

Appendix C

National Career Development Guidelines (NCDG)

This appendix provides a high level overview of the guidelines. See the “What Does It Mean to be Standards-Based?” exercise in the Implementation Tools (companion volume to the Alaska Framework.) The exercise helps you grasp the intent of the ASCA standards and aligns ASCA, NCDG and Alaska Employability Standards.

The NCDG focuses on the same three developmental domains as the ASCA standards, with slightly different titles.

Personal Social Development Domain (PS)

PS1—Develop understanding of self to build and maintain a positive self-concept.

PS2—Develop positive interpersonal skills including respect for diversity.

PS3—Integrate growth and change into your career development.

PS4—Balance personal, leisure, community, learner, family and work roles.

Educational Achievement and Lifelong Learning Domain (ED)

ED1—Attain educational achievement and performance levels needed to reach your personal and career goals.

ED2—Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management Domain (CM)

CM1—Create and manage a career plan that meets your career goals.

CM2—Use a process of decision-making as one component of career development.

CM3—Use accurate, current and unbiased career information during career planning and management.

CM4—Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.

CM5—Integrate changing employment trends, societal needs and economic conditions into your career plans.

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 I. 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.

References

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

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Appendix D
Alaska Employability Standards

The State Board of Education & Early Development has adopted into regulation Content Standards in various areas. Content standards are broad statements of what students should know and be able to do as a result of their public school experience.

Employability Standards are a critical part of student learning. Proficiency in achieving Alaska’s content standards is fundamental to creating an employable individual. These employability standards are to be used in conjunction with Alaska’s academic content and performance standards to ensure Alaska students have the skills and knowledge necessary to be good citizens, effective parents, productive workers, and most of all, life-long learners. Alaska students are expected to learn how to learn and apply their skills and knowledge in a variety of settings to create a satisfying and productive life. These standards are designed to promote successful student transition from school to work.

#	Standard	A student who meets this standard should
A	A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and life-long learning.	<ul style="list-style-type: none"> – Develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self discipline, initiative, reliability, accuracy, productivity, respect and perseverance. – Understand how to apply skills and academic knowledge in a variety of work settings. – Understand the process for seeking employment including resume development, application completion, interview skills and appropriate dress for work settings. – Understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances. – Understand how an individual job fits into the overall organization and how the organization fits into the overall economy. – Understand the need for safe practices in workplaces. – Understand employer and employee rights and responsibilities.

Appendix C

#	Standard	A student who meets this standard should
B	A student should be able to identify career interests and plan for career options.	<ul style="list-style-type: none">- Identify and appreciate personal interests, aptitudes, abilities, and priorities.- Identify possible career options, considering both employment and self employment and understand how changes in the workplace affect career choice.- Use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options.- Identify education and/or training needed for career options and advancement, and develop a career plan.- Identify resources available to support education and training related to career possibilities.

