1st place: Victoria Yang, Seawell Elementary School
2nd place: Katie Wright, Fallston Elementary
3rd place: N/A

Middle Division (6-8)

1st place: Savannah Gately, First Flight Middle School
2nd place: Daisy Brewster, Manteo Middle School
3rd place: Fatima Santillan, Manteo Middle School

Senior Division (9-12)

1st place: Whitney Salazar-Gutierrez, First In Flight
2nd place: Cooper Bridges, Shelby High School
3rd place: Carol Ou, Shelby High School

Adult Student (18+ enrolled in school)

1st place: N/A
2nd place: N/A
3rd place: N/A

Open Adult (18+ not enrolled in school)

1st place: Kenny Walker
2nd place: N/A
3rd place: N/A

ART (CATEGORY 2)

Primary Division (K-2)

1st place: N/A
2nd place: N/A
3rd place: N/A

Intermediate Division (3-5)

1st place: N/A
2nd place: N/A
3rd place: N/A

Middle Division (6-8)

1st place: N/A
2nd place: N/A
3rd place: N/A

Senior Division (9-12)

1st place: Lucas Michael, First in Flight
2nd place: Joyner Drake, First in Flight
3rd place: N/A

Adult Student (18+ enrolled in school)

1st place: N/A
2nd place: N/A
3rd place: N/A

Open Adult (18+ not enrolled in school)

1st place: Rhonda Branch
2nd place: N/A
3rd place: N/A



CONGRATULATIONS

*Congratulations to the
2022-2023 contest winners!
For information about the 2023-
2024 Poetry & Art Contest,
please visit:
[https://nccdaonline.org/Poetry-
and-Art-Contest](https://nccdaonline.org/Poetry-and-Art-Contest)*

HIGHER EDUCATION AFTER INCARCERATION

BY INTELLIGENT.COM HIGHER EDUCATION TEAM

*THIS ARTICLE ORIGINALLY APPEARED ON INTELLIGENT.COM ON JULY 25, 2022 | WE HAVE PUBLISHED AN EXCERPT FROM THE PUBLISHED ARTICLE BELOW AS A MEANS TO SHARE THE RESOURCES WITH OUR CONSTITUENCY
VIEW THE FULL RESOURCE [HERE](#)*

According to a 2018 Prison Policy Initiative report, 25% of formerly incarcerated people don't have a high school diploma or equivalency — this is nearly twice as high as the rate for the general public. Also, only 4% of formerly incarcerated folks have earned a bachelor's degree or higher, while 25% of the general public has reached this level of education. Additionally, people with conviction records have an exceptionally high unemployment rate of 27%.

Higher education provides formerly incarcerated people with the ability to find good job opportunities and get their lives back on track. Indeed, people with prior convictions who enroll in college degree programs are 48% less likely to be incarcerated again than those who do not. Education benefits both formerly incarcerated people and society, as lower rates of recidivism lead to safer neighborhoods and less need to dedicate tax dollars to the prison system.

In this guide, we review how to get into college, the best degrees for people with prior convictions, and everything else that formerly incarcerated folks should know about higher education.

To view the full Higher Education After Incarceration Guide, visit this link:
<https://www.intelligent.com/education-and-career-guide-after-incarceration/>

Article Focus: Higher Ed

PARTNERING WITH FACULTY TO SUPPORT CAREER DEVELOPMENT OF DIVERSE POPULATIONS USING POSITIVE PSYCHOLOGY AND SELF-ASSESSMENT

BY CATHI CUREN & JENNIFER HENRIQUEZ

*THIS ARTICLE ORIGINALLY APPEARED IN [NCDA'S WEB MAGAZINE](#), CAREER CONVERGENCE AT WWW.NCDA.ORG.
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As one of the most diverse campuses in the nation with a large population of first-generation students of color, the Career Center at California State University, Dominguez Hills (CSUDH), aspires to strengthen students' self-efficacy and confidence as part of the career development process. While career readiness is a key component of post-graduation success, students at CSUDH often wait to contact the Career Center until their last semester of their collegiate journey. For this reason, one of the Career Center's goals is to support student success within the classroom well-ahead of graduation.

