

## ■ National Career Development Guidelines Competencies and Indicators – Middle/Junior High School

### Self-Knowledge

#### **Competency I: Knowledge of the influence of a positive self-concept.**

Describe personal likes and dislikes.

Describe individual skills required to fulfill different life roles.

Describe how one's behavior influences the feelings and actions of others.

Identify environmental influences on attitudes, behaviors, and aptitudes.

#### **Competency II: Skills to interact positively with others.**

Demonstrate respect for the feelings and beliefs of others.

Demonstrate an appreciation for the similarities and differences among people.

Demonstrate tolerance and flexibility in interpersonal and group situations.

Demonstrate effective skills in responding to criticism.

Demonstrate effective group membership skills.

Demonstrate effective social skills.

Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

#### **Competency III: Knowledge of the importance of growth and change.**

Identify feelings associated with significant experiences.

Identify internal and external sources of stress.

Demonstrate ways of responding to others when under stress.

Describe changes that occur in the physical, psychological, social and emotional development of an individual.

Describe physiological and psychological factors as they relate to career development.

Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well being.

### Educational and Occupational Exploration

#### **Competency IV: Knowledge of the benefits of educational achievement to career opportunities.**

Describe the importance of academic and occupational skills in the work world.

Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.

Describe individual strengths and weaknesses in school subjects.

Describe a plan of action for increasing basic educational skills.

Describe the skills needed to adjust to changing occupational requirements.

Describe how continued learning enhances the ability to achieve goals.  
Describe how skills relate to the selection of high school courses of study.  
Describe how aptitudes and abilities relate to broad occupational groups.

**Competency V: Understanding the relationship between work and learning.**

Demonstrate effective learning habits and skills.  
Demonstrate an understanding of the importance of personal skills and attitudes to job success.  
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

**Competency VI: Skills to locate, understand, and use career information.**

Identify various ways that occupations can be classified.  
Identify a number of occupational groups for exploration.  
Demonstrate skills in using school, community, and technology resources to learn about occupational groups.  
Identify sources to obtain information about occupational groups including self-employment.  
Identify skills that are transferable from one occupation to another.  
Identify sources of employment in the community.

**Competency VII: Knowledge of skills necessary to seek and obtain jobs.**

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.  
Describe terms and concepts used in describing employment opportunities and conditions.  
Demonstrate skills to complete a job application.  
Demonstrate skills and attitudes essential for a job interview.

**Competency VIII: Understanding how work relates to the needs and functions of the economy and society.**

Describe the importance of work to society.  
Describe the relationship between work and economic and societal needs.  
Describe the economic contributions workers make to society.  
Describe the effects that societal, economic, and technological change has on occupations.

## **Career Planning**

### **Competency IX: Skills to make decisions.**

Describe personal beliefs and attitudes.

Describe how career development is a continuous process with series of choices.

Identify possible outcomes of decisions.

Describe school courses related to personal, educational and occupational interests.

Describe how the expectations of others affect career planning.

Identify ways in which decisions about education and work relate to other major life decisions.

Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.

Identify the requirements for secondary and postsecondary programs.

### **Competency X: Knowledge of the interrelationship of life roles.**

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

Identify how work roles at home satisfy needs of the family.

Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

Identify personal leisure choices in relation to lifestyle and the attainment of future goals.

Describe advantages and disadvantages of various life role options.

Describe the interrelationships among family, work, and leisure decisions.

### **Competency XI: Knowledge of different occupations and changing male/female roles.**

Describe advantages and problems of entering nontraditional occupations.

Describe the advantages of taking courses related to personal interest, even if members of the opposite gender most often take them.

Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

### **Competency XII: Understanding the process of career planning.**

Demonstrate knowledge of exploratory processes and programs.

Identify school courses that meet tentative career goals.

Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.

Describe skills needed in a variety of occupations, including self-employment.

Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.

Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

## ■ **National Career Development Guidelines Competencies and Indicators – High School**

### **Self-Knowledge**

#### **Competency I: Understanding the influence of a positive self-concept.**

Identify and appreciate personal interests, abilities, and skills.

Demonstrate the ability to use peer feedback.

Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrate an understanding of environmental influences on one's behavior.

Demonstrate an understanding of the relationship between personal behavior and self-concept.

#### **Competency II: Skills to interact positively with others.**

Demonstrate effective interpersonal skills.

Demonstrate interpersonal skills required for working with and for others.

Describe appropriate employer and employee interactions in various situations.

Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

#### **Competency III: Understanding the impact of growth and development.**

Describe how developmental changes affect physical and mental health.

Describe the effect of emotional and physical health on career decisions.

Describe healthy ways of dealing with stress.

Demonstrate behaviors that maintain physical and mental health.

### **Educational and Occupational Exploration**

#### **Competency IV: Understanding the relationship between educational achievement and career planning.**

Demonstrate how to apply academic and occupational skills to achieve personal goals.

Describe the relationship of academic and occupational skills to personal interests.

Describe how skills developed in academic and occupational programs relate to career goals.

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

Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.

Describe how learning skills are required in the work place.

### **Competency V: Understanding the need for positive attitudes toward work and learning.**

Identify the positive contributions workers make to society.

Demonstrate knowledge of the social significance of various occupations.

Demonstrate a positive attitude toward work.

Demonstrate learning habits and skills that can be used in various educational situations.

Demonstrate positive work attitudes and behaviors.

### **Competency VI: Skills to locate, evaluate, and interpret career information.**

Describe the educational requirements of various occupations.

Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).

Demonstrate knowledge a various classification systems that categorize occupations and industries.

Describe the concept of career ladders.

Describe the advantages and disadvantages of self-employment as a career option.

Identify individuals in selected occupations as possible information resources, role models, or mentors.

Describe the influence of change in supply and demand for workers in different occupations.

Identify how employment trends relate to education and training.

Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

### **Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.**

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

Demonstrate academic and occupational skills required for a full or part-time job.

Demonstrate skills and behaviors necessary for a successful job interview.

Demonstrate skills in preparing a resume and completing job applications.

Identify specific job openings.

Demonstrate employability skills necessary to obtain and maintain jobs.  
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and for change).  
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.  
Demonstrate an understanding that job opportunities often require relocation.  
Demonstrate skills necessary to function as a consumer and manage financial resources.

### **Competency VIII: Understanding how societal needs and functions influence the nature and structure of work.**

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

## **Career Planning**

### **Competency IX: Skills to make decisions.**

Demonstrate responsibility for making tentative educational and occupations choices.  
Identify alternatives in given decision-making situations.  
Describe skills/aptitudes needed to qualify for desired postsecondary education/training.  
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.  
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.  
Identify steps to apply for and secure financial assistance for postsecondary education and training.

### **Competency X: Understanding the interrelationship of life roles.**

Demonstrate knowledge of life stages.  
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).  
Describe ways in which occupational choices may affect lifestyle.  
Describe the contribution of work to a balanced and productive life.  
Describe ways in which work, family, and leisure roles are interrelated.  
Describe different career patterns and their potential effect of family patterns and lifestyle.

Describe the importance of leisure activities.  
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

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

Identify factors that have influenced the changing career patterns of women and men.

Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.

Identify courses appropriate to tentative occupational choices.

Describe the advantages and problems of nontraditional occupations.

**Competency XII: Skills in career planning.**

Describe career plans that reflect the importance of lifelong learning.

Demonstrate knowledge of postsecondary occupational and academic programs.

Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.

Describe school and community resources to explore educational and occupational choices.

Describe the costs and benefits of self-employment.

Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs.

Demonstrate skills necessary to compare education and job opportunities.

Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.