

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 that 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.

Middle/Junior High School Student: Competencies and Indicators

Self-Knowledge

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

- 1.1 Describe personal likes and dislikes.
- 1.2 Describe individual skills required to fulfill different life roles.
- 1.3 Describe how one's behavior influences the feelings and actions of others.
- 1.4 Identify environmental influences on attitudes, behaviors, and aptitudes.

Competency 2: Skills to interact with others.

- 2.1 Demonstrate respect for the feelings and beliefs of others.
- 2.2 Demonstrate an appreciation for the similarities and differences among people.
- 2.3 Demonstrate tolerance and flexibility in interpersonal and group situations.
- 2.4 Demonstrate skills in responding to criticism.
- 2.5 Demonstrate effective group membership skills.
- 2.6 Demonstrate effective social skills.
- 2.7 Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

Competency 3: Knowledge of the importance of growth and change.

- 3.1 Identify feelings associated with significant experiences.
- 3.2 Identify internal and external sources of stress.
- 3.3 Demonstrate ways of responding to others when under stress.
- 3.4 Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- 3.5 Describe physiological and psychological factors as they relate to career development.
- 3.6 Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Educational and Occupation Exploration

Competency 4: Knowledge of the benefits of educational achievement to career opportunities.

- 4.1 Describe the importance of academic and occupational skills in the work world.
- 4.2 Identify how the skills taught in school subjects are used in various occupations.
- 4.3 Describe individual strengths and weaknesses in school subjects.
- 4.4 Describe a plan of action for increasing basic educational skills.
- 4.5 Describe the skills needed to adjust to changing occupational requirements.
- 4.6 Describe how continued learning enhances the ability to achieve goals.
- 4.7 Describe how skills relate to the selection of high school courses of study.
- 4.8 Describe how aptitudes and abilities relate to broad occupational groups.

Competency 5: Understanding the relationship between work and learning.

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

Competency 6: Skills to locate, understand, and use career information.

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

Competency 7: Knowledge of skills necessary to seek and obtain jobs.

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

Competency 8: Understanding how work relates to the needs and functions of the economy and society.

- 8.1 Describe the importance of work to society.
- 8.2 Describe the relationship between work and economic and societal needs.
- 8.3 Describe the economic contributions workers make to society.
- 8.4 Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

Competency 9: Skills to make decisions.

- 9.1 Describe personal beliefs and attitudes.

- 9.2 Describe how career development is a continuous process with series of choices.
- 9.3 Identify possible outcomes of decisions.
- 9.4 Describe school courses related to personal, educational, and occupational interests.
- 9.5 Describe how the expectations of others affect career planning.
- 9.6 Identify ways in which decisions about education and work relate to other major life decisions.
- 9.7 Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- 9.8 Identify the requirements for secondary and postsecondary programs.

Competency 10: Knowledge of the interrelationship of life roles.

- 10.1 Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- 10.2 Identify how work roles at home satisfy needs of the family.
- 10.3 Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- 10.4 Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- 10.5 Describe advantages and disadvantages of various life role options.
- 10.6 Describe the interrelationships between family, occupational, and leisure decisions.

Competency 11: Knowledge of different occupations and changing male/female roles.

- 11.1 Describe advantages and problems of entering nontraditional occupations.
- 11.2 Describe the advantages of taking courses related to personal interests, even if they are most often taken by members of the opposite gender.
- 11.3 Describe stereotypes, biases, and discriminatory behavior that may limit opportunities for women and men in certain occupations.

Competency 12: Understanding the process of career planning.

- 12.1 Demonstrate knowledge of exploratory processes and programs.
- 12.2 Identify school courses that meet tentative career goals.
- 12.3 Demonstrate knowledge of academic and vocational programs offered at the high school level.
- 12.4 Describe skills needed in a variety of occupations, including self-employment.
- 12.5 Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
- 12.6 Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented in 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 6-8