On the same note, for over fifty years Richard Bolles has pronounced that, "taking an inventory of yourself will give you 'something solid to stand on'" (Bolles & Brookes, 2022, p. 20), which coincides with the principles of positive psychology. Martin Seligman defines positive psychology as the scientific study of human strengths and virtues. Similarly, Seligman stated, "Questionnaires can measure it. Trainers can teach it. Achieving it not only makes people more fulfilled but makes corporations more productive, soldiers more resilient, students more engaged, marriages happier"(Gibbon, 2020, para. 4).

"Positive psychology is ideally suited for the task of considering one's future identity, exploring career possibilities, and deciding how to use and direct one's strengths and passions" (Wade et al., 2015, p.167). In our experience, we find that students with a limited work history often feel that they are unable to

compete with their more experienced peers. To this end, a study by Ingamells et al. (2013) found that students reported an increased confidence after using a strengths-based approach to recognize their talents and ability to contribute to the work world.

Positive psychology can increase students' self-confidence through an inventory of innate talent (Clifton Strengths, 2017). Students who work with and build on their strengths tend to be more engaged and find roles suited to their individual talents, which results in a better quality of life. Though employment in industries related to their field of study is often the end-goal for students, in the interim, using self-assessment tools provides students with internal guideposts and value sets that can help them navigate their education, and ultimately, their career.

The Research on Self-assessment

Researchers have discovered that college students who take time to clarify who they are by way of self-assessments have developed increased self-confidence, direction, hope, and altruism (Gallup, n.d.). These students

- Are more likely to succeed
- Take education seriously
- Have high emotional engagement
- Advance in achievement
- Improve attendance
- Earn more credits
- Bring positive ideas and energy to the learning process
- Have higher GPAs
- Have better retention
- Are more resilient

Plan and Approach to Aid Diverse Students

To facilitate the integration of positive psychology in the classroom, we reached out to faculty partners who we knew supported professional development. In our solicitation, two faculty lecturers from the English department agreed to work in conjunction with the Career Center to introduce these methods into their Freshman Composition curriculum.

After providing a brief overview of our approach to these faculty partners, we provided resources for the professors to consider when integrating these self-assessment tools into their curriculum (e.g., reflection prompts and research). Though we provided assessment-related resources, our underlying approach was to serve in an advisory role as these faculty members developed curriculum that integrated these facets of positive psychology aligned with their classroom environments and course learning outcomes.

As the semester unfolded, we continued to serve in a consultant role for our faculty partners and established three check-in points during the semester. During these check-in points, we invited our faculty partners to share their experiences navigating the integration of these philosophies and tools in their classrooms.

Since the curriculum in these English Freshman Composition courses emphasized understanding of rhetorical concepts and writing identities, our faculty partners found a natural space for using a strengths-based self-assessment in their curriculum efforts through reflective writing assignments. Students completed an assessment at the beginning of the course and with the prompts the authors provided, these instructors were able to embed the exploratory aspects of these resources into writing assignments that endeavored students to discover and value themselves with the goal of facilitating a growing understanding of their writing identities.

For example, some of the prompts CSUDH faculty partners integrated into their classrooms included the following:

- What were your initial impressions about your strengths?
- Discuss an accomplishment or a few that you are most proud of.
- When I need to absorb or think about new information, I use these innate abilities.

As students became an expert on self, they engaged in robust writing activities that improved upon their writing skills and the community building efforts of their classroom environments. Additionally, one student noted, “A benefit of understanding my strengths is that [now] I know where I [can] succeed when writing and know where I need to work on things to become better and improve.”

