

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Overview



### Understanding the Guidelines Framework

#### Domains and Goals

Domains, goals and indicators organize the Guidelines framework. **The three domains:** Personal Social Development (PS), Educational Achievement and Lifelong Learning (ED) and Career Management (CM) organize content that is further described by **eleven goals**. The goals define broad areas of career development competency as shown below.

#### Personal Social Development Domain

GOAL PS1	Develop understanding of self to build and maintain a positive self-concept.
GOAL PS2	Develop positive interpersonal skills including respect for diversity.
GOAL PS3	Integrate growth and change into your career development.
GOAL PS4	Balance personal, leisure, community, learner, family and work roles.

#### Educational Achievement and Lifelong Learning Domain

GOAL ED1	Attain educational achievement and performance levels needed to reach your personal and career goals.
GOAL ED2	Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

#### Career Management Domain

GOAL CM1	Create and manage a career plan that meets your career goals.
GOAL CM2	Use a process of decision-making as one component of career development.
GOAL CM3	Use accurate, current and unbiased career information during career planning and management.
GOAL CM4	Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.
GOAL CM5	Integrate changing employment trends, societal needs and economic conditions into your career plans.

America's Career Resource Network



### Indicators and Learning Stages

The goals are detailed by more than **200 indicators** that highlight the knowledge and skills needed to achieve them. (See following pages for a complete list of the Guidelines indicators.) Each indicator is presented in **three learning stages** derived from *Bloom's Taxonomy*\*. They represent a developmental sequence of Knowledge Acquisition, Application and Reflection (see below). The stages describe learning competency. They are not tied to an individual's age or level of education. Together, the Guidelines goals and indicators can be the basis for K-Adult career development program content and evaluation.

**Learning Stage 1. KNOWLEDGE ACQUISITION (K).** Youth and adults at the Knowledge Acquisition Stage expand awareness and build comprehension of knowledge. They can recall, recognize, describe, identify, clarify, discuss, explain, summarize, query, investigate and compile new information about the knowledge.

**Learning Stage 2. APPLICATION (A).** Youth and adults at the Application Stage experience acquired knowledge by applying it to situations and to self. They seek out ways to use the knowledge. For example, they can demonstrate, employ, perform, illustrate and solve problems related to the knowledge.

**Learning Stage 3. REFLECTION (R).** Youth and adults at the Reflection Stage analyze, synthesize, judge, assess and evaluate knowledge in accord with their own goals, values and beliefs. They decide whether or not to integrate the knowledge into their ongoing response to situations and adjust their behavior accordingly.

### Coding System

The Guidelines framework uses a simple **coding system** to identify domains, goals and indicators as outlined below.

<b>Domains:</b>	<b>Goals:</b> Coded by domain and then numerically.	<b>Learning Stages:</b>	<b>Indicators:</b> Coded by domain, goal, learning stage and then numerically.
<ul style="list-style-type: none"> <li>● PS—Personal Social Development</li> <li>● ED—Educational Achievement and Lifelong Learning</li> <li>● CM—Career Management</li> </ul>	<p>Examples of goals:</p> <ul style="list-style-type: none"> <li>● Goal PS1 The student develops understanding of self to build and maintain a positive self-concept.</li> <li>● Goal ED1 The student attains educational achievement and performance levels needed to reach personal and career goals.</li> <li>● Goal CM2 Use a process of decision-making as a component of career development.</li> </ul>	<ul style="list-style-type: none"> <li>● K—Knowledge Acquisition</li> <li>● A—Application</li> <li>● R—Reflection</li> </ul>	<p>Examples of indicators:</p> <ul style="list-style-type: none"> <li>● CM2.K2 Identify the steps in one model of decision-making.</li> <li>● CM2.A2 Demonstrate the use of a decision-making model.</li> <li>● CM2.R2 Assess what decision-making model(s) work best for you.</li> </ul>

