



# NCCDA NEWSLETTER

NORTH CAROLINA CAREER DEVELOPMENT ASSOCIATION



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# GREETINGS FROM OUR NCCDA PRESIDENT, STACEY HUFFMAN

**STACEY HUFFMAN**

ASSISTANT DIRECTOR FOR CAREER EXPLORATION  
UNIVERSITY OF NORTH CAROLINA WILMINGTON

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

Dear Colleagues and Friends,

I hope your transition into the fall has been a smooth and easy one! From the conversations I've had with fellow members and the posts I've seen shared on social media, there's no doubt that you all have been busy! It is easy to get overwhelmed when our students and clients are so hungry for those in-person interactions and activities (says the introvert) or when we are feeling the strain of being short-staffed. I hope that you are remembering to take care of yourself during this period of busyness even if it's finding just little moments here and there to catch your breath and take it all in. With that, I share with you this quick and short mindful moment activity.

Our Executive Board has also been quite busy! In the newsletter below, you will see some of those highlights - from planning the annual conference (to be held in-person in March!), managing a large community outreach project, getting creative with membership grant support, recruiting interns, conducting member outreach, and professional development programming. I want to give a huge shoutout to our amazing board members as this association would not be the community of warmth and support that it is known for without their tireless efforts.

As the weather continues to cool down and the holiday season starts approaching, I again encourage you to take mindful pauses, soak it all in, and appreciate how far we have come since the "Before Days" as my friend Dr. Belinda Wilkerson calls it (see her article below). And if there are any colleagues that you feel the urge to extend some gratitude towards, then perhaps you consider nominating them for one of our NCCDA Professional Recognition Awards.

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 in March! Until then, I extend warm wishes to you all.

With Gratitude,  
Stacey Huffman  
2022-2023 NCCDA President

# MORNING MUSINGS ARE BACK IN PERSON!!

SNAPSHOTS FROM MORNING MUSINGS ON THURSDAY, SEPTEMBER 8TH

After over 2 years, we had our first in person Morning Musings on September 8th with a wonderful turn out in six locations across the state! Career development professionals from across the state were able to meet up in various locations, including the Outer Banks, Wilmington, Fayetteville, Raleigh-Durham, Charlotte, and Winston-Salem. It was so wonderful to meet new colleagues and reconnect with old friends! Thank you to our hosts: Duke Wallin, Belinda Wilkerson, Ram Athavale, Morgan Ray, Amy Willard, Jamie Johnson, and Karen Ingram.

If you are interested in hosting in your city, please reach out to Stacey Huffman: [huffmans@uncw.edu](mailto:huffmans@uncw.edu)





# LESSONS FROM MORNING MUSINGS: THE POWER OF YET

BY BELINDA WILKERSON, NCCDA PRESIDENT-ELECT



Me, myself and I. Party of one for the Fayetteville area North Carolina Career Development Association (NCCDA) Morning Musings recently. Designed as an opportunity for career professionals to network, this was our first in-person Morning Musings since the Before Times and the first one in Fayetteville.

I was excited for the possibilities that come from expanding the NCCDA into Cumberland County. New connections, new ideas and possibly, new members of NCCDA. Alas, it wasn't meant to be... yet.

I remained hopeful while I devoured an avocado, egg white and spinach breakfast sandwich. My muscles were crying out for nourishment after a one-hour strength training session with the amazing Samantha at the Fitness Studio Downtown. I had my Morning Musings sign on the table so folks would know they had come to the right table and a half sheet with the benefits of NCCDA membership. I was having a mini Field of Dreams moment- build it and they will come.

It was painfully obvious after 15 minutes that it would be a solo outing. Rather than leave, I make a conscious decision to turn a negative into a positive. I already had the time on my schedule, so there was no need to rush back to my home office where it would be me, myself and I with an occasional furbaby wandering in. I people - watched instead.

A lively group came in together and carefully selected a table for their meeting. Joined by others, they moved away because the vent above their table was blowing cold air. Yes, I was listening in. As their group grew, they eventually moved by consensus to the outside seating area. I smiled and thought about the fairy tale, Goldilocks and the Three Bears - finding the one that was just right.

Another man held individual meetings with 2 people during the time I was there. Whatever they were meeting about, it looked serious and the facilitator of the meeting spoke in a comforting manner to the 2 individuals. Each of those folks seemed lighter on their way out.

