

National Career Development Guidelines: Competencies and Indicators

The competencies and indicators are organized into three major areas: self-knowledge, educational and occupational exploration, and career planning. The competencies represent general goals, and the indicators define specific knowledge, skills, and abilities that individuals should master in order to deal effectively with lifelong career development tasks. They are consistent with the general developmental capabilities of individuals at that level.

The competencies and indicators represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make the transition to the next level of education, and to develop an educational plan to ensure their academic growth and development. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career guidance and counseling plan.

High School Student: Competencies and Indicators

Self-Knowledge

Competency 1: Understanding the influence of a positive self-concept.

- 1.1 Identify and appreciate personal interests, abilities, and skills.
- 1.2 Demonstrate the ability to use peer feedback.
- 1.3 Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- 1.4 Demonstrate an understanding of environmental influences on one's behaviors.
- 1.5 Demonstrate an understanding of the relationship between personal behavior and self-concept.

Competency 2: Skills to interact positively with others.

- 2.1 Demonstrate effective interpersonal skills.
- 2.2 Demonstrate interpersonal skills required for working with and for others.
- 2.3 Describe appropriate employer and employee interactions in various situations.
- 2.4 Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Competency 3: Understanding the impact of growth and development.

- 3.1 Describe how developmental changes affect physical and mental health.
- 3.2 Describe the effect of emotional and physical health on career decisions.
- 3.3 Describe healthy ways of dealing with stress.
- 3.4 Demonstrate behaviors that maintain physical and mental health.

Educational and Occupation Exploration

Competency 4: Understanding the relationship between educational achievement and career planning.

- 4.1 Demonstrate how to apply academic and vocational skills to achieve personal goals.
- 4.2 Describe the relationship of academic and vocational skills to personal interests.

4.3 Describe how education relates to the selection of college majors, further training, and/or entry into the job market.

- 4.4 Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- 4.5 Describe how learning skills are required in the workplace.

Competency 5: Understanding the need for positive attitudes toward work and learning.

- 5.1 Identify the positive contributions workers make to society.
- 5.2 Demonstrate knowledge of the social significance of various occupations.
- 5.3 Demonstrate a positive attitude toward work.
- 5.4 Demonstrate learning habits and skills that can be used in various educational situations.
- 5.5 Demonstrate positive work attitudes and behaviors.

Competency 6: Skills to locate, evaluate and, interpret career information.

- 6.1 Describe the educational requirements of various occupations.
- 6.2 Demonstrate use of a range of resources (e.g., handbooks, career materials labor market information, and computerized career information delivery systems).
- 6.3 Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
- 6.4 Describe the concept of career ladders.
- 6.5 Describe the advantages and disadvantages of self-employment as a career option.
- 6.6 Identify individuals in selected occupations as possible information resources, role models, or mentors.
- 6.7 Describe the influence of change in supply and demand for workers in different occupations.
- 6.8 Identify how employment trends relate to education and training.
- 6.9 Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Competency 7: Skills to prepare to seek, obtain, maintain, and change jobs.

- 7.1 Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
- 7.2 Demonstrate academic or vocational skills required for a full- or part-time job.
- 7.3 Demonstrate skills and behavior necessary for a successful job interview.
- 7.4 Demonstrate skills in preparing a resume and completing job applications.
- 7.5 Identify specific job openings.
- 7.6 Demonstrate employability skills necessary to obtain and maintain jobs.
- 7.7 Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
- 7.8 Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
- 7.9 Demonstrate an understanding that job opportunities often require relocation.
- 7.10 Demonstrate skills necessary to function as a consumer and manage financial resources.

Competency 8: Understanding how societal needs and functions influence the nature and structure of work.

- 8.1 Describe the effect of work on lifestyles.
- 8.2 Describe how society's needs and functions affect the supply of goods and services.
- 8.3 Describe how occupational and industrial trends relate to training and employment.
- 8.4 Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

Competency 9: Skills to make decisions.

- 9.1 Demonstrate responsibility for making tentative educational and occupational choices.
- 9.2 Identify alternatives in given decision-making situations.
- 9.3 Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- 9.4 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- 9.5 Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
- 9.6 Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competency 10: Understanding the interrelationship of life roles.