### America's Career Resource Network

\*Bloom, B. S. (Ed.), Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I: cognitive domain*. New York: David McKay.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS1

**Develop understanding of yourself to build and maintain a positive self-concept.**

### Indicators - Knowledge Stage

- |         |   |
|---------|---|
| PS1.K1  | Identify your interests, likes, and dislikes.   |
| PS1.K2  | Identify your abilities, strengths, skills, and talents.  |
| PS1.K3  | Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty). |
| PS1.K4  | Identify your work values/needs.  |
| PS1.K5  | Describe aspects of your self-concept.  |
| PS1.K6  | Identify behaviors and experiences that help to build and maintain a positive self-concept.                             |
| PS1.K7  | Recognize that situations, attitudes, and the behaviors of others affect your self-concept.                             |
| PS1.K8  | Recognize that your behaviors and attitudes affect the self-concept of others.  |
| PS1.K9  | Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.         |
| PS1.K10 | Recognize that educational achievement (performance) and/or success at work can affect your self-concept.               |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS1

**Develop understanding of yourself to build and maintain a positive self-concept.**

### Indicators - Application Stage

- |         |  |
|---------|--|
| PS1.A1  | Demonstrate behavior and decisions that reflect your interests, likes, and dislikes.   |
| PS1.A2  | Demonstrate use of your abilities, strengths, skills, and talents.   |
| PS1.A3  | Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty). |
| PS1.A4  | Demonstrate behavior and decisions that reflect your work values/needs.  |
| PS1.A5  | Demonstrate a positive self-concept through your behaviors and attitudes.  |
| PS1.A6  | Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.                                      |
| PS1.A7  | Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.                               |
| PS1.A8  | Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.   |
| PS1.A9  | Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.  |
| PS1.A10 | Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.                           |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS1

**Develop understanding of yourself to build and maintain a positive self-concept.**

### Indicators - Reflection Stage

- |         |  |
|---------|--|
| PS1.R1  | Assess how your interests and preferences are reflected in your career goals.  |
| PS1.R2  | Assess the impact of your abilities, strengths, skills, and talents on your career development.  |
| PS1.R3  | Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development. |
| PS1.R4  | Assess how your work values/needs are reflected in your career goals.  |
| PS1.R6  | Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.   |
| PS1.R7  | Evaluate the affect of situations, attitudes, and the behaviors of others on your self-concept.  |
| PS1.R8  | Analyze how your behaviors and attitudes might affect the self-concept of others.  |
| PS1.R9  | Assess how your self-concept affects your educational achievement (performance) and/or success at work.  |
| PS1.R10 | Assess how your educational achievement (performance) and/or success at work affect your self-concept.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS2

**Develop positive interpersonal skills including respect for diversity.**

### Indicators - Knowledge Stage

- PS2.K1 Identify effective communication skills.
- PS2.K2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
- PS2.K3 Identify positive social skills (e.g., good manners and showing gratitude).
- PS2.K4 Identify ways to get along well with others and work effectively with them in groups.
- PS2.K5 Describe conflict resolution skills.
- PS2.K6 Recognize the difference between appropriate and inappropriate behavior, in specific school, social, and work situations.
- PS2.K7 Identify sources of outside pressure that affect you.
- PS2.K8 Recognize that you should accept responsibility for your behavior.
- PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
- PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS2

**Develop positive interpersonal skills including respect for diversity.**

### Indicators - Application Stage

- |         |   |
|---------|---|
| PS2.A1  | Demonstrate effective communication skills.   |
| PS2.A2  | Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.   |
| PS2.A3  | Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).   |
| PS2.A4  | Demonstrate the ability to get along well with others and work effectively with them in groups.   |
| PS2.A5  | Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.   |
| PS2.A6  | Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations. |
| PS2.A7  | Demonstrate the ability to handle outside pressure on you.  |
| PS2.A8  | Demonstrate that you accept responsibility for your behavior.   |
| PS2.A9  | Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.   |
| PS2.A10 | Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.                            |
| PS2.A11 | Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.                                   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS2