Several folks silently read nearby while having their meal, including the nice woman who took this photo for me.



So, what are the lessons here?

**The power of yet.** I really wanted to meet more like-minded people in Fayetteville. My wish did not come true that day but it will. Carol Dweck, in her TEDx Talk, *The Power of Yet*, speaks about the power of yet versus the tyranny of failure. She equates the power of yet with having a growth mindset. Elmo's friend Zoe, with the help of Sal Khan and Elmo, demonstrated the power of yet by creating a ramp for her race car after initially giving up. Using Dweck's growth mindset, I plan to reach out to other facilitators to see what they did to encourage people in their areas to attend Morning Musings. Duke, I'll be calling on you because you rocked it in the Outer Banks. You see, this first meeting was not a failure. It's ripe with the power of yet.

**Slow down, you move too fast.** In the Before Times (so much has changed since then), my first impulse would have been to leave Panera after 10 -15 minutes, full of disappointment and frustration. If I haven't learned anything else during this pandemic, I've learned it's okay to slow down. Regularly now, I give myself permission to just be. Simon and Garfunkel call it **Feelin' Groovy**.

*Slow down, you move too fast  
You got to make the morning last  
Just kicking down the cobblestones  
Looking for fun and feeling groovy  
ba da-da da-da da-da, feeling groovy.*

**Pivot.** Raise your hand if you have not had to pivot in the past 2 years. Hmm, I don't see any hands out there. That's because we all learned the art of pivoting. Listen to Aleem Syed Syed share *Pivoting in Life* and get inspired. Rather than fret, I pivoted and delighted in a tasty sandwich and enjoyed watching folks go about their business. My pivot was not as grand as Syed's, but it worked for me.

The party of one will eventually turn into parties of two or more because of the power of yet.

# SAVE THE DATES!

## MORNING MUSINGS NOV. 17TH



Mark your calendars for **Thursday, November 17th** for our next Morning Musings! Those who are interested in hosting a meetup in their hometown can contact Stacey Huffman at [huffmans@uncw.edu](mailto:huffmans@uncw.edu).

We look forward to seeing you there!

## FALL WORKSHOP NOV. 3RD

Save the date for this free webinar facilitated by Lesah Beckhausen, Markell Morris, Jamie Johnson, and Jim Peacock. Receive 1 NCD A continuing education credit for attendance.

Registration will be live on the [NCCDA website](#) soon.

The graphic features a white background with several realistic autumn leaves in shades of yellow and orange scattered across it. In the top left corner is the NCCDA logo, which consists of a green circular arrow surrounding the letters 'NCCDA' in blue. To the right of the logo, the text 'NCCDA Fall Workshop' is written in a clean, black, sans-serif font. Below this, the title 'Career Change Challenge' is written in a large, elegant, black cursive script. Underneath the title, a short paragraph in a smaller black font reads: 'Innovative and practical strategies to assist clients in transition. Presented by: Lesah Beckhausen, Markell Morris, Jamie Johnson, Jim Peacock (1 CE/NCD A)'. At the bottom left, there is a solid green rectangular box containing the text 'Thursday, November 3' and 'Zoom/Virtual' in white, followed by 'Registration coming soon!' in a smaller white font. At the very bottom, the phrase 'Change...can be a good thing!' is written in a light brown, cursive script.



# ANNOUNCING THE 57TH ANNUAL POETRY & ART CONTEST!



**This year's theme is**  
**"Career Development Around**  
**the World: Making**  
**Connections**  
**and Increasing Access**  
**to Impact the Global**  
**Labor Market"**

Entries will be judged on how they celebrate and inspire career development with a positive tone while emphasizing the national theme. Your ideas are valuable and worth celebrating!

Every adult and student enrolled in school is eligible, as well as adult practitioners who are not in school. Entries may be either poetry or art. Contest divisions areas include:

- Primary - grades K-2
- Intermediate - grades 3-5
- Middle - grades 6-8
- Senior - grades 9-12
- Adult Student - ages 18 and older, enrolled in school
- Open Adult - ages 18 and older, not enrolled in school

**State Contest Submission Deadline: December 20, 2022**

Submission Form Links:

- [Art 1 & A2 Submission Form](#)
- [Poetry Submission Form](#)

For more information, view the contest brochure [here](#).

