

National Career Development Guidelines Standards and Benchmarks

Standard I: Knowledge of the importance of a positive self-concept.

Level I - Elementary School

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

Standard I: Knowledge of the influence of a positive self-concept.

Level II – Middle/Junior

- 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.

Standard I: Understanding the influence of a positive self-concept.

Level III – High School

- 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.

Standard I: Skills to maintain a positive self-concept.

Level IV – Adult

- Demonstrate a positive self-concept.
- Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
- Identify achievements related to work, learning, and leisure and their influence on self-perception.
- Demonstrate a realistic understanding of self.

Standard II: Skills to interact positively with others.

Level I – Elementary

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate effective skills in resolving conflicts with peers and adults.
- Demonstrate positive group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes and abilities.

Standard II: Skills to interact positively with others.

Level II – Middle/Junior

- 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.

Standard II: Skills to interact positively with others.

Level III – High School

- 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.

Standard II: Skills to maintain effective behaviors.

Level IV – Adult

- Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
- Identify symptoms of stress.
- Demonstrate skills to overcome self-defeating behaviors.
- Demonstrate skills in identifying support and networking arrangements (including role models).
- Demonstrate skills to manage financial resources.

Standard III: Awareness of the importance of growth and change.

Level I – Elementary

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

Standard III: Knowledge of the growth and change.

Level II – Middle/Junior

- 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.

Standard III: Understanding the impact of growth and development.

Level III – High School

- 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.

Standard III: Understanding developmental changes and transitions.

Level IV – Adult

- Describe how personal motivations and aspirations may change over time.
- Describe physical changes that occur with age and adapt work performance to accommodate these.
- Identify external events (e.g., job loss, job transfer) that require life changes.

Standard IV: Awareness of the benefits of educational achievement.

Level I – Elementary

- Describe how academic skills can be used in the home, workplace, and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

Standard IV: Knowledge of the benefits of educational achievement to career opportunities.

Level II – Middle/Junior

- 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 relate to broad occupational groups.

Standard IV: Understanding the relationship between educational achievement and career planning.

Level III – High School

- 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.

Standard IV: Skills to enter and participate in education and training.

Level IV – Adult

- Describe short and long-range plans to achieve career goals through appropriate educational/training paths.
- Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
- Describe community resources to support education and training (e.g., child care, public transportation, and health and human services).
- Identify strategies to overcome personal barriers to education and training.

Standard V: Awareness of the relationship between work and learning.

Level I – Elementary

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for one's career.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

Standard V: Understanding the relationship between work and learning.

Level II – Middle/Junior

- 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.

Standard V: Understanding the need for positive attitudes toward work and learning.

Level III – High School

- 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.

Standard V: Skills to participate in work and lifelong learning.

Level IV – Adult

- Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests)
- Describe how educational achievements and life experiences relate to occupational opportunities.
- Describe organizational resources to support education and training (e.g., remedial classes, counseling, and tuition support).

Standard VI: Skills to understand and use career information.

Level I – Elementary

- Describe work of family members, school personnel, and community workers.
- Identify occupations according to data, people and things.
- Identify work activities of interest to the student.
- Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
- Describe jobs that are present in the local community.
- Identify the working conditions of occupations (e.g., inside/outside, hazardous).
- Describe ways in which self-employment differs from working for others.
- Describe how parents, relatives, adult friends, and neighbors can provide career information.

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

Level II – Middle/Junior

- 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.

Standard VI: Skills to locate, evaluate, and interpret career information.

Level III – High School

- 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 of 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.

Standard VI: Skills to locate, evaluate, and interpret career information.

Level IV – Adult

- Identify and use current career information resources (e.g., computerized career information systems, print and media materials, and mentors).
- Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
- Describe the uses and limitations of occupational outlook information.
- Identify the diverse job opportunities available to an individual with a given set of occupational skills.
- Identify opportunities available through self-employment.
- Identify factors that contribute to misinformation about occupations.
- Describe information about specific employers and hiring practices.

Standard VII: Awareness of the importance of personal responsibility and good work habits.

Level I – Elementary

- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- Demonstrate positive ways of performing work activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender, people with disabilities).

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

Level II – Middle/Junior

- 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.

Standard VII: Skills to prepare to seek, obtain, maintain and change jobs.

Level III – High School

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

Standard VII: Skills to prepare to seek, obtain, maintain, and change jobs.