**Develop positive interpersonal skills including respect for diversity.**

### Indicators - Reflection Stage

- |         |   |
|---------|---|
| PS2.R1  | Evaluate your use of effective communication skills.  |
| PS2.R2  | Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.                           |
| PS2.R3  | Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others. |
| PS2.R4  | Evaluate your ability to work effectively with others in groups.  |
| PS2.R5  | Analyze the success of your conflict resolution skills.   |
| PS2.R6  | Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.                     |
| PS2.R7  | Analyze the impact of outside pressure on your behavior.  |
| PS2.R8  | Assess the degree to which you accept personal responsibility for your behavior.  |
| PS2.R9  | Assess how you show respect for all kinds of human diversity.   |
| PS2.R10 | Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.    |
| PS2.R11 | Analyze the impact of your ability to interact positively with diverse groups of people on your employment.                           |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS3

**Integrate personal growth and change into your career development.**

### Indicators - Knowledge Stage

- |        |   |
|--------|---|
| PS3.K1 | Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development. |
| PS3.K2 | Identify good health habits (e.g., good nutrition and constructive ways to manage stress).  |
| PS3.K3 | Recognize that your motivations and aspirations are likely to change with time and circumstances.                                   |
| PS3.K4 | Recognize that external events often cause life changes.  |
| PS3.K5 | Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.           |
| PS3.K6 | Recognize the importance of adaptability and flexibility when initiating or responding to change.                                   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS3

**Integrate personal growth and change into your career development.**

### Indicators - Application Stage

- PS3.A1 Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).
- PS3.A2 Demonstrate how you have adopted good health habits.
- PS3.A3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
- PS3.A4 Give examples of external events that have caused life changes for you.
- PS3.A5 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.
- PS3.A6 Demonstrate adaptability and flexibility when initiating or responding to change.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS3

**Integrate personal growth and change into your career development.**

### Indicators - Reflection Stage

- PS3.R1 Analyze the results of your growth and changes throughout life to determine areas of growth for the future.
- PS3.R2 Assess the impact of your health habits on your career development.
- PS3.R3 Assess how changes in your motivations and aspirations over time have affected your career development.
- PS3.R4 Assess your strategies for managing life changes caused by external events.
- PS3.R5 Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.
- PS3.R6 Analyze how effectively you respond to change and/or initiate change.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS4

**Balance personal, leisure, community, learner, family, and work roles.**

### Indicators - Knowledge Stage

- |        |  |
|--------|--|
| PS4.K1 | Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles). |
| PS4.K2 | Recognize that you must balance life roles and that there are many ways to do it.                              |
| PS4.K3 | Describe the concept of lifestyle.   |
| PS4.K4 | Recognize that your life roles and your lifestyle are connected.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS4

**Balance personal, leisure, community, learner, family, and work roles.**

### Indicators - Application Stage

- PS4.A1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
- PS4.A2 Show how you are balancing your life roles.
- PS4.A3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
- PS4.A4 Show how your life roles and your lifestyle are connected.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Personal Social Development Domain



### Goal PS4

**Balance personal, leisure, community, learner, family, and work roles.**

### Indicators - Reflection Stage

- |        |  |
|--------|--|
| PS4.R1 | Assess the impact of your life roles on career goals.                                    |
| PS4.R2 | Analyze how specific life role changes would affect the attainment of your career goals. |
| PS4.R3 | Analyze how specific lifestyle changes would affect the attainment of your career goals. |
| PS4.R4 | Assess how changes in your life roles would affect your lifestyle.                       |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Educational Achievement and Lifelong Learning Domain