- 10.1 Demonstrate knowledge of life stages.
- 10.2 Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
- 10.3 Describe ways in which occupational choices may affect lifestyle.
- 10.4 Describe the contribution of work to a balanced and productive life.
- 10.5 Describe ways in which work, family, and leisure roles are interrelated.
- 10.6 Describe different career patterns and their potential effect on family patterns and lifestyle.
- 10.7 Describe the importance of leisure activities.
- 10.8 Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Competency 11: Understanding the continuous changes in male/female roles.

- 11.1 Identify factors that have influenced the changing career patterns of women and men.
- 11.2 Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- 11.3 Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
- 11.4 Identify courses appropriate to tentative occupational choices.
- 11.5 Describe the advantages and problems of nontraditional occupations.

Competency 12: Skills in career planning.

- 12.1 Describe career plans that reflect the importance of lifelong learning.
- 12.2 Demonstrate knowledge of postsecondary vocational and academic programs.

- 12.3 Demonstrate knowledge that changes may require retraining and upgrading of employee's skills.
- 12.4 Describe school and community resources to explore educational and occupational choices.
- 12.5 Describe the costs and benefits of self-employment.
- 12.6 Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.

- 12.7 Demonstrate skills necessary to compare education and job opportunities.
- 12.8 Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

These activities were adapted from *Developmental Guidance Classroom Activities for Use with National Career Development Guidelines*, 1991-92, Center on Education and Work, University of Wisconsin-Madison, School of Education.

Georgia Quality Core Curriculum (QCC) Competencies Grades 9-12

The following QCC competencies for grades 9 through 12 are addressed in the career development activities included in this manual.

- H.9-2.1- Determines how adolescent use of alcohol and other drugs contributes to accidents, crime, and suicide.
- H.9-12.2- Recalls the leading causes of teen mortality and formulates methods of prevention of each.
- H.9-12.3- Recognizes that alcohol, tobacco, and other drug dependencies are treatable diseases and identifies appropriate community resources.
- H.9-12.4- Compares how alcohol, tobacco, and other drug use and nonuse impact personal goals, educational opportunities, and occupational choices.
- H.9-12.8- Recognizes the importance of individually abstaining from premarital sex and intravenous drug use to prevent the spread of HIV/AIDS and other sexually transmitted diseases.
- H.9-12.10- Recognizes that sexually transmitted diseases, including HIV/AIDS, are communicable diseases and that abstinence is the sure method of prevention.
- H.9-12.11- Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS.
- H.9-12.17- Recognizes that returning to abstinence is a positive alternative to previous sexual behavior.
- H.9-12.19- Identifies factors that promote a positive self-image (e.g., accepting responsibility; respect for self, authority, and others; self-discipline; self-control; and the right to be assertive).
- H.9-12.23- Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying *Ano*, negotiation, and using refusal and decision-making skills).
- H.9-12.24- Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, and peer).
- H.9-12.26- Identifies social, emotional, intellectual, and economic aspects of dating.
- H.9-12.28- Recognizes that having children is best undertaken in marriage.
- H.9-12.32- Analyses stress and its effects on all aspects of health and wellness.
- H.9-12.33- Develops and practices effective coping skills for managing stress to prevent self-destructive behavior (e.g., suicide).
- H.9-12.34- Demonstrates effective communication skills and resistance skills (e.g., nature of conflict, feelings, active listening, effective communication skills, and empathy).
- H.9-12.35- Demonstrates characteristics of a healthy decision maker.
- H.9-12.36- Explores the increased responsibility in the transition from adolescence to adulthood and proposes ways to make these changes easier.
- H.9-12.44- Identifies threats to personal safety (e.g., incest, rape, date rape).
- H.9-12.45- Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- PE.9-12.16- Appreciates the influence of participation in physical activity as it relates to cultural,

ethnic, gender, and physical diversity.

