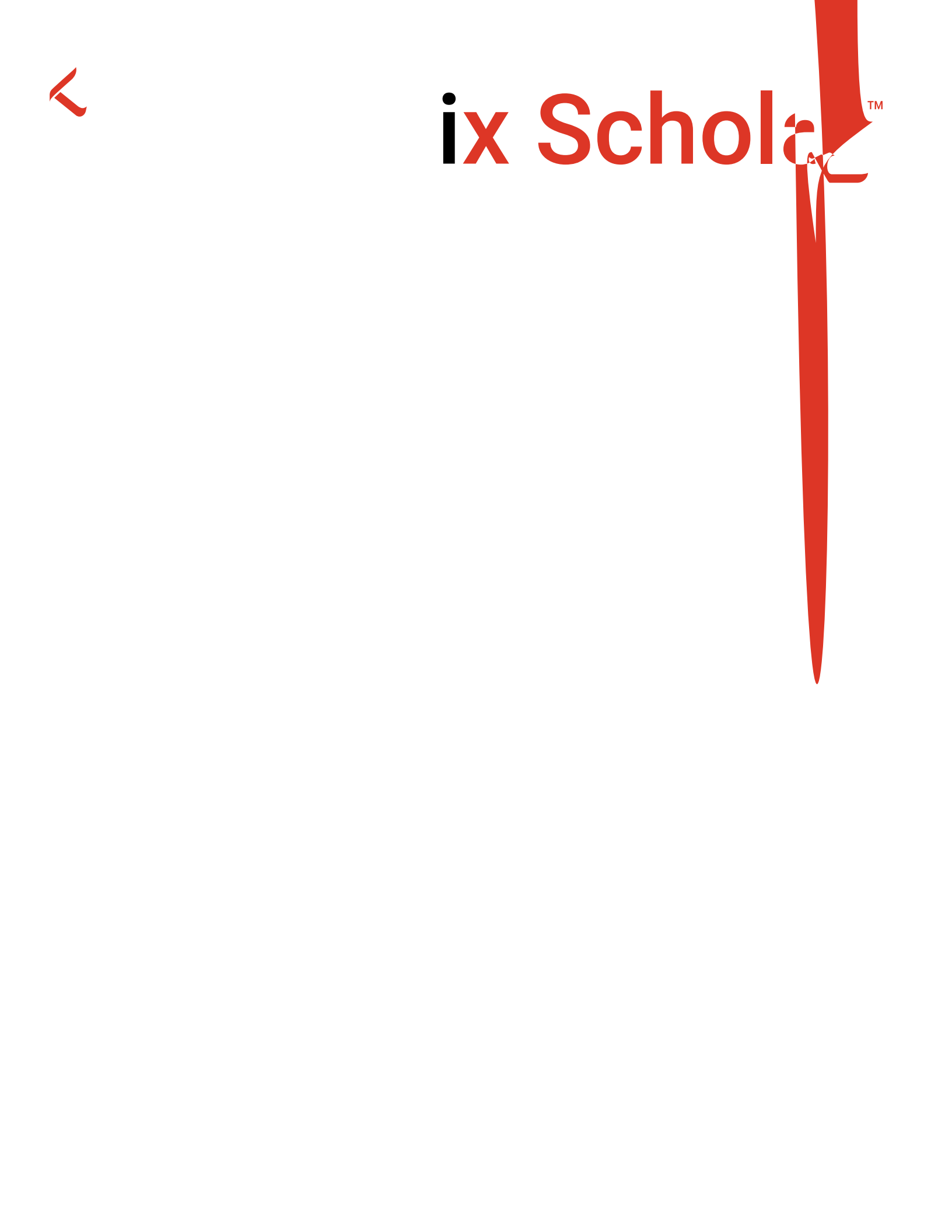
ix Scholar
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Notable conclusions drawn from the “Attitudes in the American Workplace VII,” survey poll by The Marlin Company are that a staggering 80% of workers feel stress on the job, in addition to nearly half that report the need for assistance and the need for help in learning how to negotiate stress. Another 42% 5&3257&% 7+&< '&&/ 7+&,5 $2 : 25 . &56 $28/% #&1&ï7 '52 0 assistance (The American Institute of Stress 2000).

In 2021, the burden of stressors has accumulated, impacting how people functionally deliver their job given social distancing and the pandemic. Results from a study by Oracle and Workplace Intelligence, where more than 12,000 employees, managers, HR leaders, and C-level executives across 11 countries were surveyed, revealed some disturbingly compelling effects. Overall, the survey outcomes reported that the effects of of the COVID-19 pandemic increased workplace stress, anxiety, and burnout for the majority of people globally, where 70% said “they were more stressed and anxious at work than ever before” (Oracle and Workplace Intelligence 2020).

In addition, researchers at Texas A & M D 3en-US

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effects. Overall40ence 2020 eff. ctsrsng(*[eff)6 (. BB Wheng(*[efiewl0]apiewll nwith5ncreftly36s/L (ects)20 (. O)-10 (v)10

Each of the areas depicted in the stress arc provides insight into components that can assist us in our 81,48& %!,/< &1(!(&0&17 2'/,'&k Q+&6& ï9& !5&!6 make up the stress arc and are the core components of successfully handling the rapid onset of change based on the working environments of Healthcare as an industry leader in this process.

What generally makes healthcare an industry that is more successful at negotiating rapid change conditions? If we look closely, it is truly governed by their strength in “adaptational processing.” Healthcare has demonstrated their ability to work in the wake of the most challenging anomalies as expansive as the phenomenon of the coronavirus pandemic to technical migration emergencies, adverse weather impacts, and 0 25&k I&7s6 #&(,1 #</22.,1(!77+& ï567 $2 0 321&17 of the stress arc for navigating socio-environmental challenges.

Analysis of the Impact Agents of Change

Most of the research available on disaste3DC 0.79 0.56 0.41 0.18 k /GS0 gs /TT0 1a(es h1n3O0 (arcfn3.3501ia0os)7 (t o)r phen (t neg)la (encietr)-ssucesaila

on things, and have the potential for success in our responses to events that occur. Moreover, this concept can be leveraged by an organization, operating on 6&/'f&'ï$!$< !6 ! 722/ '25 0 !1!(,1($5,6&6 !1% $+!1(&k

Leadership from organizations like the Red Cross, who must respond rapidly to conditions, understand 6&/'f&'ï$!$< '52 0 7µ !4 2 k

modeling of what strong locus of control looks like is such situations.

So, when locus of control moves externally, we have given up the possibility of helping ourselves. Instead, we hand over control to external forces. How we are

American Institute of Stress. (2000). Digesting the P7!7,67,$6 2' T25. 3/!$& P75&66k +7736m§§: : :k675&66k org/wp-content/uploads/2011/08/2001Attitude-in-the-Workplace-Harris.pdf.

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American Workers' Reasons for Switching Jobs

Louise Underdahl, Ph.D.
Research Fellow
Center for Educational and Instructional Technology Research

Executives are looking internally to address capability gaps; over 50% advocate building skills of existing employees, ahead of hiring, talent redeployment, and contracting in skilled workers.

- McKinsey, 2022

The 2022 Career Optimism Index was created to determine the impact of another challenging year on Americans' career perceptions and to gauge their level of optimism in their own careers. The Index was expanded to explore new topics related to job and career shifting and needs for reskilling and upskilling (Edelman, 2022). The Index provides a current snapshot of career optimism in the United States !1% 7+& \X /!5(&67 0&75232/,7!1 !5&!60 7+& \Xf 0 ,187& 21/,1& 6859&< : !6 %,675,#87&% 72 7+& '2//2 : ,1 (

- 5,000 United States (U.S.) nationally representative adults, age 18+ who either currently work or wish to be working.
- _XX RkPk & 0 3/2<&56 : +2 !5& ,1ð8&1$&56 25 3/!< a critical role in hiring and workplace decisions within a range of departments, company sizes, and industries.

Results indicate 69% of employees would consider staying at their current job "if they thought things could change" and 76% of employers are "concerned" about turnover (Edelman, 2022). Data represent opportunities for employees, employers, educators, !1% 32/,$< 0 ! .&56

- Employees can embrace "lifelong employability" as a "mind-set of continuous skill improvement" (Davies et al., 2019) and participate in learning, training, and education programs.
- Employers can create "career pathways with upward mobility" (Lund et al., 2021, p. 100) and proactively launch upskilling initiatives (Carnevale et al., 2020) to reduce turnover
- Educators can reimagine education and adult training to synthesize foundational attitudes and skills (DELTAs) linked to positive outcomes in employment, income, and job satisfaction (Dondi et al., 2021).
- Policymakers can support employee transition by expanding the digital infrastructure, providing tax incentives to encourage employers to offer and employees to utilize job retraining, and adopting skills-centric approaches to navigate job transition (Lund et al., 2021).

This white paper describes factors contributing to employee turnover, employer initiatives to reduce turnover, and an ecosystem approach to removing silos between employers, employees, educators, and policymakers.

Why Employees Leave

U.S. Bureau of Labor Statistics data indicate over 4.3 million people voluntarily quit their jobs in December 2021 (De Smet et al., 2022), with 10.9 million current job openings exceeding the 6.3 million new hires.

With 52% of Americans either actively looking for a job or expecting to look for one in the next six months (Edelman, 2022), factors contributing to employee turnover range from suboptimal compensation, lack of opportunity for upward career mobility, desire to balance work and life priorities, and interest in : 25. ,1 (ð&; ,#/& +2856 72 /&1 (7+< $2 0 0 87&6 ! 1% misalignment of corporate and individual values.

Table 2 | Most employees would consider staying.[2]

Developing employees' digital competencies is a priority, with 94% of business leaders expecting workers to learn new skills on the job, 40% of which will require retraining within six months (Centre for B$212 0 ,$6 ! 1% ? 86, 1&66 O&6&! 5$+ n \X\X0 D28%! n 2022). Research indicates 87% of millennials prefer to work for companies that provide professional $! 5&&5 %&9&/23 0 &17 23325781,7,&6 ! 1% C25781& _XX companies such as PWC have initiated upskilling and reskilling about 50,000 U.S. employees (Tenakwah, 2021). Since technical skills require regular updates, employer-based reskilling and upskilling can 6, (1, ï $! 17/< , 0 3529& 5&7&17,21 k

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Educators can reimagine education and adult training to synthesize foundational attitudes and skills (DELTAs) linked to positive outcomes (Dondi et al., 2021). Employers and educators can collaboratively reframe human-capital development to integrate foundational DELTAs, encompassing early childhood, primary, secondary curricula, postsecondary, and adult asso00/La0308t assons7o 08t y

Table 5 | Closing the capability gaps.[5]

What Educators Can Do

A 2019 survey of 18,000 people in 15 countries ,%&17,ï&% 6.,//6 $,7,=&16 0 !< 1&&% ,1 7+& '8785& :25/% of work and strategies to optimize curricula and learning strategies (Dondi et al., 2021). Researchers ,%&17,ï&% 63&$,ï$ ABIQ>6▯%&ï1&% !6 ! 0,; 2' 6.,//6 and attitudes, associated with better outcomes for &0 3/2<0&17▯+,(+ ,1$2 0&▯!1%-2# 6!7,6'!$7,21▯

Table 6 | DELTAs associated with better outcomes.[6]

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25, 2022.

` >%!37&% '52 0 tA&ï1,1(7+& P.,//6 @,7,=&16 :,// K&&% ,1 7+& C8785& T25/% 2'

Work," Exhibit 5, by Dondi et al., June 25, 2021, McKinsey.

reports/the-suncoronavirus-lockdown-is-costing-the-british-economy-2-4billion-a-day-says-alarming-report/

multiculturalism, and managing and valuing diversity.