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

Sixth Grade

- SS.6-7.15- Explains how social institutions (religion, government, and economics) influence the attitudes and behavior of people.
- H.6.1- Examines school rules, system policies and local, state, and federal law as regulating purchase, sale, use, and possession of alcohol, tobacco products, and other drugs.
- H.6.2- Analyzes the impact of the use of alcohol, tobacco products, and other drugs on the individual, family, and community.
- H.6.4- Assesses personal risk factors (e.g., heredity, family, and peer drug use).
- H.6.9- Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS.
- H.6.10- Recognizes that abstinence from sexual activity is the only sure method of preventing sexually transmitted diseases.
- H.6.11- Identifies the benefits of setting personal goals for maintaining a health lifestyle.
- H.6.12- 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.6.14- Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, peer).
- H.6.15- Recognizes that having a child is best undertaken in marriage.
- H.6.19- Expresses appropriate ways to build and maintain health relationships with peers, parents, and others.
- H.6.20- Explains factors that could escalate and reduce conflict.
- H.6.21- Describes how to deal with negative peer pressure by expressing strong feelings peaceably.
- H.6.22- Recognizes signs and symptoms associated with suicide and identifies appropriate sources for help.
- H.6.28- Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.6.29- Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- LA.6.45- Recognizes persuasion techniques in propaganda and advertising.
- LA.6.46- Recognizes bias and stereotyping.
- LA.6.58- Uses a study technique.
PQRST- preview, question, read, study, test.
SQ3R- survey, question, read, review, report.
PQ4R- preview, question, research, read, review, report.

- 4R-research, read, review, report.
- LA.6.59- Develops strategies for taking tests in different formats (e.g., multiple choice, sentence completion, essay).
- LA.6.62- Communicates effectively through oral expression.
- LA.6.63- Adjusts manner and style of speaking to suit audience and situation.
- LA.6.64- Paraphrases and discusses information in a variety of settings.
- LA.6.67- Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.
- TC.EB.6-8.1- Examines traits, skills training, education, and conditions needed to succeed in various business occupations.
- TC.EB.6-8.2- Researches and uses information about specific occupations.
- TC.EB.6-8.3- Examines career opportunities in the business world.
- TC.EB.6-8.4- Examines career goals and career ladders.
- TC.EFCS.6-8.1- Identifies physical, emotional, and social changes that occur during puberty.
- TC.EFCS.6-8.3- Identifies different relationships with peers and family.
- TC.EFCS.6-8.5- Demonstrates use of decision-making process.
- TC.EFCS.6-8.6- Recognizes consequences that result from making choices.
- TC.EFCS.6-8.7- Determines opportunities for careers in family and consumer sciences occupations.
- TC.EFCS.6-8.8- Demonstrates leadership and communication skills through vocational student organization activities.
- TC.ET.6-8.1- Examines traits, skills training, education, and conditions needed to succeed in various technical and engineering occupations.
- TC.ET.6-8.2- Defines and uses skills to manage life transitions related to changes in career environment.
- TC.ET.6-8.3- Researches and uses information about specific occupations.
- TC.ET.6-8.4- Examines career opportunities in communication, production, energy, power and transportation, and bio-related areas.
- TC.ET.6-8.10- Demonstrates employability skills such as dependability, good work habits, pride in work, cooperation with fellow students, respect for authority, and the ability to follow both verbal and written directions.

Seventh Grade

- SS.6-7.14- Explains how social institutions (religion, government, and economics) influence the attitudes and behavior of people.
- H.7.3- Analyzes alcohol, tobacco products, and other drug advertisements and promotional products and develops counter arguments.
- H.7.4.- Names information, treatment, and rehabilitation resources available in the community.
- H.7.9- Recognizes that abstaining from sexual activity and refraining from intravenous drug use as the most effective methods of preventing HIV/AIDS.
- H.7.10- Recognizes that abstinence from sexual activity as the most effective method of preventing pregnancy and sexually transmitted diseases.
- H.7.12- Identifies the benefits of setting personal goals for maintaining a healthy body.
- H.7.13- 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.7.14- Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, peer).
- H.7.15- Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying “no,” negotiation, and using refusal and decision-making skills).
- H.7.16- Identifies characteristics of genuine friendship that enhance the good of the individual.
- H.7.17- Identifies roles and responsibilities of children in the family.
- H.7.18- Identifies parental roles and responsibilities.
- H.7.20- Recognizes that having children is best undertaken in marriage.
- H.7.22- Discusses strategies to manage stress and feelings caused by disappointment, separation, and loss.
- H.7.23- Describes prejudice, its roots, and its effects.
- H.7.24- Describes necessary elements of conflict resolution (e.g., nature of conflict, feelings, active listening, “I” messages, and restating) and shows effective communication skills in general.
- H.7.31- Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.7.32- Identifies local support systems concerning personal safety (e.g., family, teacher, religious advisor, friend, counselor).
- PE.7.10- Chooses appropriate behavior to work productively with partner and in a group to accomplish goals in both cooperative and competitive activities. Responds with appropriate behavior to discussions and conflict during competitive activities.
- LA.7.19- Evaluates messages and effects of the mass media (newspaper, televisions, radio, film, and periodicals).
- LA.7.27- Describes cultures and values represented in literature.
- LA.7.28- Describes the influence of human experiences on literary works.
- LA.7.42- Recognizes persuasion techniques, propaganda, bias, and stereotyping.
- LA.7.48- Gathers information by interviewing.
- L:A.7.53- Organizes retrieved information using strategies such as note-taking, graphic organizers, SQ3R (survey, question, read, review, report), and outlining.
- LA7.54- Develops strategies for taking tests in different formats (e.g., multiple choice, sentence completion, essay).
- LA7.57- Communicates effectively through oral expression.
- LA7.58- Adjusts manner and style of speaking to suit audience and situation.