- SS. 9-12.3- Recognizes and explains how different points of view have been influenced by race, religion, and ethnicity.
- SS.9-12.5- Describes the techniques of social action (e.g., how to win support for desirable change and how to cooperate with others in achieving goals).
- SS.9-12.18- Analyzes how America, despite its diversity, became a unified society by its citizens' adherence to such basic values as Judeo-Christian traditions; belief in inherent, inalienable rights; and the intrinsic value of the individual.
- SS.9-12.19- Compares job qualifications, personal qualities, educational training, and income benefits associated with various careers.
- SS. 11-12.17- Identifies methods of effective expressions of public opinion: demonstrations, propaganda, advertising opinion, and leadership.
- SS.11-12.26- Compares and contrasts the cultures of selected ethnic groups
- SS.11-12.27- Examines the influence that ethnic groups have on the historical development of the United States.
- LA.9-12.4- Uses research process: selecting topic, formulating questions, identifying key works, choosing sources, skimming, paraphrasing, note taking, organizing, summarizing, and presenting.
- LA.9-12.19- Writes for many purposes including, but not limited to, personal (journals, diaries, stories, poems), social (friendly letters, thank-you notes, invitations), academic (themes, reports, essays, analyses, critiques), and business (letters, memos, applications).
- LA.9-12.23- Speaks so that others can hear and understand.
- LA.9-12.24- Works as a team member to solve problems.
- LA.9-12.26- Invents solutions to problems using thinking techniques (e.g., metaphors, analogies, models, brainstorming, and role-playing).
- LA.9-12.27- Analyzes logical relationships in arguments and detects fallacies.
- LA.9-12.37- Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly, and evaluates similar presentations by others.
- LA.9-12.38- Evaluates messages and effects of mass media (newspaper, television, radio, film and periodicals).
- LA.9-12.28- Recognizes that how to think is different from what to think; recognizes multiple valid interpretations; develops and defends individual interpretations.
- LA. 9-12.29- Participates in scenarios requiring application of technical/business/vocational problem-solving and communication skills.
- LA.9-12.36- Evaluates the messages and effects of mass media.
- LA.9-12.30- Presents arguments in orderly and convincing ways.
- LA.9-12.26- Creates solutions to problems using thinking techniques (metaphors, analogies, models, drawings, brainstorming, and role-playing).
- LA.9-12.33- Engages critically and constructively in discussions by speaking and listening.
- LA.9-12.38- Identifies verbal and nonverbal components of interpersonal communications.
- LA.9-12.28- Uses reading about other cultures as a means to acquire knowledge.
- LA.9-12-33- Develops ideas about diverse cultural issues, themes, and characters for the purpose of

speaking to a group; chooses and organizes related ideas; presents

them clearly in standard American English; and evaluates similar presentations by others.

- LA.9-12.44- Writes to inform an audience of a culture's contributions.
- LA.9-12.29- Uses nonverbal signs appropriately (gestures, eye contact, facial expression, and posture).
- LA.9-12.30- Interprets and assesses various kinds of communications.
- T/CE 9-12.7- Specifies goals, generates choices, considers risks, and evaluates and chooses workable alternatives.
- T/CE 9-12.8- Recognizes a problem, identifies the cause, develops and implements solutions, and evaluates results.
- T/CE 9-12.9- Takes initiative to accomplish tasks in a conscientious and timely manner.
- T/CE 9-12.10- Demonstrates an awareness of the need for well-being, and understands how individual attitude and actions influence other people.
- T/CE 9-12.11- Interacts appropriately in social situations and takes interest in others.
- T/CE 9-12.12- Demonstrates the ability to be trusted.
- T/CE 9-12.13- Demonstrates an understanding of proper business/work ethics.
- T/CE 9-12.14- Participates and interacts as a team member.
- T/CE 9-12.15- Shares knowledge and skills with others.
- T/CE 9-12.17- Understands and respects leadership roles.
- T/CE 9-12.20- Demonstrates the ability to resolve issues.
- T/CE 9-12.21- Demonstrates the ability to perform in a work environment with people of different age, gender, culture, attitude, and ability.
- T/CE 9-12.22- Knows and applies changing technology.
- T/CE 9-12.26- Makes potential career decisions based upon interests, abilities, and values and formulates appropriate plans to reach career goals.
- T/CE 9-12.27- Demonstrates the proper skills for seeking and securing employment.
- T/CE 9-12.29- Understands that people must be prepared for career changes.

