

## 2024 National Career Development Guidelines (NCDG)

The NCDG is a framework of career development competencies and indicators of mastery, including a recommended strategy for implementing career development programs for youth or adults.

### Understanding the NCDG Framework

#### Domains and Goals

Domains, goals and indicators organize the NCDG framework. The **three domain names have been updated to reflect 21<sup>st</sup> Century terminology**:

1. **Career Development (CD)**
  - a. formerly named Career Management
  - b. defined as meeting career goals through information management and decision-making, while mastering employability skills and integrating world conditions
2. **Academic and Lifelong Learning (ALL)**
  - a. formerly Educational Achievement and Lifelong Learning
  - b. defined as integrating foundational and on-going learning methods and experiences in the pursuit of one's goals and to function in a diverse, dynamic work world
3. **Social Emotional Learning (SEL)**
  - a. formerly Personal Social Development
  - b. defined as the process of acquiring and applying knowledge, skills and attitudes to learn, grow and thrive in life

Under each domain are **goals** (eleven in total). The goals define broad areas of career development competency.

#### Career Development Domain

- GOAL CD1 Create and manage a career plan that meets your career goals.
- GOAL CD2 Use a process of decision-making as one component of career development.
- GOAL CD3 Use accurate, current and unbiased career information during career planning and management.
- GOAL CD4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.
- GOAL CD5 Integrate changing employment trends, societal needs and economic conditions into your career plans.

#### Academic and Lifelong Learning Domain

- GOAL ALL1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL ALL2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

#### Social Emotional Learning Domain

- GOAL SEL1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL SEL2 Develop positive interpersonal skills including respect for diversity.
- GOAL SEL3 Integrate growth and change into your career development.
- GOAL SEL4 Balance personal, leisure, community, learner, family and work roles.

## 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 knowledge awareness and build comprehension. They can recall, recognize, describe, identify, clarify, discuss, explain, summarize, query, investigate and compile new information about the knowledge.

**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 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.

## Coding System

The NCDG framework has a simple **coding system** to identify domains, goals, indicators and learning stages. The coding system makes it easy to use the NCDG for program development and to track activities by goal, learning stage and indicator. However, users do **not** need to know or include the codes to use the NCDG framework.

### Domains:

- CD = Career Development
- ALL = Academic and Lifelong Learning
- SEL = Social Emotional Learning

### Goals:

Coded by domain and then numerically.

For example, under the Social Emotional Learning domain the first goal is:

- Goal SEL1: Develop understanding of yourself to build and maintain a positive self- concept.

### 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 indicators under the first goal of the Social Emotional Learning domain are:

- SEL1.K2 Identify your abilities, strengths, skills, and talents.
- SEL1.A2 Demonstrate use of your abilities, strengths, skills, and talents.
- SEL1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.

**NATIONAL CAREER DEVELOPMENT  
GUIDELINES  
04/2024**

| <b>CAREER DEVELOPMENT DOMAIN</b> |  |
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| <b>GOAL<br/>CD1</b>              | <b>Create and manage a career plan that meets your career goals.</b>   |
| CD1.K1                           | Recognize that career planning to attain your career goals is a lifelong process.  |
| CD1.A1                           | Give examples of how you use career-planning strategies to attain your career goals.   |
| CD1.R1                           | Assess how well your career planning strategies facilitate reaching your career goals.   |
| CD1.K2                           | Describe how to develop a career plan (e.g., steps and content).   |
| CD1.A2                           | Develop a career plan to meet your career goals.   |
| CD1.R2                           | Analyze your career plan and make adjustments to reflect ongoing career management needs.  |
| CD1.K3                           | Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).  |
| CD1.A3                           | Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).                           |
| CD1.R3                           | Re-examine your career goals and adjust as needed.   |
| CD1.K4                           | Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility). |
| CD1.A4                           | Demonstrate career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).         |
| CD1.R4                           | Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).       |
| CD1.K5                           | Recognize that changes in you and the world of work can affect your career plans.  |
| CD1.A5                           | Give examples of how changes in you and the world of work have caused you to adjust your career plans.   |
| CD1.R5                           | Evaluate how well you integrate changes in you and the world of work into your career plans.   |
| <b>GOAL<br/>CD2</b>              | <b>Use a process of decision-making as one component of career development.</b>  |
| CD2.K1                           | Describe your decision- making style (e.g., risk taker, cautious).   |
| CD2.A1                           | Give examples of past decisions that demonstrate your decision-making style.   |