Questions? Contact NCCDA National Career Development Month Co-Chairs Kelsey Hines (khines1123@gmail.com) or Morgan Ray (morgan.ray@shawu.edu), or NCCDA (nccdamembers@gmail.com).

# NCCDA INTERNS WANTED!

NCCDA is hiring Newsletter Interns! Duties include: gathering information, writing short, creative articles on a variety of topics related to career development to be included in quarterly NCCDA newsletters.

This is a great opportunity for graduate students, new professionals, or any career development professionals who are looking to get involved with NCCDA, connect with the NC career services community, and gain valuable experience! We provide a small stipend and/or cover membership fees for each intern for their time and services. Please share this opportunity with anyone that might be interested.

To apply, please email your resume and a very brief cover letter explaining your interest in the role to Flannery Clair, NCCDA Social Media & Newsletter Chair (flannerykclair@gmail.com) by **Friday, October 14th**.



# VOLUNTEERS NEEDED!

## SUBCOMMITTEES

Keynote Speakers

Session Speakers

Marketing

Registration

Hospitality | Set Up

Sponsors | Vendors



## SPRING CONFERENCE

# volunteers needed !!!

March 2023

Contact Belinda  
doctorb@steps2thefuture.com

Get involved with NCCDA by joining in on planning our 2023 annual conference.

Contact Belinda Wilkerson,  
President-Elect & Conference  
Chair at  
doctorb@steps2thefuture.com  
for more information.



# SERVING OUR FIRST-GENERATION UNIVERSITY STUDENTS

BY DONNA MONTOKA

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According to The Center for First-Generation Student Success, more than 50% of U.S. undergraduates are considered first-generation-students who come from families where neither parent completed a four-year college degree (NASPA, 2019). Many barriers for first-generation students influence the higher likelihood that they do not complete their education compared to continuing-generation peers (U.S. Department of Education, 2021). Career services professionals must understand the unique challenges first-generation students encounter and effectively support students as they navigate towards life-long career success.

First-generation students have fewer professional contacts and social capital than their continuing-generation counterparts. With 85% of jobs located in a hidden market (McIntyre, 2020), diminished social capital can stunt first-generation students' careers. Gallup Research (2018) observed that "college graduates are almost two times more likely to be engaged at work if they had a mentor who encouraged them to pursue their goals and dreams (para 6)." However, most first-generation students must build a professional network from scratch (Career Advising and Professional Development, 2021).

Financial pressures are also common; 27% of first-generation students come from households earning \$20,000 or less (MIT, 2021). Many first-generation students find themselves working to support not only their studies, but also their families. Time constraints prevent attendance at campus activities such as career fairs and leadership opportunities (Maietta, 2016). Often first-generation students must choose between unpaid internships and jobs less career oriented. Overwhelming financial pressures often result in taking paid jobs over unpaid internships. Internships, however, are the number one source for transitioning graduates into entry level employees (NACE, 2021). With nearly 40% of internships being unpaid (Boskamp, 2022), many first-generation students will experience career setbacks if they forgo experiential learning.

First-generation students also navigate other career readiness barriers. First-generation students lag behind their continuing-generation peers in career readiness domains such as networking, career management and professional communication. Only 16% of first-generation students work with career centers during their first year of college (MIT, 2021). Consequently, many first-generation students lack an understanding of career considerations such as how majors may or may not have to be directly aligned with career aspirations. The prevalence of internal and family pressure to succeed, lower self-efficacy, and higher instances of imposter syndrome influence many first-generation students, who may be skeptical about their own skills and abilities (Maietta, 2016).

## Support Strategies

Career centers have an opportunity to support the unique situations of first-generation students through the strategies below. While career services professionals' ability to implement these initiatives may vary depending on the structures and resources of their institutions, career services can multiply force and strategically design an inclusive environment for first-generation students, if they collaborate with faculty and other campus departments.

### A holistic, paid internship program

Internship experience is the top qualifier between otherwise similar recent graduate candidates. Career centers can create a holistic internship program with employer partners to address many setbacks for first-generation students. Effective programs include ongoing support to students as they search for positions and financial assistance to students who participate in unpaid internships. Through various professional development workshops, career services professionals can also teach students self-reflection and career navigation skills in order to connect internships to academic and post-graduate work.