Support from Positive psychology and a Strengths-based Self-assessment

Partnerships are more likely to be successful if all parties involved are united in purpose, respect, and communication. Because the authors and faculty all recognized the importance of career readiness and professional development, our partnership with these faculty members was significant.

In working with self-assessments, students became an expert on self. They began to recognize how to utilize tools to achieve goals and to develop what is natural to them, in this case from a holistic and strengths-based approach. In a survey distributed at the end of the semester to students in these Freshman English Composition courses, we observed the following

- 78% Understood their Strengths
- 82% Grew in Confidence
- 82% Strengthened their Professional Identity

Further, after a review of the data, three overarching themes emerged from student responses: application, growth, and future. Respondents to the first-year semester survey connected their strengths to writing practices, appreciated learning about their personal growth, and articulated the ways their talent related to their career goals.

Overall, students gained clarity of their natural talents, which increased their confidence. Self-awareness provides students insight into their natural talent inventories, which gives them a solid footing to pursue their career goals. Positive psychology and a strengths-based self-assessment provided the means to support a group of diverse CSUDH students in the classroom.

References

Please view references via the original article, published through NCDA [here](#).

HELPING CLIENTS REDUCE ANXIETY SYMPTOMS AT WORK

BY MEGAN MYERS

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Increasing Levels of Anxiety

Much of the US experiences high levels of work stress or anxiety, which can impact day-to-day life and work performance. A staggering number of US workers, 83%, suffer from work-related stress, according to 2022 statistics shared by The American Institute of Stress (n.d.). When the COVID-19 pandemic hit, four in ten adults reported experiencing anxiety symptoms (Panchal et al., 2021).

Anxiety might present itself in a range of symptoms, such as racing thoughts that are difficult to control, increased perspiration, tense muscles, difficulty sleeping, lethargy, gastrointestinal problems, and difficulty concentrating (Anxiety & Depression Association of America, n.d.). In order for career coaches and career counselors to support their clients in their career goals, it is important for them to understand and teach clients how to mitigate anxiety in the workplace.

Coping With Anxiety

While counselors can help understand the core issues and trauma that might create certain anxiety triggers, career coaches and counselors can help clients cope with anxiety symptoms. There is a growing body of research that suggests that Dialectical Behavioral Therapy (DBT) can also be helpful in mitigating anxiety symptoms, especially when it is co-occurring with other mental health disorders such as depression (Webb et al., 2016). Below are suggestions for helping clients understand and cope with anxiety in the workplace.

Identify Anxiety Triggers

The first step in coping with anxious feelings at work is noticing which work scenarios typically trigger such feelings. DBT encourages clients to notice their emotions and triggers without judgment to reduce shame centered around these feelings.

Common work triggers:

- Presenting material or talking in front of a group
- Taking on a new project or task outside of typical requirements
- Meeting a fast-approaching deadline
- Working with difficult team members
- Receiving unclear instructions, expectations, or communication

Listen to the Body

By the time an individual becomes aware of their anxious thoughts at work, they are likely already feeling anxious in their body. All emotions are felt in the body, and individuals can take cues to better understand and manage the onset of anxiety symptoms (Nummenmaa et al., 2013). By slowing down and identifying bodily signals, it is possible for clients to address anxiety earlier and determine how best to react in the moment (Simpson, 2022). Note that anxiety symptoms are nuanced and can vary depending on the individual.

Common somatic signs of anxiety:

- Tense shoulders
- Clenching the jaw
- Tapping hands or feet
- Increased heart rate
- Difficulty breathing

Teach Grounding Tactics to Reduce Anxiety

The phrase grounding simply means stabilizing the body from emotional unrest or stress. Because anxiety

simultaneously occurs through the mind and body, it is important to address the somatic symptoms in the body to decrease anxiety or stress. Grounding helps calm the body and focus the mind so effective decisions can be made on how to handle difficult situations at work. Grounding techniques may be physical or mental (Raypole, 2022).