As companies began advancements to create diverse organizational cultures, they encountered mixed results through their efforts. Studies showed that successful diversity management had been related to a number of successful outcomes, including employee 6!7,6'!$7,21 ¡>//&1n \XX`0 ?!%!/ d E!57&5n \X[^¢n %&$5&!6&% 785129&5 ¡A!9,%&7 !/kn \X[_0 J$J,//!1f Capehart, 2005), and creating a positive impact on an organization's "bottom line" (Chrobot-Mason & >5! 0 29,$+n \X[]0 J!11,; d K&!/&n \XX_¢k E2:&9&5n studies also showed that while many organizations strategically plan for and support the implementation 2' 9!5,286%,9&56,7< 0!1!(&0&17 7!$7,$60 7+&6& &''2576 have produced mixed results within the assessment 2' 29&5!// 287$2 0&6 &''&$7,9&1&66 ¡>//&1n \XX`0 A!9,% et al., 2015). These variegated outcomes established the need for the systemic approach for managing the various aspects of having and effectively maintaining diversity within the workforce.

Today, diversity management comprises strategies and initiatives that develop and support a diverse and inclusive workplace (Madera, 2017). Diversity trainings, employee mentoring programs, employee 5&6285$& !1%!'ï1,7< (52836n 0,66,21 67!7& 0&17 !1% strategic plan developments, and new employee orientations are often developed and utilized within collective planning under the umbrella of diversity management. Although they may vary in topic and !3352!$+n 7+& 29&5!// 2#-&$7,9&6 !5& 2'7&1 7+& 6! 0&m72 provide the resources and support needed to recruit, retain and develop employees for organizational growth and access to opportunities while meeting the needs of the organization. Unfortunately, 25(!1,=!7,216%&%,$!7&/!5(&!0 28176 2' ï1!1$,!/ 5&6285$&6 !1%/!#25 72:!5%%,9&56,7< &''2576 +2:&9&5n those efforts often result in very little change to the organization (Chrobot-Mason & Aramovich, 2013). C25&;!0 3/&n >//&1 ¡\XX`¢>M ر

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University of Phoenix (2022, July 1). Career Optimism Index. Career Institute, University of Phoenix. +7736m§§:::k3+2&1,;k&%8§$!5&&5f,167,787&k+70/

Collaborative and Strategic Planning to Meet

how organizational leaders may seize opportunities

! 1% 62$,&7! / 9,& : 6k Q+&< ! 5& 5&%& ï 1 , 1 (5&7,5& 0 &17 ! (& because of their desire for better health.

The Millennials also known as Generation Y are currently the largest workforce group represented within our work culture. This generation of workers were born between 1981 and 1996 and represent

Organizational Needs

Organizations must stay relevant to survive in today's economy. They must meet their goals to provide goods or services as a business and keep an eye on their 352ï76 !1% /266&6k Q+,6 0&!16 #&$2 0,1(!:!5& 2'7+& needs and taking into consideration the needs and differences of their employees from each generation ¡I,(+7+286&n \X\X0 PEOJ C281%!7,21n \X[a¢k ?&$2 0,1(!:!5& 2'7+& 63&$,ï$ 1&&%6 !1% 18!1$&6 for each generation will help them to cater to those 63&$,ï$ 1&&%6 !1% !/,(1 7+&0 :,7+ 7+& 25(!1,=!7,21s6 needs. As they determine their organizational priorities and goals, they should collaborate to build a stronger and productive organization and work culture. They will subsequently and frequently implement realistic strategies to support the good of the cause within the workplace which helps with productivity, retention, teamwork, recruitment, 75!,1,1(n 68$$&66,21n !1% 27+&5 '!$7256,1ð8&1$,1(their employees' perceptions and business growth. Getting multigenerational employees on the same 3!7+ 0!<127 !/:!<6 #&!1&!6<7!6.0 +2:&9&5n,7,6! necessary task. Transactional and Transformative leadership styles and skills may provide the additional momentum to encourage growth throughout the organization as new employees are onboarded and new leaders are trained and allowed to lead in an ethical work environment where values and standards !5& $/&!5/< 35&6&17&% ¡?!66n [cb_0 ?!66 d O,((,2n \XX`0 Burns 1978). Transformational leaders are results %5,9&10 +2:&9&5n 7+&< 6833257&0 3/2<&& %&9&/23 0&17 and creativity to help strategize futures successes. This is a shift in mindset for many organizations. The former ways of doing business may not work as well with each generation of employees based upon their worldview, goals, values, beliefs, and trust of 7+& 25(!1,=!7,21!/ /&!%&56 ¡I,(+7+286&n \X\X0 M85%8& R1,9&56,7< D/2#!/n \X\[0 PEOJ C281%!7,21n \X[a¢k

Introduction

Organizational leaders are recognizing the need to for coaching and mentoring throughout the ranks to increase employee satisfaction and ensure the employees are thoroughly trained to meet the organizations' mission and provide related services ¡I,(+7+286&n \X\X0 M85%8& R1,9&56,7< D/2#!/n \X\[¢k Many organizations recognize and can accommodate some of their staff working remotely. Some organizations have decided to close their brick-and-mortar physical builds and operate solely on online platforms. They know that they need innovative and technologically strong skilled employees as well as those who know how to work together as a team. They are learning and many know how to bring the generations together to build a strong employee and strong organization. They recognize the positive interpersonal skills are valued within the organization :,7+ &!$+ (&1&5!7,21 ¡PEOJ C281%!7,21n \X[a¢k When collaborating with employees and other agencies, they demonstrate the employees' value to the organization. They recognize they must pay fair and competitive wages to recruit good talent and train employees to enhance their effectiveness. This means allowing space for creativity and innovations within the organizations. They must invest in and train new leaders to exercise leadership and supervision skills, communication skills, critical thinking skills, creativity skills, problem-solving skills, decision making skills, planning and organizational skills, technological skills, and adaptability skills to name a few that will +!9&!5&6,%8!/,1ð8&1$&!1% %<1!0,$ (52:7+ '257+& multigenerational workforce and the organization and industry. These actions may help to build employee loyalty and opportunities for growth within organizations.

Conclusion

In our ever-changing society, the multigenerational ectge opp5

multigenerational employees and organizational
(52 : 7+0 +2 : &9&5n /&!%&56 !5& 12 : ! : !5& 2' 7+& 1&&%6
and may focus their energies in bring the generations
together to weather the challenges and opportunities

to be subjected to commuting by mass transit and/or working in closer proximity to others, increasing exposure to the very cause of the global pandemic (Tirachini & Cats, 2020).

Paycheck-to-Paycheck

Edelman's research of 11,000+ participants showed that one year into the pandemic and 43% of Americans admitted living paycheck-to-paycheck. People living paycheck-to-paycheck are less likely to be saving money, paying off debt, and become increasing unable to pay monthly bills and thereby, feel less likely to get ahead. Once referred to as the working poor, the Edelman study showed that due to the pandemic, living paycheck-to-paycheck increased across all household income levels but did more so as income

were avenues to career change.

The University of Phoenix Career Optimism Index proclaims people want support and access to more tools and resources to better their skillsets. Among these the most prevalent requests were for networking, ,1$/8%,1(0&1725 $211&$7,216 !1% 6833257o 352(5! 06 7+!775!,1 25&%8$!7&o !1% , 0 3529&% -2# 6.,//6 ,1$/8%,1(+&/3 '25 :,7+ 5&68 0&6n -2# 32676n !1% ,17&59,&:6k C25 individuals within the lower household income levels, there also existed a request for resources that could help with stress (Edelman, 2021).

Review/Tutor.com. She moonlights as an adjunct in the Department of Education of DeSales University and is a consultant for STEM education and evaluation. She is an alum and a Scholar-in-Residence for the Center for Educational and Instructional Technology at the University of Phoenix.

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?/!8n CkAkn H2&#&n Gkn !1% J&<&5+2'&5n Mk>k ¡\X\X¢k B66&17,!/ !1% C5217/,1& T25.&56 ,1 7+& @LSFAf[c @5,6,6k B$212'!$7k$2 0k +7736m§§&$212'!$7k25(§ essential-and-frontline-workers -in-the-covid-19-crisis.

Edelman Data x Intelligence. (2021). The University of Phoenix Career Optimism Index, DxI, Research C,1%,1(6fK!7,21!/A!7! !1% A J E> C,1%,1(6k R1,9&56,7< 2' M+2&1,;k +7736m§§::k3+2&1,;k edu/content/dam/phxedu/2021-UOPX-Career-Optimism-Index-Results.pdf.

Iacurci, G., and Nova, A. (December 1, 2020). They lived paycheck to paycheck before the pandemic. Q+&1 7+&,5 :2567 1,(+7 0 !5& $! 0&758&k +7736m§§:::k cnbc.com/2020 /11/07/they-lived-paycheck-to-paycheck-then-the-pandemic-hit-.html.

J25(!1nH!7&¡[ ]>35,/ \X\[¢ ? ?@k$2 0m T+< :&%&ï 1& 2856&/9&6 #< 285 -2#6k +7736m§§:::k##k2 0§:25./,'& §!57,$/&§\X\[X^Xcf:+<f:&f%&ï 1&f2856&/9&6f#<f our-jobs.

Tirachini, A., and Cats, O. (2020). COVID-19 and Public Q5!163257!7,21m @855&17 >66&66 0&17n M5263&$76n !1% Research Needs. Journal of Public Transportation,

therefore are key determinants of career-readiness" (Portillo & Gallimore, 2020, p. 251). Academicians, educators, and administrators of post-secondary educational institutions promote synthesis of content, competency, and professional growth conducive to 6&/'f&'ï$!$< !1% &%8$!7,21!/ 5&/&9!1$&k

What Employees Want

Data obtained from the University of Phoenix Career F167,787&s6 @!5&&5 L37, 0 ,6 0 ,1%&; 5&ð&$7 7+& '2//2 : ,1(m

ELEMENTS NEEDED TO SUCCESSFULLY CHANGE CAREERS - Q23

The right skillset
Adaptability

understanding occupational stress because it moves past the basic analysis of the interaction between the individual and the environment to an analysis of the degree of interaction between the demands of the environment and the individual's ability to 0&&7 7+26& %& 0 ! 1%6 ¡C2/. 0 ! 1ո \X[[¢k Q+& $2(1,7,9& activation theory of stress differs from other general 675&66 7+&25,&6 #&$!86& ,7 +,(+/,(+76 7+& 6,(1,ï$!1$& of a relationship (person and environment) as well as individual perception. It is the environment that determines the extent of stress felt by an individual and it is individual personality factors that drive the perception of stress and subsequently the experience of stress. Relationships can be positive, negative, or simply interactive responses (Meurs & Perrewe, 2011). Theory provides the foundation for understanding individual and occupational stress in the workplace.

