

## The FRAMEWORK

The National Career Development Guidelines (NCDG) are a framework for building a comprehensive career development program and for incorporating career development concepts into the classroom.

Using the NCDG framework, career development professionals, school administrators or community leaders can create high-quality career development programs that:

- Help students acquire skills they'll need to move successfully to college or a job after high school graduation;
- Help students achieve more by linking classroom study to future choices; and
- Help adults acquire new skills and move through career transitions.

### **Organization of the Framework**

The framework is organized into three domains, goals that support those domains, and indicators of mastery under each goal. The indicators are further grouped by learning stage (knowledge acquisition, application, reflection).

### **Domains and Goals**

The three framework domains are **Personal Social Development (PS)**, **Educational Achievement and Lifelong Learning (ED) and Career Management (CM)**. These describe the three general areas in which students and adults need to master career development skills.

Under each domain are a series of goals (eleven in total). The goals describe broad areas of career development competency.

### **Indicators and Learning Stages**

Under each goal in the framework are indicators of mastery that highlight the knowledge and skills needed to achieve that goal. Each indicator is presented in **three learning stages** derived from *Bloom's Taxonomy;* knowledge acquisition, application and reflection. The stages describe learning competency. They are not tied to an individual's age or level of education.

Knowledge Acquisition (K). Youth and adults at the knowledge acquisition stage expand awareness and build comprehension. They can recall, recognize, describe, identify, clarify, discuss, explain, summarize, query, investigate and compile new information on a new subject.

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. For example, they can demonstrate, employ, perform, illustrate and solve problems related to the subject.

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.

### Coding of the Framework

The Guidelines framework has a simple **coding system** to identify domains, goals, indicators and learning stages. We use this coding system to organize advanced searches within the framework. However, you do **not** need to know or use the codes to use the NCDG framework.

## Domains:

- PS Personal Social Development
- ED Educational Achievement and Lifelong Learning
- CM Career Management

### Goals:

Coded by domain and then numerically.

For example, under the Personal Social Development domain:

- Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.
- Goal PS2: Develop positive interpersonal skills including respect for diversity.

### **Indicators and Learning Stages:**

Coded by domain, goal, learning stage and then numerically.

Learning Stages:

- K—Knowledge Acquisition
- A—Application
- R—Reflection

For example, the second indicator under the first goal of the Personal Social Development domain:

- PS1.K2 Identify your abilities, strengths, skills, and talents.
- PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.



### **Frame Overview**

### **Domain: Personal Social Development**

### Goals:

- 1. Develop understanding of yourself to build and maintain a positive self-concept.
- 2. Develop positive interpersonal skills including respect for diversity.
- 3. Integrate personal growth and change into your career development.
- 4. Balance personal, leisure, community, learner, family, and work roles.

### **Domain: Educational Achievement and Lifelong Learning**

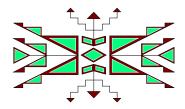
### Goals:

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

## **Domain: Career Management**

### Goals:

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



**Domain: Personal Social Development** 

### Goal: 1. Develop understanding of yourself to build and maintain a positive self-concept.

#### **Indicators** Knowledge **Application** Reflection Identify your interests, likes, and dislikes. Demonstrate behavior and Assess how your interests and preferences are [PS1.K1] decisions that reflect your reflected in your career goals. [PS1.R1] interests, likes, and dislikes. [PS1.A1] Identify your abilities, strengths, skills, Demonstrate use of your abilities, Assess the impact of your abilities, strengths, skills, and talents. [PS1.K2] strengths, skills, and talents. and talents on your career development. [PS1.R2] [PS1.A2] Identify your positive personal Give examples of when you Assess the impact of your positive personal characteristics (e.g., honesty, demonstrated positive personal characteristics (e.g., honesty, dependability, dependability, responsibility, integrity, and characteristics (e.g., honesty, responsibility, integrity, and loyalty) on your career loyalty). [PS1.K3] dependability, responsibility, development. [PS1.R3] integrity, and loyalty). [PS1.A3] Identify your work values/needs. [PS1.K4] Demonstrate behavior and Assess how your work values/needs are reflected decisions that reflect your work in your career goals. [PS1.R4] values/needs. [PS1.A4] Demonstrate a positive self-Describe aspects of your self-concept. Analyze the positive and negative aspects of your [PS1.K5] concept through your behaviors self-concept. [PS1.R5] and attitudes. [PS1.A5] Identify behaviors and experiences that Show how you have adopted Evaluate the affect of your behaviors and help to build and maintain a positive selfbehaviors and sought experiences experiences on building and maintaining a positive concept. [PS1.K6] that build and maintain a positive self-concept. [PS1.R6] self-concept. [PS1.A6] Recognize that situations, attitudes, and Evaluate the effect of situations, attitudes, and the Give personal examples of the behaviors of others affect your selfspecific situations, attitudes, and behaviors of others on your self-concept. [PS1.R7] concept. [PS1.K7] behaviors of others that affected your self-concept. [PS1.A7] Recognize that your behaviors and Show how you have adopted Analyze how your behaviors and attitudes might attitudes affect the self-concept of others. behaviors and attitudes to affect the self-concept of others. [PS1.R8] positively affect the self-concept of [PS1.K8] others. [PS1.A8] Recognize that your self-concept can Assess how your self-concept affects your Show how aspects of your selfaffect educational achievement (i.e., concept could positively or educational achievement (performance) and/or success at work. [PS1.R9] performance) and/or success at work. negatively affect educational [PS1.K9] achievement (i.e., performance) and/or success at work. [PS1.A9] Recognize that educational achievement Give personal examples of how Assess how your educational achievement (performance) and/or success at work (performance) and/or success at work affect your educational achievement