## **Mentorship programs**

First-generation students do not feel they have a professional support system and need assistance navigating campus services (Maietta, 2016), as it is common that they do not know where to turn for help (EAB, n.d.). Meanwhile, they believe that college is a gateway to career and financial success (Brandeis, n.d.). First-year, first-generation students will benefit from a mentorship program especially, as having a mentor during transition times – such as entering college – improves students’ abilities to succeed and helps connect students with resources and advocates (Venable, 2021). A cohesive mentorship program for first-generation students closes these gaps. When designing a program, career services professionals need to create groups that connect entering first-generation students, first-generation peer mentors, and faculty/staff mentors. Networking opportunities with alumni at events and shared resources increase students’ confidence and connect academic interests and career goals.

## **Purposeful on-campus student employment program**

On-campus student employment lends a prime opportunity to support students’ career growth and skills. A purposeful, institutional-wide on-campus student employment program can be instrumental in helping students. Career services can assist program leaders by showing the value of the following:

- A manual, based on best practices, for on-campus employers including resources regarding career competencies, review processes, and workplace etiquette to discuss with students
- Paid professional development workshops for student employees
- Referrals to the career center for coaching, exploration, and connecting on-campus work with future goals
- “Student Employee of the Year” and “On-Campus Student Employer of the Year” awards to celebrate and model excellence

## **Integrated career content in key courses**

It is important to provide career support without adding to students’ workload. If career services professionals partner with faculty, they can embed support into students’ courses. Curricular initiatives remove time and cost constraints for low-income working students. Students also trust and rely on their professors. The more professors and career practitioners collaborate, the more students are engaged. Faculty partnerships could include career-focused presentations catered to each class’s unique focus of students (e.g., “internships for humanities majors” or “graduate programs in sociology”). Students could also complete career assignments that integrate actions into grades (e.g., writing or revising resumes, completing informational interviews, networking, or visiting the career center). Staff can also arrange mock interviews, alumni panels, and employer visits.

## **Addressing Unique Needs for a Successful Future**

In conclusion, first-generation students often encounter unique obstacles, such as the lack of professional mentors, financial pressures, and time-constraints. Targeted initiatives including internship, mentorship and on-campus employment programs, and curricular-embedded career education enable career services professionals to empower students to overcome these challenges. Through ongoing reflection, learning, and innovate support, the career services field can better serve this population of students as they work towards life-long successes.

## **References**

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

## **About the Author**

**Donna Montoya** is the assistant director of career development at Linfield University where she leads strategic partnership initiatives and career advising for liberal arts students. Donna is on the leadership committee and staff mentor for Linfield’s First Scholars program which provides a wrap-around experience for incoming first-generation students. She holds an M.B.A. and is a Certified Career Services Practitioner through NCDA. Donna can be reached at <https://www.linkedin.com/in/donnabanwarthmontoya/>

# STEM CAREER DEVELOPMENT WITH THE HELP OF INDUSTRY EXPERTS

BY SUSAN MARCHESE

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For over 50 years, the occupational environmental health and science professional (OEHS), also known as industrial hygienists, have operated behind the scenes and their roles and value to the workplace commonly have been misunderstood. A lack of exposure to STEM jobs in the field and career resources are factors that have, in the past, impacted the limited number of middle school and high school students expressing interest in the STEM profession. However, things changed when COVID-19 catapulted OEHS STEM careers into the spotlight and more students than ever before were exposed to jobs in the field during the pandemic, piquing their interest. According to the British Science Association, young people are more interested in a science career as a result of COVID-19. Findings from the BSA's recent survey revealed a marked uplift in young people (14-to-18-year-olds) who would now consider working in a scientific field as a result of COVID-19 – with 37% of young people now more likely to consider a scientific career (BSA, June 19, 2020).

## STEM Careers More Visible and In Demand

The repeated exposure to OEHS “PPE and ventilation” experts who were keeping people safe during the pandemic, generated more awareness of the once invisible OEHS STEM professionals and career opportunities. As a result, career resources for middle and high school students highlighting dynamic job opportunities in the field, such as [OEHScareers.org](https://www.oehscareers.org/), grew rapidly and are now helping career counselors guide the next generation of students interested in a STEM profession.