Work related stress occurs when individuals are presented with work demands that do not match knowledge, skills, or abilities or when individuals have an overall inability to cope with excessive demand or change (Cooper, 2005). Understanding the origin of 675&66 ,6 .&< 72 5&%8$,1(675&66k C25 &;! 0 3/&ո 7+&5& are two primary sources of workplace stress for :2 0&1m %,6$5, 0 ,1!7,21 ! 1% $+!//&1(&6 !662$,!7&% :,7+ :25.f'! 0 ,/< #!/!1$&k C25 :2 0&1ո :25.,1(,1 ! male-dominated culture is a cause for stress because the male-dominated culture is uniquely different from traditional female norms, values, and expectations. Additionally, as primary care-givers of children and older parents, women are likely to have greater responsibilities beyond their male counterparts adding to excessive workload and with it, excessive stress (Sullivan & Mainiero, 2007). Individual stress '!//6 ,172 '285 #!6,$ $!7&(25,&6m $2(1,7,9&ո 3+<6,2/2(,$!/ո emotional, and behavioral (Jacoby et al., 2021). C!$7256 68$+ !6/21(f7&5 0 -2# ,16&$85,7<ո ! /!$. 2' social support, technological advance, and inadequate resources (such as limited mental health resources) lead to occupational stress (University of Phoenix, \X\\¢k C52 0 ! #52!%&5 3&563&$7,9&ո 2$$83!7,21!/ 675&66 impacts individual relationships, such as family and friends, as well as organizations, the government, !1% 62$,&7<k C25 &;! 0 3/&ո !#6&17&&,6 0ո +&!/7+ insurance costs and diminished productivity cost the United States on average $300 billion every year. C/&;,#,/,7< !//2:6 !1 ,1%,9,%8!/ 72 !%!37 72 $+!1(,1(&19,521 0&176 +2:&9&5ո 675&66 $!1 6,(1,ï$!17/< ,1ð8&1$& !1 ,1%,9,%8!/s6 ð&;,#,/,7< #<,0 3!$7,1(resources and strategies individuals use to cope 7+528(+%,'ï$8/7 7, 0 &6k L5(!1,=!7,216 $!1 +&/3}

Though stress is an individual experience, there are strategies organizations can put in place to modify 25 &/, 0 ,1!7& 675&66 ,1+&5&17 ,1 7+& :25.3/!$&k C25 &;! 0 3/&ո 7+& $216758$7 2' 3&5621f25(!1,=!7,21 ï7,6 #!6&% 21 ï77,1(!1 ,1%,9,%8!/ 72 !1 &19,521 0&17 :+&5& the burden of change and conformity rests primarily :,7+ 7+& ,1%,9,%8!/k M&5621f25(!1,=!7,21 ï7,6 !$+,&9&% between the individual and the organization when one (either the individual or organization) provides what the other needs. However, instead of adapting a person to the environment, the focus should be on adapting 7+& &19,521 0&17 72 7+& 3&5621 ,1 ! 0 878!//< #&1&ï$,!/ relationship where both the individual and the 25(!1,=!7,21 ï1% $21(58&1$& !1% '8/ï// 0&17k T+,/& the strategy of adapting the environment to the person may seem complex and challenging, there are simple actions organizations can take to support individual's wellbeing at work - starting with recognizing the central role emotion plays in the experience of stress. Leaders with the ability to understand and manage the emotions of self and others will be able to more effectively recognize and respond to occupational stress in the workplace. Also important is recognizing that reactions to change and adverse events vary #&7:&&1 0&1 !1% :2 0&1o 63&$,ï$!//<ո $2(1,7,9& processing of information as stressful or threatening differs between men and women (Dumont et al., 2020). Safety is another factor affecting the work environment. Telework and job insecurity may be +&5& 72 67!<k F' 62ո /&!%&56 !1% & 0 3/2<&&6 0 867 ï(85& out how to navigate both without the safety and security of a traditional organizational structure. Prevention strategies to reduce workplace stress also include fair employment practices, social support and feedback, task and work environment redesign, ð&;,#/& :25. 6$+&%8/&6ո !1% 6,1$&5& &''2576 72 68332 57 employees in their career development (Gabriel & Aguinis, 2022). Self-awareness training and stress management training are both effective in improving the adaptability of an individual. If stress recovery is needed, treatment and rehabilitation serve as effective tools to help employees navigate a serious illness #528(+7 21 #<&;$&66,9& 675&66 ¡@223&5ո \XX`o E,56$+, et al., 2022).

Identity also plays a role in how individuals conform to their work environment, manage stress, and exercise ,1%,9,%8!/ :&//#&,1(k Q+& 6$,&17,ï$ $2 0 0 81,7< continues to build new theory and scholarship 5&/!7&% 72 ,%&17,7< ¡@/!,5ո &7 !/kո \X[co P!:<&5 &7 !/kո

2021). Individual identity has become more complex where individuals increasingly see themselves in ways that do not conform to the norms and values of an organization. Leaders must consider how assumptions about individuals drive human capital management, job crafting, and practices in diversity, equity, and inclusion frameworks (Clair, et al., 2019). The pandemic has highlighted individual needs and desires to explore new skills and to claim new professional identities not currently available in existing jobs. Employees are becoming increasingly uncomfortable with the status quo of traditional work environments and work relationships. Side-hustle work (income-generating work outside of a full-time job) is on the rise as individuals seek not only to supplement their income, but to explore new identities and areas of work. Additionally, side-hustle work provides individuals the opportunity to operate outside of organizational boundaries where strict formalized systems and supervisor control may exist. Side-hustle work also allows for more freedom ,1 %&$,6,21 0 !.,1(o :+&1n :+&5& !1% +2: :25.,6 %21&o !6 :&// !67+& 7<3& 2' :25.kF1%,9,%8!/6 !5& !#/& 72 %&ï1& 7+&,5 ,%&17,7< #< 7+& 3&5'250 !1$& 2' :25. itself with access to task feedback and clarity about performance during and at the conclusion of work. Work complexity and autonomy in work are integrated into an individual's motivation to complete work which 3/!<6 ! 6,(1,ï$!1752/& ,1 7+& 36<$+2/2(,$!/ 67!7& ¡&k(kn state of empowerment) of an individual (Sessions, et al., 2021). As we move toward the accelerated changing nature of work (MIT, 2021), it is important to remember that individuals have multiple identities and that those identities are interrelated where changes to one identity may have consequences for the 27+&56k C25,1%,9,%8!/6 :,7+ 0 8/7,3/& 9!/8&% ,%&17,7,&6n authenticity at work means creating cognitive and social space for multiple versions of oneself that may change or evolve overtime (Caza et al., 2018).

The future of work is changing – becoming more ð&;,#/& !1% 0 2#,/& ¡H!83,1n \X\[¢kQ+& ,1752%8$7,21 of technology, enterprise resource planning tools, and improved decision-making using predictive analytics have improved the way of doing work. C!$7256 %5,9,1(7+& '8785& 2' :25. !/62 ,1$/8%& working conditions, wage growth, social protections, job crafting, and the changing makeup of the labor force (Kaupins, 2021). With change comes varying levels of stress. Understanding theory and models related to occupational stress allows for a better understanding of how individuals navigate opportunities and threats of the work environment. Though stress is an individual experience, there are strategies organizations can put in place to modify or eliminate stress inherent in the workplace, such as fair employment practices, social support and feedback, 7!6. !1% :25. &19,521 0&17 5&%&6,(1n ð&;,#/& :25. schedules, and sincere efforts to support employees in their career development (Gabriel & Aguinis, 2022). Employers can manage stress in the workplace by taking an active role in recognizing and reducing workplace stress. Additionally, understanding the concept of identity and its role in how individuals 3&5'250 :,// #& #&1&ï$,!/,1 !//2:,1(&0 3/2<&&6 to exploit their talent and abilities. Individuals can manage stress by taking a more active role in their personal development and work-life balance in order to maintain balance between work and family. Both employers and individuals can arm themselves with the right skills, attitudes, and opportunities in order to drive manage ocls

Cooper, C. (2006). The challenges of managing the

The COVID-19 Pandemic's Impact on the Job Market Across U.S. Major Metropolitan Areas: American Workers' Perceptions

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Center for Educational and
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The COVID-19 pandemic has impacted many aspects 2' > 0 &5,$!1 : 25.&56s /,9&6 %,63523257,21!//<0 including geographical locations, demographics, mental and physical health statuses, socioeconomics, and type of industries. In this paper, we focused on examining the pandemic impact on American workers and the job market and how the impact was different ,1 9!5,286 (&2(5!3+,$!/ /2$!7,216k P3&$,ï$!//<ɳ7+& purpose of this paper was to explore (a) the impacts of pandemic on American careers in major metropolitan areas, (b) the barriers to American Career advancement, (c) American perspectives toward the future of their careers, and (d) the resources and support that Americans need to advance their career. Q2 '8/ï// 7+& 385326& 2' 7+,6 678%<ɳ3&5$&17!(&6 :&5& used to analyze the archived data collected by Edelman 0!5.&7,1(ï50 '257+& R1,9&56,7< 2' M+2&1,;k B%&/0!1 ï50 $21%8$7&%!6859&< 678%< 86,1(_f32,17 I,.&57 scale questions to explore career perceptions of 5,000 American workers who participated from 20 major metropolitan areas in the U.S. in Jan 2021.

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the fall of 2020 requiring additional closures and restrictions, further enhancing the labor market shock.

The disproportional economic impact of COIVD-19 on various geographical regions depends on the type of the industries located in the regions. Some industries like leisure and hospitality, retail trade, professional and business services, and healthcare and social services were affected more strongly0 (d in the regions)19.9 (. Some)9.9 ( )TJ Groshen6 (ect, o)6). Amereograp

than half (51%) believed that the pandemic negatively

Additionally, in some metropolitan areas, American workers are more interested in expanding their skills to advance their careers such as Dallas (86%), Orlando and Sacramento (both 85%), while the national average ,6 bX ª !6 6+2 : 1 ,1 C,(85& ^k

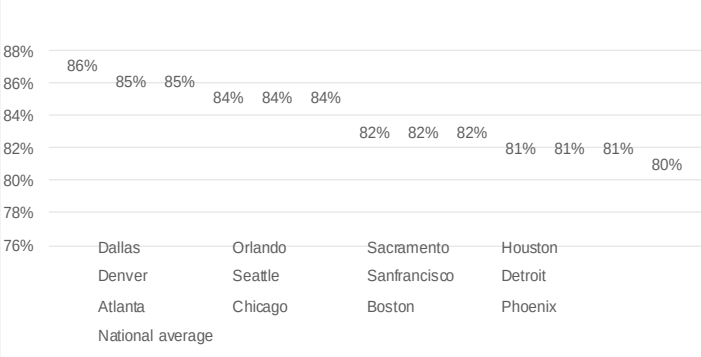

Figure 4 | Interest for developing new skills across the major U.S. metropolitan areas.

The Need for Resources to Achieve Career Goals

About 27% of participants indicated that they don't have access to the right resources to achieve their career goals. Phoenix (32%) has the highest need along :,7+ M+,/!%&/3+,!n A&752,7n P!1 C5!1$,6$2n P!1 G26&n and Orlando (all 27%) while Atlanta (18%) has the /2:&67 1&&% !6 6+2 : 1 ,1 C,(85& _k

Types of Career Support Needed

The needed career supports that more than 50% of participants selected include (a) connecting with 27+&56 ,1 %&6,5&% ï&/% ¡__ ª ¢n ¡#¢ ï1%,1(! 0&1725§

Summary and Conclusion

In the aftermath of the pandemic, higher education ,167,787,216 !1% 63&$,ï$!//< 35!$7,7,21&5 25,&17&% higher institutions should carefully examine the current status of American careers and modify their programs to support American workers in overcoming these challenges. The purpose of this paper was to shed light on the current status of American workers' careers impacted by the COVID-19 pandemic and the resources needed to support American workers to rise above the current challenges. Accordingly, the 68 0 0 !5,=&% ï1%,1(6 '25 !%%5&66,1(7+& 0 !,1 '285 research questions of this paper are provided below.

The Career Landscape of American Workers

The pandemic strained American workers' career and life in various U.S. metropolitan areas differently. The work environment of about 68% of American workers switched to home while in Detroit and Cleveland (83%) the impact is higher. This calls for providing remote working support and training for the impacted workers. In the Bay Area (41%) and Miami (40%) participants reported that their careers were derailed the most as compared to the national average of 34% of the population who experiences career derailment, which calls for additional support for these metropolitan areas. Work and life balance of more than half of the participating American workers (51%) were disturbed by the pandemic while Miami, New York City, Houston, and Bay area had higher work-life balance disruption.