(performance) and/or success at

work affected your self-concept.

[PS1.A10]

self-concept. [PS1.R10]

can affect your self-concept. [PS1.K10]

**Domain: Personal Social Development** 

Goal: 2. Develop positive interpersonal skills including respect for diversity.

employment. [PS2.K11]

#### **Indicators** Knowledge **Application** Reflection Identify effective communication skills. Demonstrate effective communication Evaluate your use of effective communication skills. [PS2.K1] skills. [PS2.A1] Recognize the benefits of interacting Demonstrate that you interact with Assess the degree to which you interact with others with others in a way that is honest, fair, others in a way that is honest, fair, in a way that is honest, fair, helpful, and respectful. helpful, and respectful. [PS2.K2] helpful, and respectful. [PS2.A2] [PS2.R2] Identify positive social skills (e.g., good Demonstrate the ability to use positive Evaluate how your positive social skills (e.g., good manners and showing gratitude). social skills (e.g., good manners and manners and showing gratitude) contribute to [PS2.K3] showing gratitude). [PS2.A3] effective interactions with others. [PS2.R3] Identify ways to get along well with Demonstrate the ability to get along Evaluate your ability to work effectively with others others and work effectively with them in well with others and work effectively in groups. [PS2.R4] groups. [PS2.K4] with them in groups. [PS2.A4] Describe conflict resolution skills. Demonstrate the ability to resolve Analyze the success of your conflict resolution conflicts and to negotiate acceptable [PS2.K5] skills. [PS2.R5] solutions. [PS2.A5] Recognize the difference between Give examples of times when your Assess the consequences of appropriate or inappropriate behavior in specific school, social, appropriate and inappropriate behavior behavior was appropriate and times in specific school, social, and work when your behavior was inappropriate and work situations. [PS2.R6] situations. [PS2.K6] in specific school, social, and work situations. [PS2.A6] Identify sources of outside pressure Demonstrate the ability to handle Analyze the impact of outside pressure on your that affect you. [PS2.K7] outside pressure on you. [PS2.A7] behavior. [PS2.R7] Recognize that you should accept Demonstrate that you accept Assess the degree to which you accept personal responsibility for your behavior. responsibility for your behavior. responsibility for your behavior. [PS2.R8] [PS2.K8] [PS2.A8] Recognize that you should have Demonstrate knowledge about, respect Assess how you show respect for all kinds of knowledge about, respect for, be open for, openness to, and appreciation for human diversity. [PS2.R9] to, and appreciate all kinds of human all kinds of human diversity. [PS2.A9] diversity. [PS2.K9] Recognize that the ability to interact Show how the ability to interact Analyze the impact of your ability to interact positively with diverse groups of people positively with diverse groups of people positively with diverse groups of people on your may contribute to learning and may contribute to learning and learning and academic achievement. [PS2.R10] academic achievement. [PS2.K10] academic achievement. [PS2.A10] Recognize that the ability to interact Explain how the ability to interact Analyze the impact of your ability to interact positively with diverse groups of people positively with diverse groups of people positively with diverse groups of people on your is often essential to maintain is often essential to maintain employment. [PS2.R11]

employment. [PS2.A11]

**Domain: Personal Social Development** 

Goal: 3. Integrate personal growth and change into your career development.