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| CD2.R1 | Evaluate the effectiveness of your decision-making style.   |
| CD2.K2 | Identify the steps in one model of decision-making.   |
| CD2.A2 | Demonstrate the use of a decision-making model.   |
| CD2.R2 | Assess what decision-making model(s) work best for you.   |
| CD2.K3 | Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. |
| CD2.A3 | Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.        |
| CD2.R3 | Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.     |
| CD2.K4 | Identify alternative options and potential consequences for a specific decision.                                  |
| CD2.A4 | Show how exploring options affected a decision you made.  |
| CD2.R4 | Assess how well you explore options when making decisions.  |
| CD2.K5 | Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.       |
| CD2.A5 | Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.                  |
| CD2.R5 | Evaluate the effect of personal priorities, culture, beliefs, and work values in your decision-making.            |
| CD2.K6 | Describe how education, work, and family experiences might impact your decisions.                                 |
| CD2.A6 | Give specific examples of how your education, work, and family experiences have influenced your decisions.        |
| CD2.R6 | Assess the impact of your education, work, and family experiences on decisions.                                   |
| CD2.K7 | Describe how biases and stereotypes can limit decisions.  |
| CD2.A7 | Give specific examples of how biases and stereotypes affected your decisions.                                     |
| CD2.R7 | Analyze the ways you could manage biases and stereotypes when making decisions.                                   |
| CD2.K8 | Recognize that chance can play a role in decision-making.   |
| CD2.A8 | Give examples of times when chance played a role in your decision-making.   |
| CD2.R8 | Evaluate the impact of chance on past decisions.  |
| CD2.K9 | Recognize that decision-making often involves compromise.   |
| CD2.A9 | Give examples of compromises you might have to make in career decision-making.                                    |
| CD2.R9 | Analyze the effectiveness of your approach to making compromises.   |

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| <b>GOAL<br/>CD3</b> | <b>Use accurate, current, and unbiased career information during career planning and management.</b>   |
| CD3.K1              | Describe the importance of career information to your career planning.   |
| CD3.A1              | Show how career information has been important in your plans and how it can be used in future plans.   |
| CD3.R1              | Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.  |
| CD3.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. |
| CD3.A2              | Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.                     |
| CD3.R2              | Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.  |
| CD3.K3              | Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).  |
| CD3.A3              | Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate  |
| CD3.R3              | 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.   |
| CD3.K4              | Identify several ways to classify occupations.   |
| CD3.A4              | Give examples of how occupational classification systems can be used in career planning.   |
| CD3.R4              | Assess which occupational classification system is most helpful to your career planning.   |
| CD3.K5              | Identify occupations that you might consider without regard to your gender, race, culture, or ability.   |
| CD3.A5              | Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).  |
| CD3.R5              | Assess your openness to considering non-traditional occupations in your career management.   |
| CD3.K6              | Identify the advantages and disadvantages of being employed in a non-traditional occupation.   |
| CD3.A6              | Make decisions for yourself about being employed in a non-traditional occupation.  |
| CD3.R6              | Assess the impact of your decisions about being employed in a non-traditional occupation.  |
| <b>GOAL<br/>CD4</b> | <b>Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.</b>   |
| CD4.K1              | Describe academic, occupational, and general employability skills.   |

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| CD4.A1 | Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.  |
| CD4.R1 | Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.  |
| CD4.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.   |
| CD4.A2 | Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.  |
| CD4.R2 | Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.   |
| CD4.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. |
| CD4.A3 | Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).    |
| CD4.R3 | Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).   |
| CD4.K4 | Recognize that many skills are transferable from one occupation to another.   |
| CD4.A4 | Show how your skills are transferable from one occupation to another.   |
| CD4.R4 | Analyze the impact of your transferable skills on your career options.  |
| CD4.K5 | Recognize that your geographic mobility impacts on your employability.  |
| CD4.A5 | Make decisions for yourself regarding geographic mobility.  |
| CD4.R5 | Analyze the impact of your decisions about geographic mobility on your career goals.  |
| CD4.K6 | Identify the advantages and challenges of self-employment.  |
| CD4.A6 | Make decisions for yourself about self-employment.  |
| CD4.R6 | Assess the impact of your decision regarding self-employment on your career goals.  |
| CD4.K7 | Identify ways to be proactive in marketing yourself for a job.  |