Eighth Grade

- SS.8.41- Identifies contributions made by various ethnic groups to the development of Georgia, past and present.
- SS.8.52- Uses alternative methods to manage conflict.
- SS.8.53- Works within a group, following set rules of procedure, to complete an assigned task.
- SS.8.54- Listens to and respects the views of others.
- SS.8.55- Presents viewpoint to others.

- SSI8.56- Demonstrates through classroom activities the necessity for rules in an ordered society.
- SS..8.59- Obtains information by asking appropriate questions in interviews.
- Ss.8.60- Recognizes the rights of others to hold differing positions.
- H.8.2- Recognizes signs and symptoms of chemical dependency and identifies appropriate sources for help and support.
- H.8.4- Describes the consequences associated with the use of alcohol, tobacco products, and other drugs in teen relationships (e.g., physical abuse, date rape, violence, teen pregnancy, and drinking and driving).
- H.8.4- Practices countering aggressive behavior and imitation by refusing to use tobacco products, alcohol, and other drugs.
- H.8.5- Provides alternatives to using alcohol, tobacco products, and other drugs (including involvement in groups such as SADD, ALATEEN, ALANON).
- H.8.11- Recognizes the importance of individuals abstaining from premarital sex and intravenous drug use to prevent the spread of HIV/AIDS and other sexually transmitted diseases.
- H..8.13- Recognizes that abstaining from sexual activity is the only sure method of preventing pregnancy and sexually transmitted diseases.
- H.8.15- Identifies the benefits of setting personal goals for maintaining a healthy body.
- H.8.16- 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.8.17- Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, peer).
- H.8.18- Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying “no,” negotiation, and using refusal and decision making skills).
- H.8.19- Identifies social, emotional, intellectual, and economic effects of dating.
- H.8.20- Recognizes that having children is best undertaken in marriage.
- H.8.21- Analyzes physical, social, and emotional changes that occur during the process of maturing.
- H.8.22- Assesses personal characteristics associated with positive self-esteem.
- H.8.23- Discusses the influence of self-identity and group acceptance in choosing friends.
- H.8.24- Analyzes possible causes of conflict among youth and style/strategies to handle them (e.g., gangs).
- H.8.25- Analyzes the causes of suicide, prevention, and effects on survivors.
- H.8.32- Identifies threats to personal safety (e.g., incest, rape, date rape).
- H.8.33- Identifies personal support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- LA8.19- Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals).
- LA.8.27- Explains how cultures and values are represented in literature.
- LA.8.28- Analyzes the influence of human experience on literary work.
- LA.8.43- Analyzes fact and opinion, persuasion techniques, bias, and stereotyping.

- LA.8.46- Uses a research process that includes selecting topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting.
- LA.8.48- Uses interviewing to gather information
- LA.8.53- Organizes retrieved information using strategies such as note-taking, graphic organizers, SQ3R (survey, question, read, review, report), and outlining.
- LA.8.54- Develops strategies for taking tests in different formats (multiple choice, sentence completion, and essay).
- LA.8.57- Communicates effectively through oral expression.
- LA.8.58- Adjusts manner and style of speaking to suit audience and situation.
- LA.8.59- Demonstrates a sense of audience in preparing and delivering oral presentations.
- LA.8.70- Produces various types of writing (personal, academic, business, and vocational).