Indicators			
Knowledge Application		Reflection	
Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development. [PS3.K1]	Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually). [PS3.A1]	Analyze the results of your growth and changes throughout life to determine areas of growth for the future. [PS3.R1]	
Identify good health habits (e.g., good nutrition and constructive ways to manage stress). [PS3.K2]	Demonstrate how you have adopted good health habits. [PS3.A2]	Assess the impact of your health habits on your career development. [PS3.R2]	
Recognize that your motivations and aspirations are likely to change with time and circumstances. [PS3.K3]	Give examples of how your personal motivations and aspirations have changed with time and circumstances. [PS3.A3]	Assess how changes in your motivations and aspirations over time have affected your career development. [PS3.R3]	
Recognize that external events often cause life changes. [PS3.K4]	Give examples of external events that have caused life changes for you. [PS3.A4]	Assess your strategies for managing life changes caused by external events. [PS3.R4]	
Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources. [PS3.K5]	Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people. [PS3.A5]	Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people. [PS3.R5]	
Recognize the importance of adaptability and flexibility when initiating or responding to change. [PS3.K6]	Demonstrate adaptability and flexibility when initiating or responding to change. [PS3.A6]	Analyze how effectively you respond to change and/or initiate change. [PS3.R6]	

## **National Career Development Guidelines**

**Domain: Personal Social Development** 

Goal: 4. Balance personal, leisure, community, learner, family, and work roles.

Indicators					
Knowledge Application Reflection					
Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles). [PS4.K1]	Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles. [PS4.A1]	Assess the impact of your life roles on career goals. [PS4.R1]			
Recognize that you must balance life roles and that there are many ways to do it. [PS4.K2]	Show how you are balancing your life roles. [PS4.A2]	Analyze how specific life role changes would affect the attainment of your career goals. [PS4.R2]			
Describe the concept of lifestyle. [PS4.K3]	Give examples of decisions, factors, and circumstances that affect your current lifestyle. [PS4.A3]	Analyze how specific lifestyle changes would affect the attainment of your career goals. [PS4.R3]			
Recognize that your life roles and your lifestyle are connected. [PS4.K4]	Show how your life roles and your lifestyle are connected. [PS4.A4]	Assess how changes in your life roles would affect your lifestyle. [PS4.R4]			

**Domain: Educational Achievement and Lifelong Learning** 

Goal: 1. Attain educational achievement and performance levels needed to reach your personal and career goals.

Indicators			
Knowledge	Application	Reflection	
Recognize the importance of educational achievement and performance to the attainment of personal and career goals. [ED1.K1]	Demonstrate educational achievement and performance levels needed to attain your personal and career goals. [ED1.A1]	Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals. [ED1.R1]	
Identify strategies for improving educational achievement and performance. [ED1.K2]	Demonstrate strategies you are using to improve educational achievement and performance. [ED1.A2]	Analyze your educational achievement and performance strategies to create a plan for growth and improvement. [ED1.R2]	
Describe study skills and learning habits that promote educational achievement and performance. [ED1.K3]	Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance. [ED1.A3]	Evaluate your study skills and learning habits to develop a plan for improving them. [ED1.R3]	
Identify your learning style. [ED1.K4]	Show how you are using learning style information to improve educational achievement and performance. [ED1.A4]	Analyze your learning style to develop behaviors to maximize educational achievement and performance. [ED1.R4]	
Describe the importance of having a plan to improve educational achievement and performance. [ED1.K5]	Show that you have a plan to improve educational achievement and performance. [ED1.A5]	Evaluate the results of your plan for improving educational achievement and performance. [ED1.R5]	
Describe how personal attitudes and behaviors can impact educational achievement and performance. [ED1.K6]	Exhibit attitudes and behaviors that support educational achievement and performance. [ED1.A6]	Assess how well your attitudes and behaviors promote educational achievement and performance. [ED1.R6]	
Recognize that your educational achievement and performance can lead to many workplace options. [ED1.K7]	Show how your educational achievement and performance can expand your workplace options. [ED1.A7]	Assess how well your educational achievement and performance will transfer to the workplace. [ED1.R7]	
Recognize that the ability to acquire and use information contributes to educational achievement and performance. [ED1.K8]	Show how the ability to acquire and use information has affected your educational achievement and performance. [ED1.A8]	Assess your ability to acquire and use information in order to improve educational achievement and performance. [ED1.R8]	