### Goal ED1

**Attain educational achievement and performance levels needed to reach your personal and career goals.**

### Indicators - Knowledge Stage

- |        |   |
|--------|---|
| ED1.K1 | Recognize the importance of educational achievement and performance to the attainment of personal and career goals. |
| ED1.K2 | Identify strategies for improving educational achievement and performance.  |
| ED1.K3 | Describe study skills and learning habits that promote educational achievement and performance.                     |
| ED1.K4 | Identify your learning style.   |
| ED1.K5 | Describe the importance of having a plan to improve educational achievement and performance.                        |
| ED1.K6 | Describe how personal attitudes and behaviors can impact educational achievement and performance.                   |
| ED1.K7 | Recognize that your educational achievement and performance can lead to many workplace options.                     |
| ED1.K8 | Recognize that the ability to acquire and use information contributes to educational achievement and performance.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Educational Achievement and Lifelong Learning Domain



### Goal ED1

**Attain educational achievement and performance levels needed to reach your personal and career goals.**

### Indicators - Application Stage

- |        |   |
|--------|---|
| ED1.A1 | Demonstrate educational achievement and performance levels needed to attain your personal and career goals.       |
| ED1.A2 | Demonstrate strategies you are using to improve educational achievement and performance.                          |
| ED1.A3 | Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance. |
| ED1.A4 | Show how you are using learning style information to improve educational achievement and performance.             |
| ED1.A5 | Show that you have a plan to improve educational achievement and performance.                                     |
| ED1.A6 | Exhibit attitudes and behaviors that support educational achievement and performance.                             |
| ED1.A7 | Show how your educational achievement and performance can expand your workplace options.                          |
| ED1.A8 | Show how the ability to acquire and use information has affected your educational achievement and performance.    |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Educational Achievement and Lifelong Learning Domain



### Goal ED1

**Attain educational achievement and performance levels needed to reach your personal and career goals.**

### Indicators - Reflection Stage

- |        |  |
|--------|--|
| ED1.R1 | Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals. |
| ED1.R2 | Analyze your educational achievement and performance strategies to create a plan for growth and improvement.                       |
| ED1.R3 | Evaluate your study skills and learning habits to develop a plan for improving them.   |
| ED1.R4 | Analyze your learning style to develop behaviors to maximize educational achievement and performance.                              |
| ED1.R5 | Evaluate the results of your plan for improving educational achievement and performance.   |
| ED1.R6 | Assess how well your attitudes and behaviors promote educational achievement and performance.                                      |
| ED1.R7 | Assess how well your educational achievement and performance will transfer to the workplace.                                       |
| ED1.R8 | Assess your ability to acquire and use information in order to improve educational achievement and performance.                    |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Educational Achievement and Lifelong Learning Domain



### Goal ED2

**Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.**

### Indicators - Knowledge Stage

- |        |   |
|--------|---|
| ED2.K1 | Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.   |
| ED2.K2 | Recognize that viewing yourself as a learner affects your identity.   |
| ED2.K3 | Recognize the importance of being an independent learner and taking responsibility for your learning.   |
| ED2.K4 | Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).  |
| ED2.K5 | Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training). |
| ED2.K6 | Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).  |
| ED2.K7 | Describe informal learning experiences that contribute to lifelong learning.  |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Educational Achievement and Lifelong Learning Domain



### Goal ED2

**Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.**

### Indicators - Application Stage

- ED2.A1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.
- ED2.A2 Show how being a learner affects your identity.
- ED2.A3 Demonstrate that you are an independent learner.
- ED2.A4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).
- ED2.A5 Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).
- ED2.A6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.
- ED2.A7 Demonstrate participation in informal learning experiences.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Educational Achievement and Lifelong Learning Domain



### Goal ED2

**Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.**

### Indicators - Reflection Stage

- |        |  |
|--------|--|
| ED2.R1 | Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.  |
| ED2.R2 | Analyze how specific learning experiences have affected your identity.   |
| ED2.R3 | Assess how well you function as an independent learner.  |
| ED2.R4 | Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).   |
| ED2.R5 | Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.             |
| ED2.R6 | Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy. |
| ED2.R7 | Assess, throughout your life, how well you integrate both formal and informal learning experiences   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM1