Career Barriers Faced by American Workers

Q+& ï 1%,1(6 5&9&!/&% & 0 27,21!/ !1% 6758$785!/ barriers to career advancement in the American workforce. The structural barriers in the order of participants' selection include (a) not having enough education, (b) lack of opportunities, lack of required 6.,//6¤¡$¢/!$. 2'7,0 &§6$+&%8/& ð&;,#,/,7<¤¡%¢ ï1!1$,!/ problems, and (e) lack of mentorship/advocacy. The emotional barriers in the order of participants' 6&/&$7,21 ,1$/8%& ¡!¢/2:6 6&/'f$21ï%&1$&¤¡#¢ '&!5 2' change, (c) not knowing what to do in their career, (d) low focus/motivation, (e) feelings of hopelessness, and (f) mental health. About 1 in 4 American workers 6758((/&% :,7+ 7+&6& $!5&&5 #!55,&56k I2:f$21ï%&1$& and fear of change were the highest reported emotional barriers. Workers in Washington D.C. (30-34%) shared a higher percentage of these barriers. The top two structural barriers were lack of enough education and lack of opportunities for upskilling. Workers in Sacramento and Dallas (both 30%) had the highest percentage of these two structural barriers as well as the emotional barrier of fear of career $+!1(&k Q+&6& ï1%,1(6 5&48,5& 3529,%,1(75!,1,1(23325781,7,&6 '25 !// :25.&56 #87 63&$,ï$!//< '25 7+& metropolitan areas where higher numbers of workers reported barriers.

Career Trajectories of American Workers

riersriers.

diJ EM P < 2 6

Huang, Q., Jackson, S., Derakhshan, S., Lee, L., Pham, E., Jackson, A. & Cutter, S. L. (2021). Urban-rural differences in COVID-19 exposures and outcomes ,1 7+& P287+m > 35&/, 0 ,1 !5< ! 1 !/<6,6 2' P287+ @!52/,1 !k MI2P LKBn [`¡\¢n &X\^`_^bk +7736m§%2,k org/10.1371/journal.pone.0246548.

Stephens, K. E., Chernyavskiy, P., & Bruns, D. R. (2021). Impact of altitude on COVID-19 infection and death ,1 7+& R1,7&% P7!7&6m > 0 2%&/,1(!1% 2#6&59!7,21!/ 678%<k MI2P LKB [`¡[¢m &X\^_X__k +7736m§%2,k org/10.1371/journal.pone.0245055.

Vavra, J. S. (March 2020). Shutdown sectors represent large share of all U.S. employment. Becker C5,&% 0 ! 1 F167,787& '25 B$212 0 ,$6n R1,9&56,7< 2' @+,$! (2 O&75,&9&% C&# \Xn \X\ [n '52 0 m +7736m§#ïk

assessment that helps to pinpoint one's personality color and compares it to the categories of employment in a matter of minutes. You will need to furnish an email address and you must take the test briskly and provide true answers (not what you think that will make you look good). The questions are challenging. No matter their complexity, the results can pinpoint your unique color and what it means in terms of your personality and the people you tend to attract or detract for that matter.

C52 0 !66&66&% t5&%u :+2 !5& %5,9&1 #< 7&$+12/2(< to assessed "blues" who strive for high integrity to assessed "whites" seeking acceptance and assessed "yellows" who enjoy social interactions, your color is compared to each category. Afterall, one cannot always choose who they work with, let alone the role they will have on a team of strangers that must work in harmony with one another. So, the Color Code gives you a sense of where your personality stands and categorizes it to help determine your level of comfort, level of need, and what makes you tick.

Awards and Job Satisfaction = Getting Involved

Regard4 levBu(as anork

yositw.tD[2 1s t2BDC Ten-US)deter1rey work with, let alone the 3(ork)10 y ye o T*(yI2e)5 (y w)7 (ork with)-10 (, let alone t
yIrmi0 1-2swyd i0ey work with, let alone the 60nd yg ent1reeyg work with, let alone the 61nd

of groups whose subject matter expertise lend itself 72 '25f352ï7 !1% 121f352ï7 &1%&!9256k D52836 :,7+ excellent track records that are related to many of University of Phoenix degree offerings and that have an excellent networking opportunities include the American Management Association, American Business Association, and the American Marketing Association. Serving on their boards, committees, and sub committees allows you to shape policy and develop new discipline standards or measurements while 3523&//,1(<285 #5!1% !6 ! /&!%&5 ,1 7+& ï&/%k

Conclusions

In sum, being happy is also about being productive and assessing what you like to do, and knowing that one company is not necessarily going to lead to complete on the job happiness. Indeed, what one does outside 2' :25. $!1 6,(1,ï$!17/< /&!% 72 ! #&77&5 -2# ,%&17,7< and provide avenues for visibility and networking

Women of Color: A Summary of Higher Education and Career Experiences

Introduction

This paper emerged from a need to know how women of color viewed the value of their higher education degrees and ultimately how their status impacts their environment academically, economically in the : 25 . 3/ ! $& k Q+&5& ,6 &;7&16,9& /,7&5 ! 785& 5&ð&$7,1 (7+& status of women of color in higher education, how they persist in obtaining an education, the cost of their pursuit to improve their lives and the impact of their role in the workplace after obtaining their degrees. They continue to seek opportunities for growth, pave the way for others behind them, improve their socio-economic conditions and use their voice to resolve long standing disparities and overcome challenges and barriers to success. Their limited academic readiness, preparation and level of mentoring may contribute to # ! 55,&56 ,1ð8&1$,1 (7+&,5 68$$&66 ,1 +,(+&5 /&! 51,1 (institutions.

The data acknowledges the challenges of women who seek more and do more as a result of their aspirations to obtain higher learning and assume positions of leadership in areas where they are underrepresented and often ignored as they approach and break through many of the proverbial glass ceilings. Through relevant research and a recent study conducted by the University of Phoenix's Center for Workplace Diversity and Inclusion Research (CWDIR), this report highlights the numbers, conditions, values, and experiences that impact women of color in higher education and their presence in today's workforce.

Women of Color in Higher Education

Students of color in higher education make up 45.2% percent of the undergraduate student population and 32.0% percent in of the graduate students of colorpopulation (American Council on Education, \X[c0 \X\X¢k >3352 ; , 0 ! 7&/< ^_ ª 2' 81%&5(5!%8!7& 678%&176 !5& 678%&176 2' $2/25m E,63 ! 1,$§I ! 7,12m \X ª 0

of Black/African American students in comparison to

utilize their degree and (2) determine value from their bachelor's degree conferred by the University of M+2&1,;k Q+& 6&/'f678%< :!6 $21%8$7&% ,1 7:2 3+!6&6m Phase one utilized a quantitative, online survey to collect responses from 921 respondents. Phase two utilized qualitative interviews to collect more in-depth data from 32 female graduates of color.

Notable Findings

- C& 0 !/& (5!%8!7&6 2' $2/25 9!/8& 7+&,5 %&(5&&6 in a variety of ways. Of note, 93% of the women of color surveyed reported a personal sense of accomplishment from achieving their degree. Additionally, 83% of the respondents saw themselves a role model in their communities and workplaces.
- The ability to challenge societal perceptions (stereotypes) about women of color and role modeling were emerging themes across 0 267 48!/,7!7,9& ,17&59,&:6k C25&;! 0 3/&m 7+& majority of participants discussed scenarios detailing how they believed they were perceived by colleagues and managers before obtaining their bachelor's degree and how they believed the degree allowed them to challenge negative stereotypes of women of color in the workplace and society.
- Many of the participants agreed that the positive value they noted most as a result of earning their degree was an enhanced sense of self-worth and the opportunity to advance their career. Thirty six percent of respondents mentioned receiving a promotion and 56% started a new job since graduation.
- Earning Potential/Job Stability/Employment ?&1&ï76 :&5& 0 !-25 5&!6216 '25 5&7851,1(to school and participants noted an actual impact in these areas after receiving a %&(5&&k C257<&,(+7 3&5$&17 127&%! 326,7,9& impact of socioeconomic status. Over 10% of respondents have been seeking employment for 4-5 years.
- C,'7<f'285 3&5$&17 2' 5&6321%&176 0 29&% 21 72

American Council on Education. (March 2019). Race

Reskilling and Upskilling: Ways to Prepare and Rehire American Workers in the Post-Pandemic Era

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Center for Educational and Instructional Technology Research

Abstract

The COVID-19 pandemic created a very challenging time for the United States workforce. The purpose of this paper is to identify American workers' career statuses, skill development needs, and employee requirements in the post-pandemic context based on the Career Optimism Index. Effective practices for enhancing American workers' skills were recommended for the three major stakeholders of American workers, employees, and higher education institutions who are responsible for closing Americans' skills gap. The clearer recognition of American workers' career needs, employees' requirements, and the effective practices for skill development contribute to a) closing Americans' skills gap, b) making higher education institutions more relevant, and c) improving the labor market in the post-pandemic era.

Introduction

The global COVID-19 pandemic deeply impacted the American labor market and workers' lives and

employers, in 2021. A comparison of the American general population's sense of careers in 2021 versus 2022 is provided in this paper. The demographics of the participants are provided in Table 1.

Least Optimistic about Skill Development

American workers continue being optimistic about their careers with an overall score of 64 out of 100 based on 5 pillars of job security, mental health, career 75!-&$725<n ï1!1$,!/6&$85,7<n !1%6.,//%&9&/230&17k However, they are most optimistic about job security and least about skill development. Interestingly, the skill development score has decreased 5 points from 58 in 2021 to 53 in 2022. Employers shared similar views about workers' careers with an overall optimism

employees. About 4 in 10 (43%) Americans do not see a clear path to advancing their careers. Whereas, a higher percentage of employers, about 54%, are concerned about the lack of a clear path for employees !6 6+2 : 1 ,1 C,(85&]k

Figure 3 | Americans' views on their career paths.

Importance of Upskilling and Reskilling

Digitalization and automation created the skills gap before the pandemic. However, the pandemic widened the gap and highlighted the need for offering opportunities to close the gap. In the aftermath of the COVID-19 pandemic career disruption, the Career Optimism Index (2022) showed an ever-increasing need for skill development opportunities that :28/% #&1&ï7 #27+ & 0 3/2<&&6 ! 1% & 0 3/2<&56k P8$+ results are in alignment with other studies. In 2018, organizations were warned to offer to reskill and upskill opportunities to stay relevant (The Council of Economics, 2018). Those organizations that ignored the warning appear to struggle with the pandemic hit ¡@! : 22%n \X\Xo O2(&56 &7 !/kn \X\ [¢k

Upskilling and reskilling are two ways to advance employees' professional lives. Both approaches are involved in advancing skills, but each has a different goal. Upskilling refers to learning additional skills :,7+,1 7+& 6! 0 & 2$$83!7,21!/ ï&/% 72 !%9! 1$& 72 ! more responsible position in the same line of work. Whereas reskilling refers to learning a new set of skills 72 6+,'7 72 ! 1& : 326,7,21 ,1 ! 6&3!5!7& ï&/% ¡ J 21&!5n 2020).