Grounding techniques:

- Run wrists under cold water or splash face with cold water
- Engage in paired muscle relaxation to reduce muscle tension
- Bi-lateral tapping: cross your arms and tap each shoulder slowly
- Hold ice pack against wrists or the back of neck
- Walk up and down the stairs.

Distracting to Reduce Anxiety

If your client is finding it difficult to engage in grounding activities at work, distraction from anxious thoughts can be helpful. Encourage clients to notice when they are focused on something that is causing worry or stress. Direct them to shift their focus away from these thoughts for at least 30 minutes. This can be helpful in the moment, though it might not be a long-term solution to cope with anxiety.

Recommendations for distractions:

- Put in headphones and listen to music or a podcast
- Engage in a work activity that is technical and requires a great deal of focus (i.e. detailed spreadsheets)
- Call or chat with someone over instant messenger
- Watch a short video.

Validate Anxious Feelings

Individuals tend to experience increased anxiety when they feel shame or guilt for feeling anxious. Often there is a deeper reason someone is feeling anxious, even if the reason is not apparent at the moment. Therefore, validating your client's anxiety is imperative in reducing the overall symptoms (Harris, 2015).

Additional Tactics Coaches Can Recommend for Reducing Work Anxiety

While tactical and somatic coping mechanisms for anxiety symptoms have been discussed so far, here are a few other methods you can utilize when coaching clients.

- Determine whether or not your clients are taking breaks throughout the workday
- Explore ways with your clients on how to set clear work boundaries and communicate those boundaries to their manager
- Ensure your client's communication is clear and that they have their job tasks in writing
- Reflect on how your clients can avoid engaging in prolonged dialogue with cynical or critical co-workers
- Assess your clients' time management practices and organization techniques
- Encourage clients to be realistic about their goals and avoid overly perfectionist expectations for themselves
- Inquire as to what wellness resources clients might have available to them through their employer (Hartnett, 2022) such as a flexible time-off policy or free meditation apps
- Discover areas of opportunity for clients to speak up and ask for help when needed.

Why Workplace Anxiety Matters to Coaches

Because workplace anxiety is increasing, companies are beginning to support their employees' mental health needs. Many companies are now offering stipends for coaching and counseling or giving access to online mental health resources (McLaren, 2020). As companies realize the need for additional employee support, career coaches will also have to be aware of the mental health challenges employees might be coping with. Anxiety can impact the client's ability to be an effective leader, pursue a new job, or advocate for a promotion. Taking active steps to help clients reduce anxiety will allow clients to better focus on their career coaching goals.

References

Please view references via the original article, published through NCDA [here](#).

BRINGING ALL STUDENTS INSIDE THE CIRCLE: DEI AND CAREER DEVELOPMENT IN K-12 SCHOOLS

BY JENNIFER K. STRATTMAN

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School is among the first places where children learn career readiness skills and gain knowledge about self and others. The pandemic and recent school violence has underscored the need to address diversity, equity, and inclusion (DEI) and school safety measures to provide resources and to protect the physical and emotional safety for all learners (Hall & Love, 2022; NASP 2021). With inequity, prejudice, discrimination, and school safety substantial concerns, it is probable that students of diverse backgrounds have limited access to optimal vocational counseling and opportunity. Gottfredson's (2002, 1996, 1981) work further provides disturbing implications surrounding self-concept, self-esteem, and career development.

Gottfredson's Theory

Gottfredson's (2002, 1996, 1981) Self Creation, Circumscription and Compromise Theory asserts that the interplay between cognitive development, self-perceptions, and societal expectations result in young people eliminating initial career dreams for more socially acceptable or achievable goals. These decisions are often based upon societal representations of sex-type and prestige as well as their perceived intrapersonal attributes as they relate to potential careers. More specifically, Gottfredson asserts that children engage in circumscription (i.e., refuting previous career aims) and compromise (i.e., adjusting career goals according to what they believe is attainable) over four developmental stages: Orientation to Size and Power (ages 3-6), Orientation to Sex Roles (ages 6-8), Orientation to Social Validation (Ages 9-13), and Orientation to Internal, Unique Self (Ages 14 +). In the first three stages, Gottfredson argues that children often eliminate options—circumscription—and in the latter stage, they modify their options—compromise—based upon what they have already rejected. The concern then is the idea that children reject many opportunities before they possess the capacity to weigh their options.

