

NATIONAL CAREER DEVELOPMENT GUIDELINES

Personal Social Development Domain  
 Educational Achievement Lifelong Learning Domain  
 Career Management Domain

**Directions:** Identify elements of all three domains for your current program.

	<b>PERSONAL SOCIAL DEVELOPMENT DOMAIN</b>	HAVE @ Grade levels	WANT @ Grade levels
<b>GOAL PS1</b>	<b>Develop understanding of yourself to build and maintain a positive self-concept.</b>		
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.		
NOTES:			
<b>GOAL PS2</b>	<b>Develop positive interpersonal skills including respect for diversity.</b>		
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.		
NOTES:			

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	<b>PERSONAL SOCIAL DEVELOPMENT DOMAIN</b>	HAVE @ Grade levels	WANT @ Grade levels
<b>GOAL PS3</b>	<b>Integrate personal growth and change into your career development.</b>		
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.		
NOTES:			
<b>GOAL PS4</b>	<b>Balance personal, leisure, community, learner, family, and work roles.</b>		
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.		
NOTES:			

	<b>EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN</b>	HAVE @ Grade levels	WANT @ Grade levels
<b>GOAL ED1</b>	<b>Attain educational achievement and performance levels needed to reach your personal and career goals.</b>		
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 (and develop means to learn with all styles.)		
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.		
NOTES:			

	<b>EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN</b>	HAVE @ Grade levels	WANT @ Grade levels
<b>GOAL ED2</b>	<b>Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.</b>		
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.		
NOTES:			

	<b>CAREER MANAGEMENT DOMAIN</b>	HAVE @ Grade levels	WANT @ Grade levels
<b>GOAL CM1</b>	<b>Create and manage a career plan that meets your career goals.</b>		
CM1.K1	Recognize that career planning to attain your career goals is a lifelong 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.		
NOTES:			
<b>GOAL CM2</b>	<b>Use a process of decision-making as one component of career development.</b>		
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.		

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CAREER MANAGEMENT DOMAIN		HAVE @ Grade levels	WANT @ Grade levels
CM2.K8	Recognize that chance can play a role in decision-making.		
CM2.K9	Recognize that decision-making often involves compromise.		
NOTES:			
<b>GOAL CM3</b>	<b>Use accurate, current, and unbiased career information during career planning and management.</b>		
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.		
NOTES:			
<b>GOAL CM4</b>	<b>Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.</b>		
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.		
NOTES:			
<b>GOAL CM5</b>	<b>Integrate changing employment trends, societal needs, and economic conditions into your career plans.</b>		
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.		
NOTES:			

The next levels after Knowledge are listed below. Ideally, programs will include all three levels Knowledge, Application and Reflection.

- **Application (A).** Youth and adults at the application stage apply acquired knowledge to situations and to self. They seek out ways to use the knowledge.
- **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 acquired knowledge into their ongoing response to situations and adjust their behavior accordingly.

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