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| CD4.A7              | Demonstrate skills that show how you can market yourself in the workplace.                                   |
| CD4.R7              | Evaluate how well you have marketed yourself in the workplace.   |
| <b>GOAL<br/>CD5</b> | <b>Integrate changing employment trends, societal needs, and economic conditions into your career plans.</b> |
| CD5.K1              | Identify societal needs that affect your career plans.   |
| CD5.A1              | Show how you are prepared to respond to changing societal needs in your career management.                   |
| CD5.R1              | Evaluate the results of your career management relative to changing societal needs.                          |
| CD5.K2              | Identify economic conditions that affect your career plans.  |
| CD5.A2              | Show how you are prepared to respond to changing economic conditions in your career management.              |
| CD5.R2              | Evaluate the results of your career management relative to changing economic conditions.                     |
| CD5.K3              | Identify employment trends that affect your career plans.  |
| CD5.A3              | Show how you are prepared to respond to changing employment trends in your career management.                |
| CD5.R3              | Evaluate the results of your career management relative to changes in employment trends.                     |

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| <b>ACADEMIC AND LIFELONG LEARNING DOMAIN</b> |  |
| <b>GOAL<br/>ALL1</b>                         | <b>Attain educational achievement and performance levels needed to reach your personal and career goals.</b>                       |
| ALL1.K1                                      | Recognize the importance of educational achievement and performance to the attainment of personal and career goals.                |
| ALL1.A1                                      | Demonstrate educational achievement and performance levels needed to attain your personal and career goals.                        |
| ALL1.R1                                      | Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals. |
| ALL1.K2                                      | Identify strategies for improving educational achievement and performance.   |
| ALL1.A2                                      | Demonstrate strategies you are using to improve educational achievement and performance.   |
| ALL1.R2                                      | Analyze your educational achievement and performance strategies to create a plan for growth and improvement.                       |
| ALL1.K3                                      | Describe study skills and learning habits that promote educational achievement and performance.                                    |
| ALL1.A3                                      | Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.                  |

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| ALL1.R3 | Evaluate your study skills and learning habits to develop a plan for improving them.                  |
| ALL1.K4 | Identify your learning style.   |
| ALL1.A4 | Show how you are using learning style information to improve educational achievement and performance. |
| ALL1.R4 | Analyze your learning style to develop behaviors to maximize educational achievement and performance. |
| ALL1.K5 | Describe the importance of having a plan to improve educational achievement and performance.          |
| ALL1.A5 | Show that you have a plan to improve educational achievement and performance.                         |
| ALL1.R5 | Evaluate the results of your plan for improving educational achievement and performance.              |
| ALL1.K6 | Describe how personal attitudes and behaviors can impact educational achievement and performance.     |
| ALL1.A6 | Exhibit attitudes and behaviors that support educational achievement and performance.                 |
| ALL1.R6 | Assess how well your attitudes and behaviors promote educational achievement and performance.         |
| ALL1.K7 | Recognize that your educational achievement and performance can lead to many workplace options.       |
| ALL1.A7 | Show how your educational achievement and performance can expand your workplace options.              |

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| ALL1.R7              | Assess how well your educational achievement and performance will transfer to the workplace.  |
| ALL1.K8              | Recognize that the ability to acquire and use information contributes to educational achievement and performance.                               |
| ALL1.A8              | Show how the ability to acquire and use information has affected your educational achievement and performance.                                  |
| ALL1.R8              | Assess your ability to acquire and use information in order to improve educational achievement and performance.                                 |
| <b>GOAL<br/>ALL2</b> | <b>Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.</b> |
| ALL2.K1              | Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.                                   |
| ALL2.A1              | Show how lifelong learning is helping you function effectively in a diverse and changing economy.   |
| ALL2.R1              | Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.                     |
| ALL2.K2              | Recognize that viewing yourself as a learner affects your identity.   |
| ALL2.A2              | Show how being a learner affects your identity.   |
| ALL2.R2              | Analyze how specific learning experiences have affected your identity.  |
| ALL2.K3              | Recognize the importance of being an independent learner and taking responsibility for your learning.   |
| ALL2.A3              | Demonstrate that you are an independent learner.  |



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| ALL2.R3 | Assess how well you function as an independent learner.   |
| ALL2.K4 | Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).  |
| ALL2.A4 | 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).  |
| ALL2.R4 | 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).  |
| ALL2.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).                                  |
| ALL2.A5 | 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).                        |
| ALL2.R5 | 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. |
| ALL2.K6 | Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).  |