## **National Career Development Guidelines**

**Domain: Educational Achievement and Lifelong Learning** 

Goal: 2. Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Indicators			
Knowledge Application Reflection			
Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life. [ED2.K1]	Show how lifelong learning is helping you function effectively in a diverse and changing economy. [ED2.A1]	Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy. [ED2.R1]	

**Domain: Educational Achievement and Lifelong Learning** 

Goal: 2. Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Indicators			
Knowledge Application		Reflection	
Recognize that viewing yourself as a learner affects your identity. [ED2.K2]	Show how being a learner affects your identity. [ED2.A2]	Analyze how specific learning experiences have affected your identity. [ED2.R2]	
Recognize the importance of being an independent learner and taking responsibility for your learning. [ED2.K3]	Demonstrate that you are an independent learner. [ED2.A3]	Assess how well you function as an independent learner. [ED2.R3]	
Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary). [ED2.K4]	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.A4]	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.R4]	
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.K5]	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.A5]	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.R5]	
Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs). [ED2.K6]	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.A6]	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.R6]	
Describe informal learning experiences that contribute to lifelong learning. [ED2.K7]	Demonstrate participation in informal learning experiences. [ED2.A7]	Assess, throughout your life, how well you integrate both formal and informal learning experiences. [ED2.R7]	

## **National Career Development Guidelines**

**Domain: Career Management** 

## Goal: 1. Create and manage a career plan that meets your career goals.

Indicators				
Knowledge Application Reflection				
Recognize that career planning to attain your career goals is a life long process. [CM1.K1]	Give examples of how you use career- planning strategies to attain your career goals. [CM1.A1]	Assess how well your career planning strategies facilitate reaching your career goals. [CM1.R1]		
Describe how to develop a career plan (e.g., steps and content). [CM1.K2]	Develop a career plan to meet your career goals. [CM1.A2]	Analyze your career plan and make adjustments to reflect ongoing career management needs. [CM1.R2]		

**Domain: Career Management** 

Goal: 1. Create and manage a career plan that meets your career goals.

Indicators			
Knowledge	Application	Reflection	
Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). [CM1.K3]	Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals). [CM1.A3]	Re-examine your career goals and adjust as needed. [CM1.R3]	
Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). [CM1.K4]	Demonstrate career management skills and personal traits (e.g., resiliency, self- efficacy, ability to identify trends and changes, and flexibility). [CM1.A4]	Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). [CM1.R4]	
Recognize that changes in you and the world of work can affect your career plans.  [CM1.K5]	Give examples of how changes in you and the world of work have caused you to adjust your career plans. [CM1.A5]	Evaluate how well you integrate changes in you and the world of work into your career plans. [CM1.R5]	

## **National Career Development Guidelines**

**Domain: Career Management** 

Goal: 2. Use a process of decision-making as one component of career development.

Indicators			
Knowledge	Application	Reflection	
Describe your decision- making style (e.g., risk taker, cautious). [CM2.K1]	Give examples of past decisions that demonstrate your decision-making style. [CM2.A1]	Evaluate the effectiveness of your decision-making style. [CM2.R1]	
Identify the steps in one model of decision-making. [CM2.K2]	Demonstrate the use of a decision-making model. [CM2.A2]	Assess what decision-making model(s) work best for you. [CM2.R2]	
Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. [CM2.K3]	Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. [CM2.A3]	Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions. [CM2.R3]	
Identify alternative options and potential consequences for a specific decision. [CM2.K4]	Show how exploring options affected a decision you made. [CM2.A4]	Assess how well you explore options when making decisions. [CM2.R4]	
Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making. [CM2.K5]	Show how personal priorities, culture, beliefs, and work values are reflected in your decisions. [CM2.A5]	Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making. [CM2.R5]	
Describe how education, work, and family experiences might impact your decisions. [CM2.K6]	Give specific examples of how your education, work, and family experiences have influenced your decisions. [CM2.A6]	Assess the impact of your education, work, and family experiences on decisions. [CM2.R6]	
Describe how biases and stereotypes can limit decisions. [CM2.K7]	Give specific examples of how biases and stereotypes affected your decisions.[CM2.A7]	Analyze the ways you could manage biases and stereotypes when making decisions. [CM2.R7]	
Recognize that chance can play a role in decision-making. [CM2.K8]	Give examples of times when chance played a role in your decision-making. [CM2.A8]	Evaluate the impact of chance on past decisions. [CM2.R8]	

**Domain: Career Management** 

Goal: 2. Use a process of decision-making as one component of career development.