Counselors with students who are interested in the following careers may notice a fit with OEHS careers:

- Pre-med
- Pre-pharma
- Biomedical/biochemistry engineering
- Biology
- Physics
- Nursing
- Epidemiology
- Toxicology

The demand in STEM jobs is expected to outpace that of non-STEM jobs in the upcoming years (Fry et al., 2021). In fact, labor projections show strong growth for many STEM occupations in the United States, particularly epidemiologists, medical scientists, biochemists and biophysicists, and biological technicians, among others (U.S. Bureau of Labor Statistics, 2021). Employment is projected to grow from 153.5 million to 165.4 million over the 2020–2030 decade, an increase of 11.9 million jobs and healthcare as one of two fields projected to add the newest jobs (U.S. Bureau of Labor Statistics, 2021). For individuals looking at a career in STEM, the opportunities are endless. Having age-appropriate access to educational resources about STEM jobs is critical for career counselors working with students K-12.

## Benefits of STEM Careers

Career counselors will find numerous benefits for students interested in a STEM career. For example, OEHS careers offer generous benefits, including little to no tuition debt and full scholarships thanks to federal incentives, generous private scholarships from organizations such as the [American Industrial Hygiene Foundation](https://www.aihf.org/) (AIHF) and special bachelor's and masters' programs. Plus, this growing profession promises a near-certain job placement after graduation, with internships in business sectors such as natural



resources, pharmaceutical and healthcare companies, oil and gas companies, mining, federal and state government departments, national energy labs and chemical manufacturing, among many others. Pursuing a degree in the field appeals to many students because STEM careers often pay wages far above the national average and continue to rank higher on the pay scale, with the typical worker earning more than those in other occupations (Occupational Outlook Quarterly, 2014). For example, the average starting salary for young OEHS professionals is \$58,300; after 10 years with their certification, the reported annual base salary in the U.S. was \$113,641 (AIHA's Salary & Compensation Survey, 2019).

### Resources for STEM Career Exploration

To aid in the exploration of STEM careers, career counselors can share videos from STEM professionals talking about a day in the life of the profession. Commonly referred to as "IH" and "OEHS," these STEM-oriented jobs are in demand - and can be quite lucrative. Visitors to [OEHSCareers.org](http://OEHSCareers.org) can meet Vishal Nathu, the Senior Manager of Workplace Health & Safety at Amazon Logistics. He says his job as an IH/OEHS is very diverse:

Some of the subjects we deal with at hand are chemistry, biology, physiology, toxicology, engineering, chemical engineering, it's truly endless and no two days are the same. I'm never stuck behind a computer all day. An average day for me is traveling, seeing my sights, listening to our associates and team members and learning pinch points and thinking backwards to learn how we can prevent this in the workplace. Sharing a passion for science while protecting people from work-related health risks - that's the power of a career in the fields of IH and OEHS (OEHS, n.d. 03:13)

Career counselors can also assist students in learning about the future of STEM professional pathways with guidance from STEM associations and industry groups dedicated to careers and employment such as AIHA's Career and Employment Services Committee (CES). CES developed the [CareerAdvantage Center](#) to assist with identifying employment/career opportunities and provides forums such as the Development Fair, online job board, career counseling, and webinars to enhance career transition skills. This powerful new job board makes it easier for IH/OH professionals to advance their careers and for companies to attract the best and brightest of the IH/OH field. The new platform provides a variety of employment resources, tools, and services for IH/OH job seekers and employers throughout the country.

Career counselors may start by assessing personality traits to see if students possess some of the common OEHS traits such as:

- Competitive, ambitious, driven
- Passionate, compelling
- Global, internationally minded
- Technical, analytical
- Practical
- Inclusive and exclusive
- Idealistic
- Forward-thinking
- Evidence-based, process-oriented



### Students with a future in STEM

Students interested in STEM and looking for a career with a sense of purpose, a higher-than-average starting salary, and opportunities for advancement will thrive as OEHS professionals. School and career counselors supporting students excited about STEM can learn more about opportunities and receive free multimedia resources from industry experts, such as those at [OEHSCareers.org](http://OEHSCareers.org). While the covid pandemic has altered careers for many people, this positive change for students may aid the STEM field for years to come.

