

Illinois

CAREER DEVELOPMENT

**K-12
COMPETENCIES AND
INDICATORS**

ILLINOIS CAREER DEVELOPMENT COMPETENCIES

Elementary

Middle/Junior High
School

High School

Self Knowledge

Knowledge of importance of a positive self-concept,

Knowledge of the influence of a positive self-concept.

Understanding the influence of a positive self-concept.

Skills to interact positively with others.

Skills to interact positively with others.

Skills to interact positively with others.

Awareness of the importance of growth and change.

Knowledge of the importance of growth and change.

Understanding the impact of growth and change.

Educational and Occupational Exploration

Awareness of the benefits of educational achievement.

Knowledge of the benefits of educational achievement to career opportunities,

Understanding the relationship between educational achievement and career planning.

Awareness of the relationship between work and learning

Understanding the relationship between work and learning.

Understanding the need for positive attitudes toward work and learning.

Skills to understand and use career information.

Skills to locate, understand and use career information.

Skills to locate, evaluate and interpret career information.

Awareness of the importance of personal responsibility and good work habits.

Knowledge of skills necessary to seek and obtain jobs.

Skills to prepare to seek, obtain, maintain and change jobs.

Awareness of how work relates to the needs and functions of society.

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

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

Career Planning

Understanding how to make decisions.

Skills to make decisions.

Skills to make decisions.

Awareness of the interrelationship of life roles.

Knowledge of the interrelationship of life roles.

Understanding the interrelationship of life roles.

Awareness of different occupations and changing male/female roles.

Knowledge of different occupations and changing male/female roles.

Understanding the continuous changes in male/female roles.

Awareness of the career planning process.

Understanding the process of career planning.

Skills in career planning.

ELEMENTARY SCHOOL STUDENT

Competencies and Indicators

Self-Knowledge

Competency I: Knowledge of the importance of self-concept.

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.

Competency II: Skills to interact with others.

Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate 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.

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

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.

Educational and Occupational Exploration

Competency IV: Awareness of the benefits of educational achievement.

Describe how academic skills can be used in the home 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.

ELEMENTARY

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

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- 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.

Competency VI: Skills to understand and use career information.

- Describe work of family members, school personnel and community workers.
- Identify occupations according to data, people, things and ideas.
- 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.

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

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

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

- 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.

Career Planning

Competency IX: Understanding how to make decisions.

- 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 affect decision-making.
- Describe how decisions affect self and others.

ELEMENTARY

Competency X: Awareness of the interrelationship of life roles.

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.

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

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.

Competency XII: Awareness of the career planning process.

Describe the importance of planning.

Describe skills needed in a variety of occupational groups.

Develop an individual career plan for the elementary school level.

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

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

- 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.

Competency II: Skills to interact with others.

- 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 skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes and abilities.

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

- 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.

Educational and Occupational Exploration

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

- Describe the importance of academic and occupational skills in the work world.
- Identify how the skills taught in school subjects 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 and abilities relate to broad occupational groups.

MIDDLE/JUNIOR HIGH

Competency V: Understanding the relationship between work and learning.

- 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.

Competency VI: Skills to locate understand and use career information.

- Identify various ways that occupations can be classified.
- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school and community 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.

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

- 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.

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

- 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.

Career Planning

Competency IX: Skills to make decisions.

- Describe personal beliefs and attitudes.
- Describe how career development is a continuous process with a 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 post-secondary programs for the attainment of career goals.
- Identify the requirements for secondary and post-secondary programs.

Middle/Junior High

Competency X: Knowledge of the interrelationship of life roles.

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 between family, occupational and leisure decisions.

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

Describe advantages and problems of entering nontraditional occupations.

Describe the advantages of taking courses related to personal interest, 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.

Competency XII: Understanding the process of career planning

Demonstrate knowledge of exploratory processes and programs.

Identify school courses that meet tentative career goals.

Demonstrate knowledge of academic and vocational programs 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.

HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-knowledge

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

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 of one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

Competency II: Skills to interact positively with others.

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.

Competency III: Understanding the impact of growth and development.

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.

Educational and Occupational Exploration

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

Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interests.
Describe how skills developed in academic and vocational 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 workplace.

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

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.

HIGH SCHOOL

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

Describe the educational requirements of various occupations.

Demonstrate use of a range of 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 sources, 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.

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

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

Demonstrate academic or vocational 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 job openings.

Demonstrate employability skills necessary to obtain and maintain jobs.

Demonstrate skills to assess occupational opportunities (e.g., working conditions benefits and opportunities for change).

Describe placement services available to make the transition from high school 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.

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

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.

HIGH SCHOOL

Career Planning

Competency IX: Skills to make decisions.

Identify alternatives in given decision-making situations.

Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.

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 and training.

Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competency X: Understanding the interrelationship of life roles.

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.

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

Identify factors that have influenced the changing 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.

Competency XII: Skills in career planning.

Describe career plans that reflect the importance of lifelong learning.

Demonstrate knowledge of postsecondary vocational 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 cooperative education 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.