Enhancing new skills is considered a critical approach for career development by Americans. A quarter of workers and 35% of employers reported that employees feel that they are held back in their careers because of a lack of opportunities for upskilling. Workers think learning and building skills are key for enhancing and changing their careers and know they need to keep learning to advance their professional lives. About 52% of employed Americans reported that they need to upskill or learn new skills within the next year to continue their job. And 47% reported that they seek to reskill or build skills to successfully change their careers. Additionally, 45% emphasize learning new skills to be able to be competitive in the digital age. Other activities with the highest impact on the participants' career development are also related to skill development such as enrolment in a training program (41%) or going back to school (34%) as shown ,1 C,(85& ^k

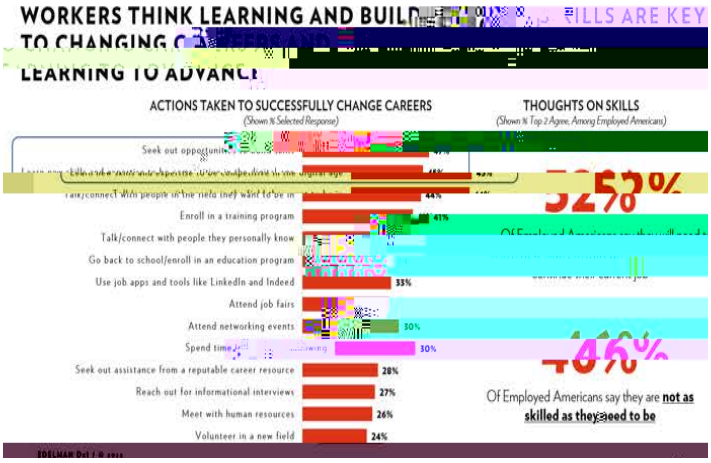

Figure 4 | American workers' views on the role of skill development for their career advancement.

Employers and Employees' Views on Skill Development

Employers and employees agree on the importance of upskilling and reskilling with slightly different views. Over three quarters (79%) of employed Americans reported the importance of upskilling and 74% the importance of reskilling, while 88% of employers reported prioritizing employees with upskilling and 82% for reskilling. However, there is a disparity between employers' and employees' perceptions of support for upskilling and reskilling. About 89% of employers think they are providing opportunities for upskilling, but 61% of employees agree. Similarly, 86% of employers think they are providing opportunities for upskilling, but 57% of employees agree as shown ,1 C,(85& _k P8$+ ! 0 ,6!/,(1 0 &17 ,1%,$!7&6 7+!7 organizations should revise their approaches to skill development to better address their employees' needs.

- Provide skills-based training based on employers' needs

Q+,6 3!3&5 ,%&17,ï&% > 0&5,$!1 :25.&56s $!5&&5 statuses and skill development needs in the post-pandemic context based on the Career Optimism index (2022). Effective practices for enhancing American workers' skills are recommended for the three major stakeholders of American workers, employees, and higher education institutions who are responsible for closing Americans' skill gap. It is hoped that the

Rogers, B. Q., O'Brien, K.I., Mitchell, T.G. & O'Neil, Ak>k ¡\X\[¢k @LSFAf[c !1% LA㎡ R13/!11&% Disruption and the Opportunity for Planned Talent Development. Organizational Development Review, 53 (2).

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Center for Occupational Research and Development in Partnership with Social Policy Research Associates ¡\X[b¢k P7!$.!#/& @5&%&17,!/6 Q22/.,7㎡ J!33,1(83:!5%㎡ P7!$.!#/& @5&%&17,!/6 7+!7 /&!% 72 $!5&&56 community colleges stackable credentials initiative. O&75,&9&% J!<][n \X\\n '52 0 +7736㎡§§6]k! 0 !=21!:6k com/PCRN/docs/Stackable_Credentials_Tool_Kit.pdf.

The Impact of a Phenomenon: Women and Minorities in the Workforce and the Gender Wage Gap

Kim Sanders, DHA, MBA
Fellow
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During the 20th century, women's contribution to the labor force and pursued higher education in larger numbers. Advanced technical skills and higher levels of education were driving women's earnings closer to their male counterparts. Despite this progression, there is still an undeniable wedge, especially with the

6&/'f5&ð&$7,1(21 7+& 327&17,!/6 72 127 21/< 81%&567!1% this disparity phenomenon, but to also look at contributive factors that have helped propagate and endure along this chasm of inequality.

Q+,6 :+,7& 3!3&5 6+28/% #& 86&% '25

- Knowledge management
- Preventative programming measures for leaders in industry and HR Representatives

Introduction

Most describe a phenomenon as an exceptional

K-12 TEACHER RETENTION

Recruitment and Retention of K-12 Teachers Post-Pandemic

There are pervasive, acute, and on-going challenges facing working adults as they navigate their careers, including but not limited to Covid-19 pandemic, the future of jobs, emotional and structural barriers (UOPX, 2021). About 44% of teachers who left voluntarily pre-retirement during the Covid-19 shutdown cited the pandemic as the primary reason for their exit and teachers younger than 40 who left early due to the pandemic were more likely to attribute the move to their pay not justifying the stress and the risks involved in remaining in the profession (Jagannathan, 2021).

Career trajectory is a likely concern for educators.
O0 (-10 (.De0 (duc)2.9 (30 (tors)19.9 su (v)13 (as-10 (ng te)-10 (d in r(, 2021 (arly due tng)f (42%) do)TJ EMC /P ≠Lang (en

University in Long Beach where enrollment increased by 15% in 2021. This is attributed to an initiative which temporarily relaxed entry requirements by allowing candidates to enter preparation programs without meeting basic skill requirements (Goldberg, 2021).

Conclusions

Moving forward, the right skillset, adaptability, ð&;,#,/,7<ı !1% 237, 0 ,6 0 !5& 1&&%&% 72 3,927 '52 0 traditional delivery models to the new normal (UOPX, 2021). As decisions are made regarding return to school, the role of teachers is critical. Local, state, and national decision-makers would be wise to listen to teachers, protect their safety, and sense of well-being. These safeguards are needed to address the concerns of prospective students, as well. It is incumbent on school leaders to provide guidance and support to teacher as they learn to adapt their approaches to teaching and learning. This sustained support provides the best opportunity for success as teachers

Reconnecting with Self and Outside Activities Add to Career Enjoyment, Happiness Levels

Erik Bean, Ed.D.
Associate University Research Chair
Center for Leadership Studies and
Organizational Research

Executive Summary

Many people involved in their career may describe it in different ways. Satisfaction with career may also relate strongly with one's perceived expectations of meaning associated with their career. The variants for how we come to understand how we feel about what we do are wide ranging. These are turbulent times.

The pandemic, civil unrest, and an economy splintered due to shelter in place and social distancing requirements have taken a heavy toll. But many college students feel they are stuck in the middle. They are weighing dreams of a satisfying career with a less than optimistic future. And while balance helps many to endure their unique journey every single day, so to can this balance and compromise set expectations of career aspirations to reasonable levels.

An example of this story arc can be extracted from the University of Phoenix Career Optimism Index.

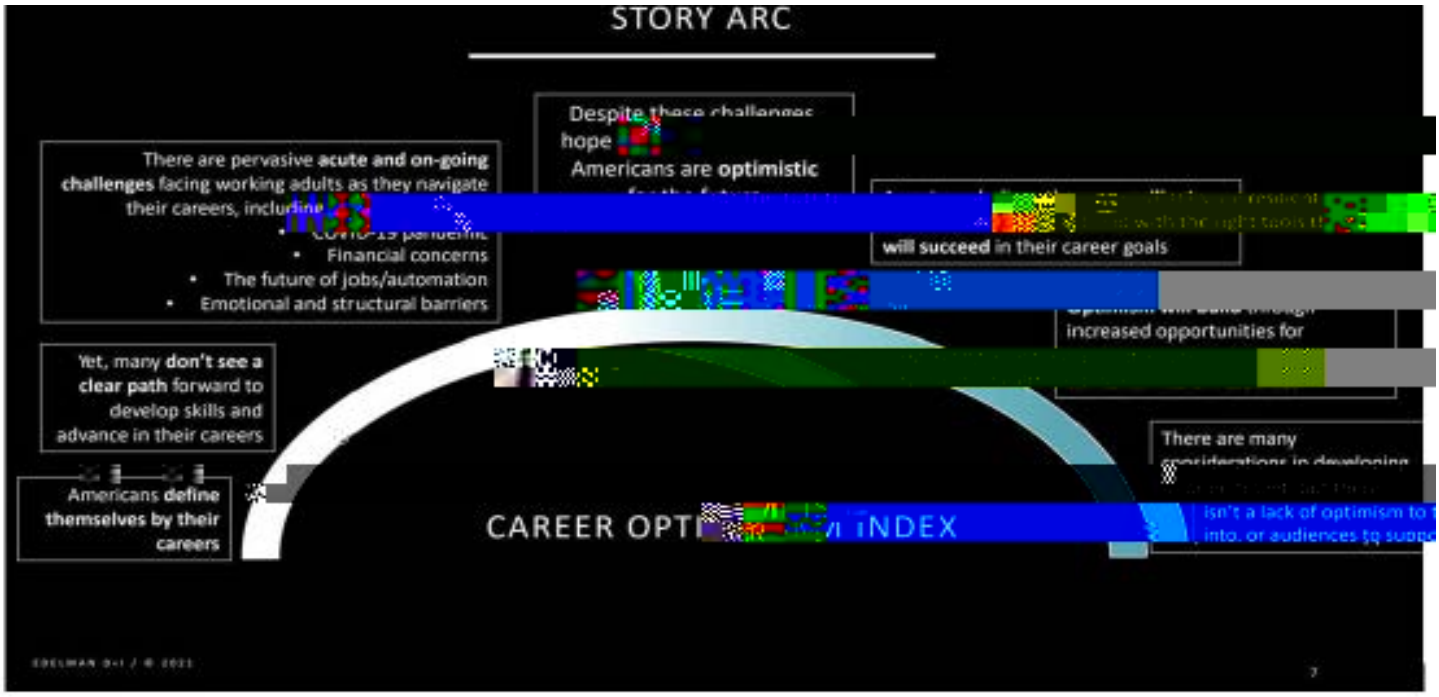

Figure 1 | University of Phoenix Career Optimism Index (Edelman, 2021).

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How This Information Should Be Used By Leaders

The following information can be engaged by leaders who oversee and manage others as a preventative-programming measure to ensure the quality of work-life for their constituents. This white paper should be 86&% '25

- Knowledge management
- Preventative programming measures for leaders in industry

Introduction

color and compares it to the categories of employment in a matter of minutes. You will need to furnish an email address and you must take the test briskly and provide true answers (not what you think that will make you look good). The questions are challenging. They sometimes ask you to choose between the lessor of two evils. No matter their complexity, the results can pinpoint your unique color and what it means in terms of your personality and the people you tend to attract or detract for that matter.

C52 0 !66&66&% t5&%u :+2 !5& %5,9&1 #< 7&$+12/2(< to assessed “blues” who strive for high integrity to assessed “whites” seeking acceptance and assessed “yellows” who enjoy social interactions, your color is compared to each category. Afterall, one cannot always choose who he or she works with let alone the role he or she will have on a team of strangers that must work in harmony with one another. So, the Color Code gives you a sense of where your personality stands and categorizes it to help determine your level of comfort, level of need, and what makes you tick.

Awards and Job Satisfaction = Getting Involved

Regardless of your color, know that it is just a snapshot in time. It may hold true year after year, or it may $+!1(& !6<28 (52 : !1% #/2- ‘ ”A G+2ﻛ

D

suggests that those employers who are not providing such a platform are limiting worker opportunities for reskilling and upskilling.