### References

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

## About the Author

**Susan “Sue” Marchese, MS, CAE**, is AIHA’s Managing Director, Strategy and External Affairs. She started as Director of Marketing and Communications with AIHA in 2014 and is responsible for developing strategies and directing all marketing and public relations campaigns for the association, its LLCs, and foundations. A few hallmark projects she has led are: AIHA’s rebranding and public awareness campaign, as well as the Back To Work Safely initiative. Her career in non-profit marketing and communications has spanned over 25 years and she recently earned her certification with the American Society of Association Executives. With her wide range of experience, including running the international marketing department in the auditory division of Boston Scientific, serving as executive director of Hearing Health Foundation and The National Campaign for Hearing Health for 5 years, Sue continues to bring innovative, engaging, and impactful ideas to grow AIHA. She earned a BS in Political Science and International Relations from Fairfield University and holds a Master of Science, Organizational Development degree from New School University. She is a Certified Association Executive (CAE). She can be reached at [smarcheselewis@aiha.org](mailto:smarcheselewis@aiha.org)

# FUTURE-PROOFING CAREERS: HOW TO HELP CLIENTS STAY VIGILANT, RELEVANT, AND MARKETABLE

BY DONNA GASPAR JARVIS

*THIS ARTICLE ORIGINALLY APPEARED IN [NCDA'S WEB MAGAZINE](#), CAREER CONVERGENCE AT [WWW.NCDA.ORG](http://WWW.NCDA.ORG).  
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The rapid acceleration of technology, economic uncertainty, and the global pandemic has led to an unpredictable world of work, which can cause anxiety in clients as they choose or change careers or strive for job security and stability. A Hopes and Fears survey (PwC, 2021) found that nearly 40% of 32,500 workers in 19 countries think their job will be obsolete within five years. A recent Harris Poll (NCDA, 2021) found that 70% of more than 1,500 working adults believe the effects of technological automation will impact their work either personally or within the job market in general. LinkedIn has more than 100,000 people following the hashtag #futureofwork. Given these concerns, how can career practitioners best support clients in future-proofing careers?

Something is defined as “future-proof” when it continues to be useful or successful in the future, even if a situation changes (Collins, 2022). From a career development perspective, future-proofing is the process of anticipating the future world of work and developing ways to minimize the impact of unforeseeable events. Helping clients take concrete measures now to research and prepare may quell fears. This process can start with assessing clients’ level of readiness for future work, then supporting them in future-proofing by helping them stay abreast of employment trends, embrace lifelong learning, and build a supportive community.

## Assessing Readiness for the Future

Career practitioners can help clients assess their readiness using the Future Career Readiness Index, based on the work of John Fitzgerald (2018). This free, online tool measures five categories of a future-ready mindset and readiness: personal development; professional development; understanding the internal market; awareness of the external environment; and taking advantage of chance opportunities.

Using results from this assessment as a springboard, career practitioners can move to enhancing clients’ knowledge of employment trends and develop strategies to strengthen skills and networks for future employability.

## Cutting through the Noise of Employment Trends

There is no shortage of surveys and media reports touting the latest “hot jobs” or specific skills employers most want. Discerning which information is most relevant for career decisions can be challenging. A reliable source for employment trends is the U.S. Bureau of Labor Statistics’ (BLS, 2021) projections for the fastest growing and most in-demand career fields from 2020-2030, such as computer and mathematical occupations, healthcare, counselors and therapists, marketing professionals, and more. While this data is a useful starting point, projections that span a decade may not reflect the impact of more immediate factors, such as a pandemic or economic fluctuations. With Deloitte’s industry outlook data (Deloitte, n.d.), clients can learn about trends, challenges, and opportunities in specific industries they currently work in or are considering moving into.

In-demand skills can also provide helpful clues to growing career fields. For example, LinkedIn data (Anderson, 2020) from more than 660 million professionals and 20 million jobs revealed that the most in-demand hard skills are blockchain, cloud computing, analytical reasoning, artificial intelligence, UX design, business analysis, affiliate marketing, sales, scientific computing, and video production. The most in-demand “soft” skills from the same analysis were creativity, persuasion, collaboration, adaptability, and emotional intelligence. Skills data may be easier for clients to grasp because it is actionable as it informs upskilling and continuing education.

## Embrace Lifelong Learning

The World Economic Forum (2020) has predicted that 50% of all employees will need reskilling by 2025, and 40% of current workers’ core skills will change. Staying proactive in developing new skills and competencies most desired in a particular field or industry is important. This includes knowledge and technical abilities to perform certain tasks (hard skills) as well as personal traits and behaviors of how people go about doing their work (soft skills).