**Create and manage a career plan that meets your career goals.**

### Indicators - Knowledge Stage

- |        |  |
|--------|--|
| CM1.K1 | Recognize that career planning to attain your career goals is a life long process.   |
| CM1.K2 | Describe how to develop a career plan (e.g., steps and content).   |
| CM1.K3 | Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).  |
| CM1.K4 | Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). |
| CM1.K5 | Recognize that changes in you and the world of work can affect your career plans.  |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM1

**Create and manage a career plan that meets your career goals.**

### Indicators - Application Stage

- |        |  |
|--------|--|
| CM1.A1 | Give examples of how you use career-planning strategies to attain your career goals.   |
| CM1.A2 | Develop a career plan to meet your career goals.   |
| CM1.A3 | Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).                   |
| CM1.A4 | Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). |
| CM1.A5 | Give examples of how changes in you and the world of work have caused you to adjust your career plans.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM1

**Create and manage a career plan that meets your career goals.**

### Indicators - Reflection Stage

- |        |  |
|--------|--|
| CM1.R1 | Assess how well your career planning strategies facilitate reaching your career goals.   |
| CM1.R2 | Analyze your career plan and make adjustments to reflect ongoing career management needs.  |
| CM1.R3 | Re-examine your career goals and adjust as needed.   |
| CM1.R4 | Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). |
| CM1.R5 | Evaluate how well you integrate changes in you and the world of work into your career plans.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM2

**Use a process of decision-making as one component of career development.**

### Indicators - Knowledge Stage

- |        |   |
|--------|---|
| CM2.K1 | Describe your decision-making style (e.g., risk taker, cautious).   |
| CM2.K2 | Identify the steps in one model of decision-making.   |
| CM2.K3 | Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. |
| CM2.K4 | Identify alternative options and potential consequences for a specific decision.                                  |
| CM2.K5 | Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.       |
| CM2.K6 | Describe how education, work, and family experiences might impact your decisions.                                 |
| CM2.K7 | Describe how biases and stereotypes can limit decisions.  |
| CM2.K8 | Recognize that chance can play a role in decision-making.   |
| CM2.K9 | Recognize that decision-making often involves compromise.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM2

**Use a process of decision-making as one component of career development.**

### Indicators - Application Stage

- |        |  |
|--------|--|
| CM2.A1 | Give examples of past decisions that demonstrate your decision-making style.                               |
| CM2.A2 | Demonstrate the use of a decision-making model.  |
| CM2.A3 | Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. |
| CM2.A4 | Show how exploring options affected a decision you made.   |
| CM2.A5 | Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.           |
| CM2.A6 | Give specific examples of how your education, work, and family experiences have influenced your decisions. |
| CM2.A7 | Give specific examples of how biases and stereotypes affected your decisions.                              |
| CM2.A8 | Give examples of times when chance played a role in your decision-making.                                  |
| CM2.A9 | Give examples of compromises you might have to make in career decision-making.                             |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM2

**Use a process of decision-making as one component of career development.**

### Indicators - Reflection Stage

- CM2.R1 Evaluate the effectiveness of your decision-making style.
- CM2.R2 Assess what decision-making model(s) work best for you.
- CM2.R3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
- CM2.R4 Assess how well you explore options when making decisions.
- CM2.R5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.
- CM2.R6 Assess the impact of your education, work, and family experiences on decisions.
- CM2.R7 Analyze the ways you could manage biases and stereotypes when making decisions.
- CM2.R8 Evaluate the impact of chance on past decisions.
- CM2.R9 Analyze the effectiveness of your approach to making compromises.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM3