Is online education a viable method for worker skill development? Online education comes in many '25 0 6n 62 %& ï 1,7,216 !5& 3529,%&% '25 $/!5,7<k >7 21& 0 ,%f>7/! 17,$ 67!7& $2//&(&n ï9& '25 0 6 2' ,16758$7,21 were described on their website, four of which are technology-mediated in some way (College of Southern Maryland, 2022). They offer web-based courses, which are completely virtual and have no set time 25 6$+&%8/&0 5&!/ 7, 0 & 7&$+12/2(<n : +,$+ !5& 9,%&2 sessions held by the instructor and attended by class 0 & 0 #&56 9,! ! 9,%&2 3/!7'25 0 0 +<#5,%n : +,$+ !5& ! combination of web-based and meeting in person (some in-person meetings and some web-based !$7,9,7,&6¢0 ! 1% E<C/&;n : +,$+ $2 0 #,1& : &#f#!6&% ! 1% meeting in person, but unlike hybrid, students may choose which form they wish to attend and have the option to switch back and forth to meet their needs. L 1/,1& 75!,1,1(0 2%!/,7,&6 0 !< !/62 ï7 7+&6& 0 2%&/6m combina ses9000some wrds63 (yrela.1 (t)910 ohip.9 (.)10 ( )]TJ EMC /P <</Lang (en-US)/MC6D 6452 >>BDC escrib)-t090003

In conclusion, American workers seek out educational opportunities for reskilling and upskilling. Online education is attractive for employers due to $267 $217!,1 0&17 !1%7+& ð&;,#,/,7< ,7 3529,%&6k B 0 3/2<&&6n 722n ï 1% 21/,1& '25 0 !76 %&6,5!#/& due to their convenience. However, barriers for participation should be considered in the design of online educational programs to ensure a high quality of content, that workers have the necessary skills to perform online learning tasks and possess the motivation to learn in an online format.

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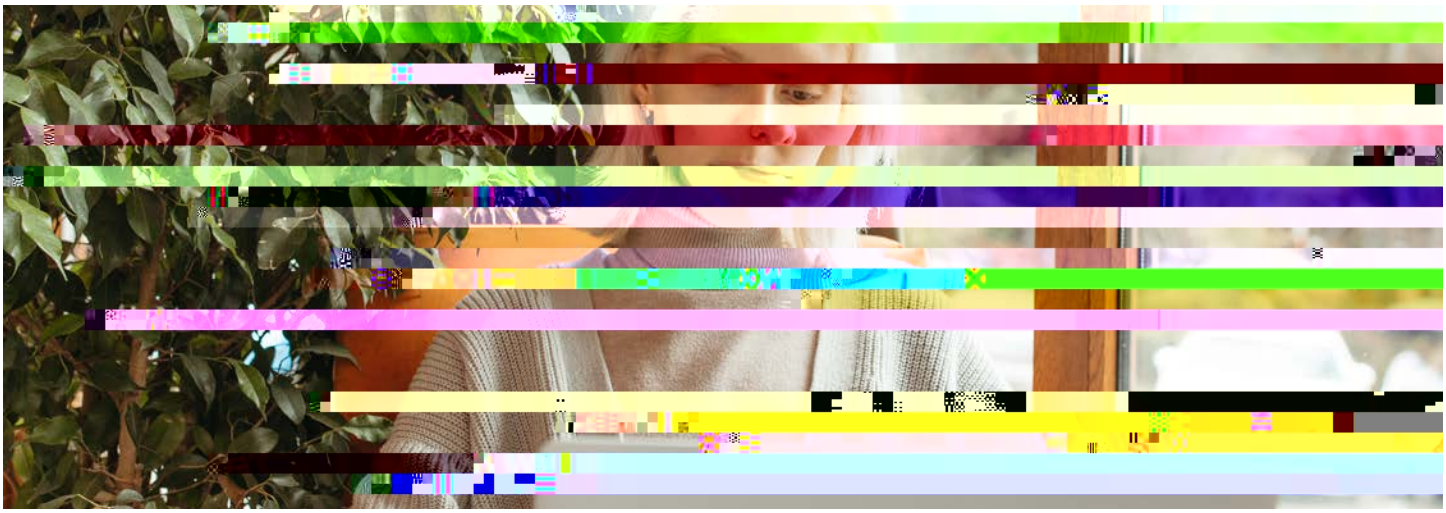

Women and Lifelong Employability

The economic consequences of the global pandemic have greatly impacted employability in the United States, especially for those with limited means and protections such as health insurance and sick leave. The pandemic has exposed existing vulnerabilities and inequalities in our economic system. Women have been particularly impacted by job and income loss. Many women who worked through the pandemic found themselves on the front line providing essential services while taking on the risk of exposure to @LSFAf[ck C857+&5 0 25&n 7+& 3 ! 1%& 0 ,$ + !6 +, (+/, (+7&% the problem of unpaid care and domestic work where women have experienced a disproportionate burden compared to their male counterparts (Impact, 2020). As we move out of the global pandemic and into recovery, labor composition, workplace values, and employment rules of engagement are once

gender stereotypes. Male emotion is a sign of agency, motivation, and strength while female emotion is a sign of communality, gentility, and expressiveness ¡J !$D,//n \X[bo J 2+1n \X\Xo T2/' &7 !/kn \X[`¢k Understanding the difference provides women with an understanding of differences in emotional regulation and in the context of work, the ability to discern when change is needed. Reframing is important for establishing boundaries and as a decision tool when recognizing you no longer have the capacity to keep yourself in a negative work environment or under the supervision of a leader who does not value your identity or self-worth.

Resolve refers to self-determination as a principle of practice at a personal level and professional level. C52 0 ! 3&5621!/ 3&563&$7,9&n 0 !1< : 2 0&1 +!9& been and are now in a relationship where they do the nurturing, supporting and empowering but are 127 (,9&1 7+& 6! 0 & ,1 5&7851k J !1< : 2 0&1 ï 1% themselves in this situation because we live in a society that encourages women to opt for connection without consideration of consequences. The consequences include, but are not limited to, a loss of self-esteem and an underdevelopment of a full range of personal and professional capacities. As women we must recognize that we live in a society that distorts or takes advantage of women's strengths (Rubenstein & Lawler, 1990). As we build our identity during the course of our working life, women must be vigilant to reinvent themselves when necessary. Resilience and reframing will allow women to establish boundaries and to determine what is acceptable as it relates to presence in the workplace, identity, and well-being. C52 0 ! 352'&66,21!/ 3&563&$7,9&n 6&/'f%&7&5 0 ,1!7,21 is the ability to choose one's behavior and to make decisions and respond appropriately to our circumstances. In the context of self-determination, resolve is the ability to think about Self, to be aware of our presence, to know the kind of person we desire to be, to have a sense of our self-worth, and to protect 7+&6& t . 12 : ,1(u !#,/,7,&6 !7 !// $267 ¡A&$, d O<! 1n \XXao Sprague & Hayes, 2000).

The importance of thinking critically about reinvention, resilience, reframing, and resolve as they relate to employability cannot be overstated. Empowerment for women in the workplace is about having control over life decisions, having a strategic road map with goals and objectives that lay a path for work. Empowerment is about perceived agency, job satisfaction, well-being, and bargaining power when needed (Abrar ul Haq et al., 2019). The long-term lock down in response to COVID-19 provided a unique opportunity to reevaluate the changing nature of work, the importance of empowerment, and well-being (Jenkins et al., 2021) as it relates to employability. Events such as the transformation of capitalism, globalization, and the pandemic have put an end to full employment as we know it and subsequently has led to new career models (Insa et al., 2016). As women continue to navigate the changing landscape 2' & 0 3/2<!#,/,7<n 6&/'f5&ð&$7,21 : ,// 3/!< !1 , 0 3257!17 role in the perceptions of work, self-worth, and well-being.

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Soriano, A., W. Kozusznik, M., Peiró, J. M., & Mateo, C. (2020). The role of employees' work patterns !1%2'ï$&7<3& ï7¡!1% J,6ï7¢,1 7+&5&/!7,216+,36 between employee well-being and performance.

mothers were twice as likely to feel burdened with $+,/% $!5& 5&63216,#,/,7< !1% 5&3257&% %,'ï$8/7,&6 handling virtual schooling, child care needs, and work tasks (Karageorge 2020). Mothers provide 60% of child care in couples where both parents were working.8 Caregiving expectations and overrepresentation in industries disrupted by the COVID-19 pandemic left working mothers 68% more likely to have to leave 7+&,5 -2#6 ¡E&((&1&66 d C,&/%6 \X\X¢k T25.,1(0 27+&56 also experienced notable job losses due to working in industries hit harder by the COVID-19 pandemic and fewer jobs that allowed remote work.

Social Well-Being

C&&/,1(6 2'62$,!/,62/!7,21 #528(+7 21 #<7+& @LSFAf[c pandemic brought new struggles for American workers. Many experienced increased social isolation and the resulting deteriorating mental health effects. Though work and family relationships helped with social needs during the COVID-19 pandemic, working parents reported feeling that lack of support, mentoring, and advocacy held them back in their careers and requested additional support from employers to connect with mentors and colleagues.

Community Well-Being

Community well-being includes social health determinants such as food, housing, transportation, physical and mental health, education, employment, social support, and safety needs (American Hospital Association 2021). During the COVID-19 pandemic, communities came together to support work-life balance and provide health and community services for those in need. Many people chose to volunteer, share helpful information online, or build their career and social networks during shelter in place mandates and quarantines to counteract feelings of social isolation. Despite these efforts, additional support :!6 1&&%&% 72 5&%8$& %,'ï$8/7,&6 67& 0 0,1('52 0 government restrictions in communities (Marston, Renedo, & Miles 2020).

Health Well-Being

Physical inactivity was already a major health concern worldwide costing billions of dollars in lost productivity for workers (Hall et al. 2021). Then, COVID-19 pandemic shelter in place mandates forced many American workers to change their exercise habits to in-home or neighborhood options. Additionally, changes in work hours, social distancing needs, and remote working left workers struggling with sedentary behaviors, a lack of physical activity,

The concerns with career, social, community, health, ! 1% ï 1 ! 1$,!/ : &//f#&,1('25 : 25 . ,1(3 !5&176 +,(+/,(+7 issues present with work-life balance during the COVID-19 pandemic. Support needs beyond those of the general population could help working parents 72 : !5% $!5&&5n ï 1 ! 1$,!/n +&!/7+ ! 1% 62$,!/ : &//f#&,1(k T25 . ,1(3 !5&176 63&$,ï$!//< 6+ !5&% 7+ !7 ! /!$. 2' 7, 0 & and schedule concerns kept their careers from moving forward.

Work-Life Balance Concerns of Military Workers and Veterans

Career Well-Being

C,1%,1(#!/! 1$& '25 0 ,/,7!5< : 25 . &56 $! 1 #& challenging, and both military workers and veterans suffered from changes to their work-life balance during the COVID-19 pandemic. A 2020 survey of military families showed that time away from '! 0 ,/< : !6 ! 723 21&51 ¡?/8& P7!5 C! 0 ,/,&6 \X\X¢k The COVID-19 pandemic brought new struggles to attain work-life balance in the military with a lack of child care, distance education and support needs for children, and the unpredictable schedules and extended deployment times of military workers. Work duties of military workers go further than the hours of a traditional career, heavily impacting spouses and children with work separations or relocations, unpredictable schedules, and safety concerns.

Social Well-Being

Isolation from physical or social distancing, shelter in place orders, and distance learning needs affected military workers and their families. Reduced social opportunities and unpredictability from the COVID-19 pandemic brought on boredom, loneliness, and worries about the future for American military workers. Social support can combat the effects of chronic stress by providing a support network, effective leadership, and healthy relationships (CHAMP Human Performance Resources March 2, 2020). Commitment to others, a sense of group unity, and unit cohesion are integral to military life and support the needed courage and resilience for military workers and veterans. However, veterans suffer from mental and behavioral health issues from previous trauma exposure which can leave them without needed social support networks (Gerber 2020).

Community Well-Being

Community engagement helps military workers ! 1% 9&7&5 ! 16 '&&/ $21 1&$7&% 72 27+&56 ! 1% ï 1% needed support in their area. Community activities, civic action, connecting through organizations, and collective action for community improvement support military workers and their families. Military community events and opportunities create a sense of shared purpose, social support, and an awareness of community resources for military workers, veterans, and military families (CHAPM Human Performance Resources November 23, 2020). This community support was especially important to combat the isolation brought on by COVID-19 pandemic shelter in place restrictions and quarantines.

