WEBINAR PRE/POST SUMMARY

FOUNDATIONS OF CAREER ALIGNMENT

INTEGRATING DISCOVERY, NEUROSCIENCE, AND ADVISING PRACTICE

September 29, 2026 | 20 pre-poll & 20 post-survey respondents

THE HEADLINE

Every measured dimension improved from pre- to post-webinar, and the biggest gains came exactly where confidence was lowest going in: understanding the neuroscience/psychology behind student decision-making, and feeling equipped with practical tools. Post-event enthusiasm for continued PD was the single highest score across either survey (4.45/5).

SELF-RATED SCORES (1–5 SCALE)

Dimension	Pre	Post	Change
Confidence helping students explore pathways	3.50	3.80	**+0.30**
Understanding of neuroscience/psych factors	2.26	3.45	**+1.19**
Feel equipped with practical, usable tools	2.79	3.90	**+1.11**
Value of continued PD like this session	—	4.45	**highest score overall**

WHAT ATTENDEES STRUGGLED WITH GOING IN

- Time and caseload constraints — several described "preaching to the masses" rather than reaching individual students.
- Uncertainty with younger or "stuck" students — junior high/9th grade often treated as low priority; no clear approach for students who can't make progress.
- Hopes were practical: tangible resources, research-backed talking points for parents/admins, and "a way to help at least one student."

WHAT STUCK AFTER THE WEBINAR

- A clear reframe from "what job should I get?" to "who am I / what am I wired to contribute?"
- Two phrases were echoed back almost verbatim by multiple attendees: "Exploration doesn't equal indecision" and "Skill is built. Fit is discovered."
- The "20 questions that don't mention careers" exercise was named specifically as something attendees plan to use.
- Several want to move away from career-selection language entirely and focus on helping students discover / "unmask" who they are.

IN ATTENDEES' OWN WORDS: WHAT THEY PLAN TO APPLY

- *"This expanded the way that I think about how to talk to students about career exploration — going forward I will challenge students and myself to be more exploratory about their career goals."*
- *"Slowing down the process of career choice and asking the right questions."*
- *"I'm excited to try the 20 questions that don't mention careers at all. I would love to attend more sessions that focus on integrating psychology into career exposure for students."*
- *"I won't approach students about picking a career or a major. I want to focus on helping the student discover who they are and unmasking. I would love to see future sessions on helping students unmask."*
- *"Some college freshmen think they must have it all figured out on day one. I love that exploration doesn't equal indecision. I also love skill is built, fit is discovered. I plan to incorporate both."*
- *"Ask what are you discovering about who you are instead of what do you want to do?"*

- *“Make sure I always emphasize they don't have to decide today — changing their mind is okay.”*
- *“For Career Services, the most useful shift may be from 'What job should I get?' to 'What am I wired to contribute, what kind of life do I want to build, and what experiences can help me test that?'”*

THE ONE CLEAR GAP

A recurring, unprompted note: strong on mindset shift, light on implementation. Multiple respondents asked for a follow-up that goes deeper into the “how” (e.g., “I love the idea, but I don't know how to apply it”).

RECOMMENDED NEXT STEP

Given the 4.45/5 appetite for more PD and the consistent “how” gap, a Part 2 session should keep the neuroscience/self-discovery framing (it's what resonated) but shift to hands-on application — e.g., walking through the “20 questions” exercise live, or giving counselors a simple protocol for students who are stuck or undecided (the top pre-webinar pain point).