**Use accurate, current, and unbiased career information during career planning and management.**

### Indicators - Knowledge Stage

- |        |  |
|--------|--|
| CM3.K1 | Describe the importance of career information to your career planning.   |
| CM3.K2 | Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. |
| CM3.K3 | Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).  |
| CM3.K4 | Identify several ways to classify occupations.   |
| CM3.K5 | Identify occupations that you might consider without regard to your gender, race, culture, or ability.   |
| CM3.K6 | Identify the advantages and disadvantages of being employed in a non-traditional occupation.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM3

**Use accurate, current, and unbiased career information during career planning and management.**

### Indicators - Application Stage

- CM3.A1 Show how career information has been important in your plans and how it can be used in future plans.
- CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
- CM3.A3 Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate
- CM3.A4 Give examples of how occupational classification systems can be used in career planning.
- CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).
- CM3.A6 Make decisions for yourself about being employed in a non-traditional occupation.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM3

**Use accurate, current, and unbiased career information during career planning and management.**

### Indicators - Reflection Stage

- |        |   |
|--------|---|
| CM3.R1 | Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information. |
| CM3.R2 | Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.             |
| CM3.R3 | Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.        |
| CM3.R4 | Assess which occupational classification system is most helpful to your career planning.  |
| CM3.R5 | Assess your openness to considering non-traditional occupations in your career management.  |
| CM3.R6 | Assess the impact of your decisions about being employed in a non-traditional occupation.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM4

**Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.**

### Indicators - Knowledge Stage

- |        |   |
|--------|---|
| CM4.K1 | Describe academic, occupational, and general employability skills.  |
| CM4.K2 | Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.   |
| CM4.K3 | Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment. |
| CM4.K4 | Recognize that many skills are transferable from one occupation to another.   |
| CM4.K5 | Recognize that your geographic mobility impacts on your employability.  |
| CM4.K6 | Identify the advantages and challenges of self-employment.  |
| CM4.K7 | Identify ways to be proactive in marketing yourself for a job.  |



### Goal CM4

**Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.**

### Indicators - Application Stage

- |        |  |
|--------|--|
| CM4.A1 | Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.   |
| CM4.A2 | Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.   |
| CM4.A3 | Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability). |
| CM4.A4 | Show how your skills are transferable from one occupation to another.  |
| CM4.A5 | Make decisions for yourself regarding geographic mobility.   |
| CM4.A6 | Make decisions for yourself about self-employment.   |
| CM4.A7 | Demonstrate skills that show how you can market yourself in the workplace.   |

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM4

**Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.**

### Indicators - Reflection Stage

- CM4.R1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.
- CM4.R2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
- CM4.R3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).
- CM4.R4 Analyze the impact of your transferable skills on your career options.
- CM4.R5 Analyze the impact of your decisions about geographic mobility on your career goals.
- CM4.R6 Assess the impact of your decision regarding self-employment on your career goals.
- CM4.R7 Evaluate how well you have marketed yourself in the workplace.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM5

**Integrate changing employment trends, societal needs, and economic conditions into your career plans.**

### Indicators - Knowledge Stage

- CM5.K1 Identify societal needs that affect your career plans.
- CM5.K2 Identify economic conditions that affect your career plans.
- CM5.K3 Identify employment trends that affect your career plans.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM5

**Integrate changing employment trends, societal needs, and economic conditions into your career plans.**

### Indicators - Application Stage

- CM5.A1 Show how you are prepared to respond to changing societal needs in your career management.
- CM5.A2 Show how you are prepared to respond to changing economic conditions in your career management.
- CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

## Career Management Domain



### Goal CM5

**Integrate changing employment trends, societal needs, and economic conditions into your career plans.**

### Indicators - Reflection Stage

- CM5.R1 Evaluate the results of your career management relative to changing societal needs.
- CM5.R2 Evaluate the results of your career management relative to changing economic conditions.
- CM5.R3 Evaluate the results of your career management relative to changes in employment trends.