### **Indicators**

Recognize that decision-making often involves compromise. [CM2.K9]

Give examples of compromises you might have to make in career decision-making. [CM2.A9]

Analyze the effectiveness of your approach to making compromises. [CM2.R9]

## **National Career Development Guidelines**

**Domain: Career Management** 

Goal: 3. Use accurate, current, and unbiased career information during career planning and management.

## **Indicators**

Knowledge	Application	Reflection	
Describe the importance of career information to your career planning. [CM3.K1]	Show how career information has been important in your plans and how it can be used in future plans. [CM3.A1]	Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information. [CM3.R1]	
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.K2]	Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning. [CM3.A2]	Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career. [CM3.R2]	
Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is). [CM3.K3]	Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate [CM3.A3]	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.R3]	
Identify several ways to classify occupations. [CM3.K4]	Give examples of how occupational classification systems can be used in career planning. [CM3.A4]	Assess which occupational classification system is most helpful to your career planning. [CM3.R4]	
Identify occupations that you might consider without regard to your gender, race, culture, or ability. [CM3.K5]	Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability). [CM3.A5]	Assess your openness to considering non-traditional occupations in your career management. [CM3.R5]	
Identify the advantages and disadvantages of being employed in a non-traditional occupation. [CM3.K6]	Make decisions for yourself about being employed in a non-traditional occupation. [CM3.A6]	Assess the impact of your decisions about being employed in a non-traditional occupation. [CM3.R6]	

**Domain: Career Management** 

Goal: 4. Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

#### **Indicators** Knowledge **Application** Reflection Describe academic, occupational, and Demonstrate the ability to use your Assess your academic, occupational, academic, occupational, and general general employability skills. [CM4.K1] and general employability skills and employability skills to obtain or create, enhance them as needed for your maintain, and advance your employment. employment. [CM4.R1] [CM4.A1] Identify job seeking skills such as the ability Demonstrate the following job seeking skills: Evaluate your ability to: write a resume to: write a resume and cover letter, the ability to write a resume and cover letter, and cover letter, complete a job complete a job application, interview for a application, interview for a job, and find complete a job application, interview for a job, and find and pursue employment job, and find and pursue employment leads. and pursue employment leads. leads. [CM4.K2] [CM4.A2] [CM4.R2] Recognize that a variety of general Demonstrate attainment of general Evaluate your general employability employability skills and personal qualities employability skills and personal qualities skills and personal qualities (e.g., (e.g., critical thinking; problem solving; needed to be successful in school and critical thinking; problem solving; resource; information; and technology resource; information; and technology employment (e.g., critical thinking; problem management; interpersonal skills; honesty; solving; resource; information; and management; interpersonal skills; and dependability) are important to technology management; interpersonal skills; honesty; and dependability). [CM4.R3] success in school and employment. honesty; and dependability). [CM4.A3] [CM4.K3] Recognize that many skills are transferable Show how your skills are transferable from Analyze the impact of your transferable from one occupation to another. [CM4.K4] one occupation to another. [CM4.A4] skills on your career options. [CM4.R4] Recognize that your geographic mobility Make decisions for yourself regarding Analyze the impact of your decisions impacts on your employability. [CM4.K5] geographic mobility. [CM4.A5] about geographic mobility on your career goals. [CM4.R5] Identify the advantages and challenges of Make decisions for yourself about self-Assess the impact of your decision self-employment. [CM4.K6] employment. [CM4.A6] regarding self-employment on your career goals. [CM4.R6]

Demonstrate skills that show how you can

market yourself in the workplace. [CM4.A7]

Evaluate how well you have marketed

yourself in the workplace. [CM4.R7]

Identify ways to be proactive in marketing

yourself for a job. [CM4.K7]

**Domain: Career Management** 

Goal: 5. Integrate changing employment trends, societal needs, and economic conditions into your career plans.

Indicators					
Knowledge Application Reflection					
Identify societal needs that affect your career plans. [CM5.K1]	Show how you are prepared to respond to changing societal needs in your career management. [CM5.A1]	Evaluate the results of your career management relative to changing societal needs. [CM5.R1]			
Identify economic conditions that affect your career plans. [CM5.K2]	Show how you are prepared to respond to changing economic conditions in your career management. [CM5.A2]	Evaluate the results of your career management relative to changing economic conditions. [CM5.R2]			
Identify employment trends that affect your career plans. [CM5.K3]	Show how you are prepared to respond to changing employment trends in your career management. [CM5.A3]	Evaluate the results of your career management relative to changes in employment trends. [CM5.R3]			