Health Well-Being

Military workers are concerned with keeping up their mental and physical health. A lack of emotional energy or task switching from drills and orders to family time can also make military workers feel drained at home (CHAPM Human Performance Resources July \^n \X\X¢k A,' ï $8/7,&6 : ,7+ : 25 . f/,'& #!/! 1$& $! 1 /&!% to negative health effects and increased stress for military workers and veterans. Six out of ten military workers reported that their overall happiness was worse or much worse due to the COVID-19 pandemic (Kassraie 2021). Veterans especially suffered from mental health and trauma issues during the COVID-19 pandemic.

Financial Well-Being

C,1 ! 1$,!/ 6&$85,7< ,6 ! 21&51 72 0 ! 1< > 0 &5,$! 1 workers burdened by credit card, medical, and student debt as well as auto loans and mortgages. The economic insecurities brought on by the COVID-19 3 ! 1%& 0 ,$ &; !$&5#!7&% ï 1 ! 1$,!/ ,668&6 '25 0 ,/,7!5< workers and veterans. Job loss affected Americans working in industries such as mining and extraction, transportation and warehousing, employment

The Importance of

of law enforcement's responsibilities expands, the need for expanded and more effective training has #&$2 0 & $5,7,$!/ ¡@LMP 3k] \X[_¢k Q2%!<s6 /,1& 2'ï$&56 and leaders must be trained and capable to address a wide variety of challenges including international terrorism, evolving technologies, rising immigration, changing laws, new cultural mores, and a growing mental health crisis (COPS, p.3, 2015). The resources 72 &1685& 7+!7 32/,$& 2'ï$&56 5&$&,9& 48!/,7< !1% updated training and education must be championed by both the city manager and chief of police.

Recently, not only the country but also the law enforcement community have felt the impact of the COVID-19 pandemic. This has become an additional challenge for both the city manager and chief of police 72 !%%5&66 21&51,1(2'ï$&5 :&//1&66 !1% 6!'&7<k M,//!5 P,;m L'ï$&5 T&//1&66 !1% P!'&7<n & 0 3+!6,=&6 7+& 6833257 !1% 3523&5,0 3/& 0 &17!7,21 2' 2'ï$&5 :&//1&66 and safety as a multi-partner effort (COPS, 2015). The :&//1&66 !1% 6!'&7< 2'/!: &1'25$& 0 &17 2'ï$&56,6 $5,7,$!/ 127 21/< '25 2'ï$&56n 7+&,5 $2//&!(8&6n !1% 27+&5 agencies but also to public safety (COPS, p. 4, 2015).

The city manager and chief of police must work collaboratively to ensure that resources are available to develop, administer, and maintain a quality wellness !1% 6!'&7< 352(5! 0k L'ï$&56 6+28/% #& 3529,%&% :,7+ equipment to protect them from COVID-19, issued 3523&5/< ï77&% #!//,67,$ 9&676n 3529,%&% :,7+ 3523&5/< working and safe police department equipment, safety equipment in vehicles, and the appropriate training to stay safe and improve wellness.

Conclusion

The importance of positive collaboration between the city manager and the chief of police is incredibly important to the safety of the community and well-being of police department personnel. They must work towards a shared mission and vision for public safety. Each executive leader must be dedicated to maintaining transparency with each other !1% 72 !/:!<6 :25. !6! 7&!0 '25 7+& #&1&ï7 2' !// stakeholders.

About the Authors

Donald Munday, Ed.D.

A5k J 81%!<,6 ! 5&7,5&%/!: &1'25$& 0 &17 2'ï$&5 :,7+ over 23 years of experience eventually attaining the rank of Chief of Police. During his years in law enforcement, he was assigned to units such as Patrol, Crime Prevention, CSID Team, Bunco/Larceny, B;3/2,7&% !1% J,66,1(@+,/% R1,7n C!7!/ >$$,%&17 Investigation, Vice/Organized Crime, Planning/ Research, Community Policing, and Training/ Recruitment. Dr. Munday has been a member of the International Association of Chiefs of Police (IACP) !1% 7+& C5!7&51!/ L5%&5 2' 7+& M2/,$& I2%(&»_k A85,1(his public service he received numerous police department commendations including the Bronze Wreath of Valor, Bronze Wreath of Meritorious Service (2), Community Service Award, and the Distinguished Service Award. Dr. Munday received the Devore C281%!7,21 tB;$&//&17 ,1 M8#/,$ P&59,$&u !:!5%n and a school district "Golden Apple" award for his community service.

Dr. Munday currently is a faculty member in the ACCESS Program for the College of Doctoral Studies at the University of Phoenix. Prior to this position he served as a Dean of Assessment for the College of Criminal Justice and Security, and a College Chair for the Criminal Justice program at a local campus. Dr. Munday has been teaching Ethics, Leadership/ Management, and Criminal Justice courses in university settings for over thirty years. He has authored Criminal Justice Bachelor of Science programs of study for two private universities. Dr. Munday has been a presenter at conferences concerning the topics of Adult Learning Strategies, Programmatic Assessment, Implementation of the @2 0 0 81,7< M2/,$,1(M+,/2623+<n !1% C,567 O&6321%&5 PTSD. He is a contributing author to a recent Criminal Investigation textbook. He holds a Bachelor of Science Degree in Human Resource Management, a Master 2' P$,&1$& A&(5&& ,1 J!1!(& 0 &17 '52 0 C5,&1%6 University, and an EdD in Occupational and Adult Education from Oklahoma State University.

Marie Peoples, Ph.D.

Dr. Peoples has 20+ years of experience in local and state government. She currently serves as City J!1!(&5 2' T&#67&5 D529&6n J,66285,0 !1,11&5f5,1(City in St. Louis. Previously, she served as Deputy County Manager for Coconino County, the second largest County in the nation, and was responsible for leading justice and human service-related departments. Her career began within Missouri's correctional system. In addition, she has worked for

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Career Perception of American Workers: Career Statuses During the Pandemic

Executive Summary

The onset of the SARS-CoV-2 (COVID-19) pandemic in early 2020 has fundamentally changed many businesses, politics, and even personal practices. People and organizations experienced a culture shock. A survey of over 11,000 people was conducted across the United states. The survey consisted of 48 questions, as well as extensive demographic questions. One question that was asked was whether the pandemic had made a difference in how people view their careers. Understanding what factors are involved in career path decision making could be of value to both individual employees as well as leaders.

This white paper will examine the differences between those who have considered changing their careers and those who have not. This study will examine the implications of their current career based on job-title and time in that position. Are those who are more senior more optimistic compared to those at lower levels. This paper will also be used to evaluate the 327&17,!/ ,0 3!$7 2' ï 1!1$,!/ 6833257 '25 &%8$!7,21 25 personal development on participants consideration of a career change.

Introduction

The purpose of this white paper is to examine individuals' perceptions of their career paths during the COVID-19 pandemic. Did some individuals consider changing their careers? Was a consideration of a change in career more relevant to some more than others, based on their current job position? Were they more optimistic about their careers if they were most senior in their position? Last, did it make any

“Have you ever thought about changing your career? By changing your career, we mean moving from one ,1%8675< 25 ï&/%72 ! 727!//<%,''&5&17 ,1%8675< 25 ï&/%ku

The question of career optimism, however, is robust. Eva et al. (2020) reported on an extensive review on career optimism. The authors listed six antecedents to career optimism including individual personality

Decision to Change Careers Based on Demographic Data

The number of people who had considered a career change was almost the same as those who had not. Q+&5& ,6 5&6&!5$+ #!6&% 21 7+& %& 0 2(5!3+,$ 352ï/&6 considered in this paper, so questions as to age (Holly Slay et al., 2018) and gender (Ali et al., 2018) and how those issues might moderate a decision to make a career change could be important. Using data from the University of Phoenix Career Optimism index survey, correlational studies were run to see if there :!6 ! 6,(1,ï$!17 !662$,!7,21 #&7:&&1 7+& %& 0 2(5!3+,$ factors mentioned and the consideration of changing $!5&&56k C285 $255&/!7,21!/ !1!/<6&6 :&5& 581 !6 6+2:1 #&/2:

1. Pearson's r between having considered a career change and gender = 0.0522.
2. Pearson's r between having considered a career change and ethnic background = -0.0609.
3. Pearson's r between having considered a career change age = 0.2299
4. Pearson's r between having considered a career change and education = 0.05170

The results of the study indicate that within this 3238/!7,21n 7+&5& :&5& 12 6,(1,ï$!17 $255&/!7,216 between gender, age, ethnic background and education in terms of consideration of a career change. There :!6 ! :&!. 326,7,9&n #87 121f6,(1,ï$!17 $255&/!7,21 72 age.

"Are people more optimistic the more senior they are in a company?" The literature is sparse in this area.

Table 4 | Job title and years in position.

The amount of time in their current position was very consistent across all 10 job titles. The lowest number of years in a position was entry-level.

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4 = I don't know

turnover (Sutton, 2020), tuition reimbursement did make a positive difference in retaining and recruiting.

In the University of Phoenix Career Optimism index survey, 9905 participants responded to the question about whether their organization offered any sort 2' ï1!1$,!/ !66,67!1$& '25 &%8$!7,21 25 75!,1,1(k The results of how the four possible responses to 7+& 48&67,21 !5& 6+2:1 ,1 C,(85& _k Q+& 48&67,21n however, is whether this information was relevant to participants in terms of whether they had considered changing careers. The answer is that there does not appear to be any association between considering !$!5&&5 $+!1(& !1% ï1!1$,!/ 6833257 '52 0 7+& employer. A statistical correlation gave a Pearson's r = - 0.0002.

Summary

The University of Phoenix Career Optimism index survey was an extensive survey of over 11,000 participants from all parts of the United States and all levels of employment. Some were unemployed while others were corporate leaders. This whitepaper addresses three questions that were part of the University of Phoenix Career Optimism index survey. Had individuals considered a career change, were they more optimistic if they were more senior, and %,% ï1!1$,!/ 6833257 '52 0 7+&,5 & 0 3/2<&56 0 !.&! difference?

The results indicated that about half the population had considered a career change, but there is no data to suggest that this increased or decreased due to the COVID-19 pandemic. As far as seniority and a sense of optimism, the topic is too complex to say it is associated only with job title. As indicated previously, there are multiple antecedents affecting career optimism and job title may not be one of those. The /!67 48&67,21 5&(!5%,1(ï1!1$,!/ 6833257 +!6 #&&1 21& that has been argued for decades. Some employees !$7,9&/< 3529,%& [XXª ï1!1$,!/ 6833257 '25 &%8$!7,21 and personal development while the majority offer little or none.

What are the implications for leadership? Most organizational leaders are very aware of turnover within their own organizations. Most organizational leaders will only remain in their current position, on average, less than four years. Replacing an employee, especially C-level employees, can be very expensive and take a long time, yet the reality is that while

Career paths typically refer to either a path through an industry or, on a smaller scale, one's path through ! 63&$, ï $ 25(! 1,=!7,21k F1 ,76 6, 0 3/&67 ,7&5!7,21n 7+& career pathway approach targets occupations with a lot of job openings and works with employers to grow a 3,3&/,1& 2' 6.,//&% : 25.&56k C25&; ! 0 3/&n ,' ! : 25.&5s6 goal is to become a principal, a typical career path : 28/% ï567 ,%&17,'< 7+& &%8$!7,21 ! 1% $5&%&17,!/6 21& would need to obtain a teaching job. As one gained experience in the classroom, an effective career pathway tool could potentially outline administrative credentials one would need to acquire in order to move to the next milestone position. The pathway would then repeat its information as it outlines the steps to follow between subsequent milestone positions until the ultimate role – in this case a school principal – was achieved.