Regarding DEI, implications are significant. If, early on, children build semantic categories for larger constructs, like “boy,” “girl,” “big,” and “small,” it is apparent that with maturity and with societal messages, learners become attuned to more subtle but damaging categorical representations—such as “rich,” “poor,” “able,” “disabled,” “us,” and “them.” By age nine, many understand “high” and “low” as related social status and therefore refute all options they view as outside of their “tolerable level boundary” as related to perceived socio-economic status, ability, achievement, and overall opportunity” (Gottfredson, 2022, p. 98). It is at school where children perceive the social status, ability, and academic achievement levels of themselves and those around them (Gottfredson's (2002, 1996, 1981). For marginalized groups then, it is likely few options seem attainable.

Implications for DEI and Career Development in Schools

Gottfredson's theory illuminates why disadvantaged and underprivileged students have a harder time reaching their vocational aspirations. To promote career development, schools have a role in advocating for DEI initiatives. They must consider how differences in race/ethnicity, sex, socio-economic status, sexual orientation, gender identity, refugee/immigration status, disability, English proficiency, and religious affiliation—and potential intersectionality therein— impact student's identity and career development (NASP, 2017). If the burgeoning self-concept is the working structure in Gottfredson's (2002, 1996, 1981) model, individuals of marginalized groups are receiving negative and/or conflicting messages about themselves and the world around them.

In fact, recent research reveals that students of color, especially black and indigenous students, are

frequently overrepresented in special education and are often victims of exclusionary discipline (NASP, 2021). The pandemic has also highlighted racial and socio-economic disparities where Black and Hispanic families were 1.3-1.4 times as likely as white families not to have access to digital resources and more than 2 in 5 low-income households had limited access (Simon, 2021). Taken together, these findings reveal that underrepresented and underprivileged students might be more likely to need more support and affirmation to facilitate identity and career development.

Strategies for Integrating Career and DEI Practices in Schools

The following are suggested strategies for specific stakeholders in the K-12 school system.

- **School and Career Counselors:** School and career counselors have an instrumental role in supporting all students. They need to grasp that through the circumscription and compromise processes, students have likely rejected multiple options. Learners must therefore have the opportunity to reconsider these options while balancing reality(e.g., local training programs, financial constraints, family commitments) with a new set of options that enhance their view of what they can do. Counselors can encourage students to gain real-world exposure to new experiences so students can ascertain their strengths and weaknesses and build upon what they know about themselves to compete in a preferred vocation.
- **Teachers and School Personnel:** Teachers and school personnel can reflect upon the messages that school and culture send to students of varying backgrounds and identities. They have the chance to dispel myths about identity and to expand students' repertoires at early ages about opportunities and how cultural mores and expectations can limit growth. Restorative circles—conducted in a developmentally appropriate manner—can allow for authentic and candid conversations about marginalization, privilege, and implicit bias (Abrokwa, 2022;Shaikh, 2021; Huang, Greer, & Downing, 2018). Overall, conversation and awareness are likely to mitigate and reverse the processes that have so negatively impacted career development.

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Schools Can Help

Gottfredson's (2002, 1996, 1981)'s Circumscription and Compromise Theory purports that students are likely to eliminate career opportunities before they can weigh their options. Despite disturbing findings about career acquisition and DEI, schools are in a unique position to reduce prejudice and discrimination while facilitating career development for all students by enhancing counseling supports, educating personnel about the harmful messages at work, and fostering open, honest dialogue.

References

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