According to Monster (2021), skills factor heavily into future of work hiring trends, potentially mattering even more than measures valued in the past, such as advanced degrees or number of years of experience. Career practitioners can encourage clients to take advantage of free or low-cost online courses and certification programs, such as those offered by LinkedIn Learning, Udemy, Coursera, and more. Clients can also build tech skills through platforms such as Codecademy, Alison, Udacity, or Skillshare, as well as at community colleges or by investing in degree programs.

In LinkedIn’s Global Talent Trends report (2022), 92% of recruiters said soft skills matter as much or more than hard skills. Four of the five most popular classes on LinkedIn Learning from July 2020 to July 2021 were soft skills-related (Lewis, 2021): Unconscious Bias, Strategic Thinking, Communicating with Confidence, and Speaking Confidently and Effectively. Another way clients can retool skills is to seek professional development opportunities, either on-the-job or through volunteer, community-based, or leadership activities outside of work.

## Build Community and Connections

Job seekers have long been encouraged to develop networking skills and maintain online professional branding efforts through platforms such as LinkedIn. Future-proofing careers requires individuals to go beyond traditional networking methods for job-seeking efforts and to be more proactive in building ongoing relationships and support communities.





Building a professional tribe, a collaborative network of peers with similar professional interests, goals, or values, provides individuals with a place to seek solutions to professional issues and share resources and best practices. In a professional tribe there are no stars or leaders; rather it is a place to make connections, be authentic, build trust, and credibility. Leveraging the value and impact of this community is an empowering strategy for clients in exploring, developing, or shifting careers and for remaining on top of trends that can enhance their career security.

Encourage clients to be active participants and connectors, to post information, and to share resources in groups to be recognized as a valuable contributor. Clients can cultivate and nurture professional relationships through constituency groups at conferences, LinkedIn groups, Facebook groups, alumni associations, and other personal and professional affiliations. They can also join professional networking associations such as YEC for entrepreneurs, subscribe to free memberships on business networking sites such as Ryze, or join professional networking groups such as those found on Meetup. Encouraging clients to build and nurture a strong professional network outside of their current employer and coworkers provides security for the future.

### **It All Comes Back to Mindset**

Staying on top of employment trends, keeping skills sharp, and building an active professional network can position clients for future-proofed careers. Career practitioners owe it to those they serve to facilitate the development of a proactive, vigilant mindset that will enable clients to use those strategies. Clients who work consistently to future-proof their careers stay nimble, adaptive, and employable in times of change.

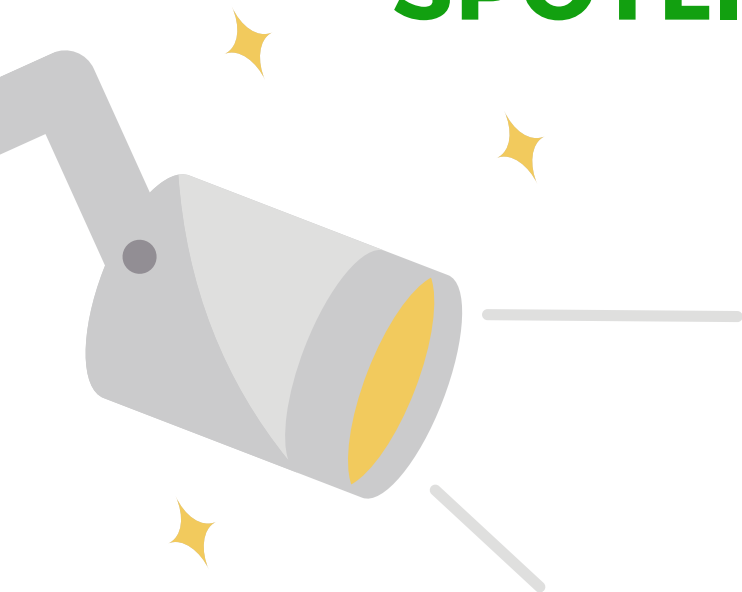
### **References**

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

### **About the Author**

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## HAVE YOU RENEWED YET?

Our membership year ended July 30 so if you haven't paid for this next year, add this reminder to your phone now! You can even skip the to-do list and register here:

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Please note that all future messages will go to **active** members only.

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