Guided by practical career milestones, the effective and well-designed career pathway will approach its goal by connecting progressive levels of education, training, support services, and credentials. It is $2 0 0 21 72 ï 1% $!5&&5 3!7+ : !<6 !$5266 %,''&5&17 industries to be diverse and unique, showcasing unique needs of the industry they represent. However, there are some commonalities among many including three essential features of most career pathways, : +,$+ 2'7&1 '&!785&m

1. Multiple entry points, so that individuals can begin their career path at the most appropriate skill level and not necessarily always at "entry level,"
2. Multiple exit points so that individuals have several options to re-enter the workforce at various milestones and easily return to further their education when they're ready—either between jobs or simultaneously while they are working,
3. Well-connected and transparent education, training, credentialing, and support services to facilitate progress along the pathway and ensure participants can get credit for their education and experience in the future (Clarkson University, 2020).

In addition to these three common characteristics, many well designed career pathways will also integrate these following four key functions that are made !9!,/!#/& 72 !1<21& 87,/,=,1(7+& 3!7+ : !<m

1. Quality education and training leading to credentials which can be recorded as objective and measurable gains in relevant skill,
2. Consistent and non-duplicative assessments of participants assets and needs,
3. Support services and career navigation assistance, and
4. Employment services and work experiences.

> $!5&&5 3!7+ 6+2 : $!6&6 ,1%8675<f63&$, ï $ -2#6 ! worker will need to secure in order to achieve one's ultimate career goals within the discipline, but this movement doesn't always have to happen in a straight line or linear fashion.

Career paths traditionally imply vertical growth or advancement to higher-level positions, but they can also include lateral (sideways) movement within or across industries. There's simply no universal blueprint or timetable for climbing the career ladder. It is dependent on a variety of things. This is where perhaps many people may become frustrated.

Even though on paper a career pathway often invokes 7+& 127,21 2' ! /,1&!5 ð2 : '52 0 0 ,/&6721& 72 0 ,/&6721&n ,1 35!$7,$& 0 29& 0 &17 ! : 25.&5 0 !< ï 1% 7+& 0 6&/9&6 potentially skipping levels based on market demand, moving laterally due to employer dynamics, or even moving backwards along the pathway in certain situations. Professionals who have achieved the top job on one career pathway may be able to leverage transferable skills or networking strength to transition to the middle or top of another career pathway as well.

When properly designed, career pathways are a collaborative undertaking among community leaders, industry, institutions of higher education and training providers. K-12 school systems can also be involved depending on how early a community determines to #&(,1 &1(!(,1(327&17,!/ : 25.&56k C25&; ! 0 3/&n $&57!,1 cybersecurity roles require Department of Defense $/&!5!1$&6 : +,$+ $!1 7!.& ! 6,(1,ï$!17 ! 0 2817 2' time to obtain and only if the applying worker does not have any criminal offenses (such as underage alcohol possession). In this case, it makes sense for a career pathway to be integrated into a K-12 curriculum and #&(,1 35&3!5,1(678%&176 : ,7+ !1 ,17&5&67 ,1 7+,6 ï&/%k

C52 0 ! $2//!#25!7,9& 3!571&56+,3 2' $2 0 0 81,7<n industry and education leaders, career pathways for key industries are designed showcasing milestone jobs that – with the proper accumulation of credentials, training, and experience – lead to higher paying milestone jobs. It is critical that the pathway is

68'ï$,&17/<%&9&/23&%62!672683325 7,1%,9,%8!/6 along the way, coordinating with employers, and providing crucial guidance. Each step allows the participant to gain a marketable skillset and credential, preparing them for the next job on the career path (Clarkson University, 2020).

Why Use a Career Pathway?

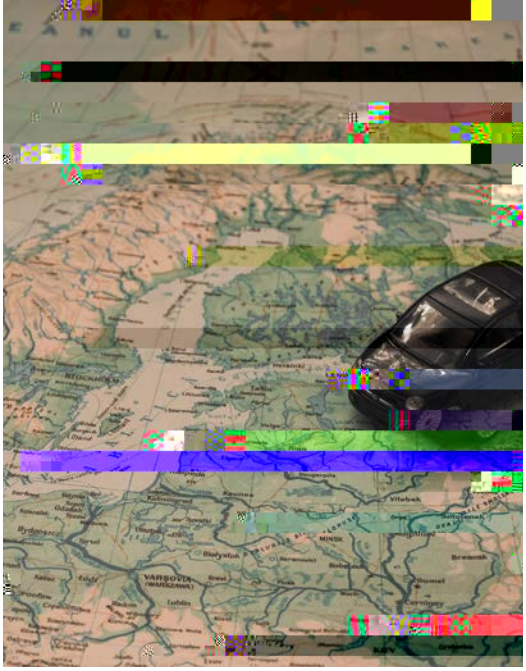
T+<:28/%!1<:25.,1(!%8/7#&1&ï7'52 0 ,19&67,1(7+&7,0&72 35&3!5&!$!5&&5 3!7+:!< C25 21&n,7 can support advancement in both one's career and in higher education. There are lots of options for individuals to follow in the modern workplace, so identifying the optimal array of education, training, $&57,ï$!7,21n!1%&0 3/2<0&17$!1 7!.&62 0&&''257k A career pathway is a blueprint that helps align all the opportunities that are available to support an individual in reaching his or her goals.

The rapid diffusion of disruptive technology during the past ten years has resulted in a professional environment that depends on a skill development system that is poorly aligned to provide adequate training and support for anyone looking to enter a skilled occupation.

The fact is most of the skill development systems that are utilized today were designed for a time before two-thirds of jobs required at least some education and training beyond high school. Combine this with a working population that lack access to career guidance 5&68/76,1 6,(1,ï$!17$21'86,21!#287+2:75!,1,1(n employment and the wide array of postsecondary

All Pathways Are Not Created Equal

Navigating the Workplace During Covid



Amy Preiss, Ph.D.
Faculty
Center for Workplace Diversity and Inclusion Research

Q+& @LSFAf[c 3 ! 1%& 0 ,$ 352 0 37&% 6,(1, ï $! 17 employment shifts worldwide. Millions of workers experienced sudden and unexpected job loss, while millions more struggled to adapt to the isolation of working remotely. In addition to risking their health, essential workers faced the psychological burden of distancing from others, wearing protective gear, fearing personal exposure, and the trauma of treating

anxiety and depression (42% vs. 30%), substance abuse (25% vs. 11%), and suicidal thoughts (22% vs. 8%) compared to non-essential workers during the pandemic.

ability to work virtually on their resumes. Managing dispersed teams or working from home in the past are important competencies that demonstrate this ability.

Conclusion

The COVID-19 pandemic has changed the way business operates and how employees work, and it +!6%,65837&% 0!1<,1%,9,%8!/6s 3&5621!/n ï1!1$,!/n and work lives. Yet, during this unprecedented time organizations and employees can adapt by embracing new skills and developing new behaviors. Businesses can use the COVID-19 pandemic as an opportunity to reshape hiring practices and to recruit and retain top talent and employees. Job seekers can use this time 72 5&ð&$7 21 7+&,5 1&;7 $!5&&5 0 29&k Q+&5& ,6 12 %28#7 the future of work has changed, perhaps with positive outcomes.

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momentum when the organization becomes known for its concerns and value adding actions to attract, retain and spearhead the performance of employees. Positive responses from employees and industry increases the organizations' brand.

Employees desire to see the proof and be recognized for identifying what they need now versus later in their careers. The employees value more time with family, remote working, upskilling and cross skilling to meet the demands of the evolving global workforce, and safely responding to world events. The heightened sense of awareness is attributed the world's reactions to COVID-19. Work-life balance has different meanings. Clarifying how employers and employees respond to the meaning may enhance awareness of the 1&&%6 !1% 3266,#,/,7,&6 72 0 !1!(&7, 0& !1% #&1&ï76 more effectively from both viewpoints (Turliuc & Buliga, 2014). Work-life balance trends continue to emerge industry-wide. The lack of balance impacts the life of the organization and the life of the employees. B9&5<21& +!6 7+& 6! 0& 18 0 #&5 2' +2856 ,1 &!$+ %!<0 however, their levels of responsibility and life activities may differ between employers and employees. Creating life-work balance takes time, energy, planning and opportunity to execute. Organizations cannot afford to not respond to emerging employee needs for work-life balance. Workplace stress and burnout prior to the pandemic cost the exceeded $500 billion dollars annually and 550 million lost workdays (U.S. Chamber of Commerce, 2021).

What Organizations Offer Employees

Notably, there is no one way to manage people and organizations. Human resources managers of organizations generally oversee the areas of employee well-being and work-life balance. Work-life balance for &0 3/2<&&6 ,6 5&ð&$7&% ,1 ì 2%! ,5 211 ! %(<0

most crucial to receive. Receiving services that are needed, accessible and cost effective are important to employers.

Perspectives Matter

Aligned perspectives impact the bottom lines within the organization in support of organizational growth and employee development. The following
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Conference, 2022), to name a few. The follow-up to listening to each other, is taking action.

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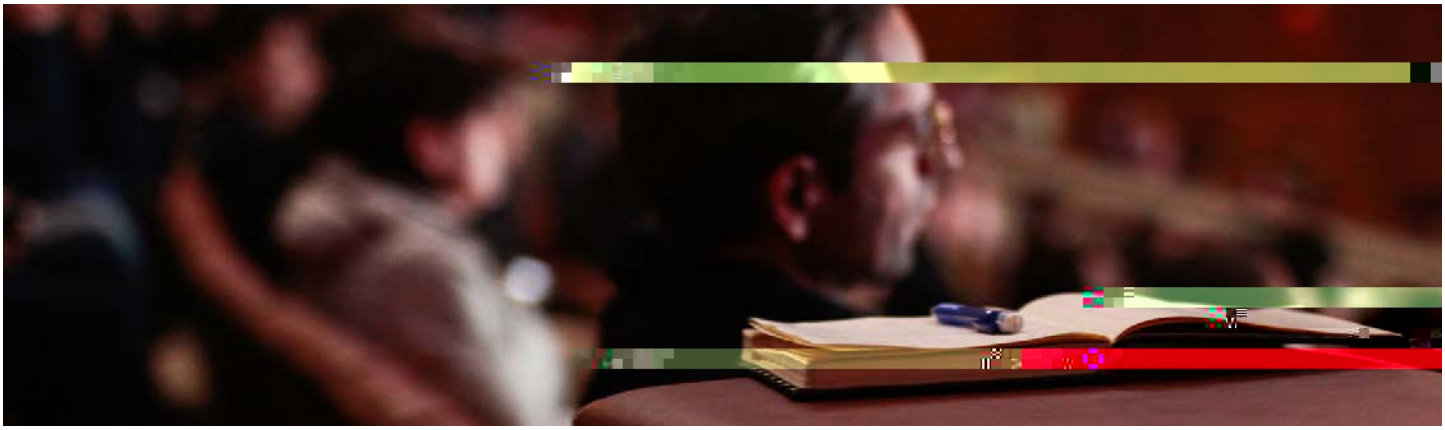

The College of Doctoral Studies offers a variety of events and workshops for students, faculty, and alumni. ?&/2 :ո<28 :,// ï1%,1'25! 07,21 '25 83$2 0,1(&9&176 !1% :25.6+2360 72 !$$&66 7+& '8// $!/&1%!5 3/&!6& 9,6,7 the **Workshop Calendar** on the Research Hub. All events are in the Arizona time zome, which does not observe %!</,(+7 6!9,1(6 7, 0 &k C&&/ '5&& 72 5&!$+ 287 72 86 ,' <28 +!9& !1 ,%&! '25 ! '8785& &9&17 25 :25.6+23k

Date	Time			

Date	Time	Title & Presenter	Description	Details
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