Level IV – Adult

- Identify specific employment situations that match desired career objectives.
- Demonstrate skills to identify job openings.
- Demonstrate skills to establish a job search network through colleagues, friends, and family.
- Demonstrate skills in preparing a resume and completing job applications.
- Demonstrate skills and abilities essential to prepare for and participate in a successful job interview.
- Demonstrate effective work attitudes and behaviors.
- Describe changes (e.g., technological developments, and changes in demand for products or services) that influence the knowledge, skills, and abilities required for job success.
- Demonstrate strategies to support career change (e.g., on-the-job training, career ladders, mentors, networking, and continuing education).
- Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
- Identify skills that are transferable from one job to another.

Standard VIII: Awareness of how work relates to the needs and functions or society.

Level I – Elementary

- Describe how work can satisfy personal needs.
- Describe the products and services of local employers.
- Describe ways in which work can help overcome social and economic problems.

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

Level II – Middle/Junior

- 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 have on occupations.

Standard VIII: Understanding how societal needs and functions influence the nature and structure of work.

Level III – High School

- 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.

Standard VIII: Understanding how the needs and functions of society influence the nature and structure of work.

Level IV – Adult

- Describe the importance of work as it affects values and life style.
- Describe how society's needs and functions affect occupational supply and demand.
- Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
- Demonstrate an understanding of the global economy and how it affects the individual.

Standard IX: Understanding how to make decisions.

Level I – Elementary

- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision making situations.
- Describe how personal beliefs and attitudes effect decision making.
- Describe how decisions affect self and others.

Standard IX: Skills to make decisions.

Level II – Middle/Junior

- 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.

Standard IX: Skills to make decisions.

Level III – High School

- Demonstrate responsibility for making tentative educational and occupational 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.

Standard IX: Skills to make decisions.

Level IV – Adult

- Describe personal criteria for making decisions about education, training, and career goals.
- Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits, and other conditions of employment.
- Describe the effects of education, work, and family decisions on individual career decisions.
- Identify personal and environmental conditions that affect decision making.
- Demonstrate effective career decision making skills.
- Describe potential consequences of decisions.

Standard X: Awareness of the interrelationship of life roles.

Level I – Elementary

- Describe the various roles an individual may have (e.g., friend, student, worker, family member).
- Describe work-related activities in the home, community and school.
- Describe how family members depend on one another, work together and share responsibilities.
- Describe how work roles complement family roles.

Standard X: Knowledge of the interrelationship of life roles.

Level II – Middle/Junior

- 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.

Standard X: Understanding the interrelationship of life roles.

Level III – High School

- 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 on family patterns and lifestyle.
- Describe the importance of leisure activities.
- Demonstrate ways that occupational skills and knowledge can be acquired through leisure.!

Standard X: Understanding the impact of work on individual and family life.

Level IV – Adult

- Describe how family and leisure functions affect occupational roles and decisions.
- Determine effects of individual and family developmental stages on one's career.
- Describe how work, family, and leisure activities interrelate.
- Describe strategies for negotiating work, family, and leisure demands with family members (e.g., assertiveness and time management skills).

Standard XI: Awareness of different occupations and changing male/female roles.

Level I – Elementary

- Describe how work is important to all people.
- Describe the changing life roles of men and women in work and family.
- Describe how contributions of individuals both inside and outside the home are important.

Standard XI: Knowledge of different occupations and changing male/female roles.

Level II – Middle/Junior

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

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

Level III – High School

- Identify factors that have influenced the change in 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.

Standard XI: Understanding the continuing changes in male/female roles.

Level IV – Adult

- Describe recent changes in gender norms and attitudes.
- Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
- Identify disadvantages of stereotyping occupations.
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

Standard XII: Awareness of the career planning process.

Level I – Elementary

- Describe the importance of planning.
- Describe skills needed in a variety of occupational groups.
- Develop an individual career plan for the elementary school level.

Standard XII: Understanding the process of career planning.

Level II – Middle/Junior

- 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.

Standard XII: Skills in career planning.

Level III – High School

- 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.

Standard XII: Skills to make career transitions.

Level IV – Adult

- Identify transition activities (e.g., reassessment of current position and occupational changes) as a normal aspect of career development.
- Describe strategies to use during transitions (e.g., networks and stress management).
- Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, and developing sources of capital).
- Describe the skills and knowledge needed for pre-retirement planning.
- Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

The Iowa School-to-Work Office has received permission from NOICC to rename the competencies and indicators into terminology consistent with state terms.

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