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| ALL2.A6 | 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.            |
| ALL2.R6 | 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. |
| ALL2.K7 | Describe informal learning experiences that contribute to lifelong learning.   |
| ALL2.A7 | Demonstrate participation in informal learning experiences.  |
| ALL2.R7 | Assess, throughout your life, how well you integrate both formal and informal learning experiences   |
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| <b>SOCIAL EMOTIONAL LEARNING DOMAIN</b> |   |
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| <b>GOAL<br/>SEL1</b>                    | <b>Develop understanding of yourself to build and maintain a positive self-concept.</b> |
| SEL1.K1                                 | Identify your interests, likes, and dislikes.   |
| SEL1.A1                                 | Demonstrate behavior and decisions that reflect your interests, likes, and dislikes.    |
| SEL1.R1                                 | Assess how your interests and preferences are reflected in your career goals.           |
| SEL1.K2                                 | Identify your abilities, strengths, skills, and talents.                                |

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| SEL1.A2 | Demonstrate use of your abilities, strengths, skills, and talents.   |
| SEL1.R2 | Assess the impact of your abilities, strengths, skills, and talents on your career development.  |
| SEL1.K3 | Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).  |
| SEL1.A3 | Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).               |
| SEL1.R3 | Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development. |
| SEL1.K4 | Identify your work values/needs.   |
| SEL1.A4 | Demonstrate behavior and decisions that reflect your work values/needs.  |
| SEL1.R4 | Assess how your work values/needs are reflected in your career goals.  |
| SEL1.K5 | Describe aspects of your self-concept.   |
| SEL1.A5 | Demonstrate a positive self-concept through your behaviors and attitudes.  |
| SEL1.R5 | Analyze the positive and negative aspects of your self-concept.  |
| SEL1.K6 | Identify behaviors and experiences that help to build and maintain a positive self-concept.  |
| SEL1.A6 | Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.  |
| SEL1.R6 | Evaluate the effect of your behaviors and experiences on building and maintaining a positive self-concept.   |
| SEL1.K7 | Recognize that situations, attitudes, and the behaviors of others affect your self-concept.  |
| SEL1.A7 | Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.   |
| SEL1.R7 | Evaluate the effect of situations, attitudes, and the behaviors of others on your self-concept.  |
| SEL1.K8 | Recognize that your behaviors and attitudes affect the self-concept of others.   |
| SEL1.A8 | Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.   |
| SEL1.R8 | Analyze how your behaviors and attitudes might affect the self-concept of others.  |

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| SEL1.K9  | Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.                                 |
| SEL1.A9  | Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work. |
| SEL1.R9  | Assess how your self-concept affects your educational achievement (performance) and/or success at work.   |
| SEL1.K10 | Recognize that educational achievement (performance) and/or success at work can affect your self-concept.                                       |

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| SEL1.A10             | Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.                                    |
| SEL1.R10             | Assess how your educational achievement (performance) and/or success at work affect your self-concept.  |
| <b>GOAL<br/>SEL2</b> | <b>Develop positive interpersonal skills including respect for diversity.</b>   |
| SEL2.K1              | Identify effective communication skills.  |
| SEL2.A1              | Demonstrate effective communication skills.   |
| SEL2.R1              | Evaluate your use of effective communication skills.  |
| SEL2.K2              | Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.   |
| SEL2.A2              | Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.   |
| SEL2.R2              | Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.   |
| SEL2.K3              | Identify positive social skills (e.g., good manners and showing gratitude).   |
| SEL2.A3              | Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).   |
| SEL2.R3              | Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.                     |
| SEL2.K4              | Identify ways to get along well with others and work effectively with them in groups.   |
| SEL2.A4              | Demonstrate the ability to get along well with others and work effectively with them in groups.   |
| SEL2.R4              | Evaluate your ability to work effectively with others in groups.  |
| SEL2.K5              | Describe conflict resolution skills.  |
| SEL2.A5              | Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.   |
| SEL2.R5              | Analyze the success of your conflict resolution skills.   |
| SEL2.K6              | Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.                                  |
| SEL2.A6              | Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations. |

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| SEL2.R6 | Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations. |
| SEL2.K7 | Identify sources of outside pressure that affect you.   |
| SEL2.A7 | Demonstrate the ability to handle outside pressure on you.  |
| SEL2.R7 | Analyze the impact of outside pressure on your behavior.  |
| SEL2.K8 | Recognize that you should accept responsibility for your behavior.  |

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| SEL2.A8              | Demonstrate that you accept responsibility for your behavior.  |
| SEL2.R8              | Assess the degree to which you accept personal responsibility for your behavior.   |
| SEL2.K9              | Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.                |
| SEL2.A9              | Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.                            |
| SEL2.R9              | Assess how you show respect for all kinds of human diversity.  |
| SEL2.K10             | Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement. |
| SEL2.A10             | Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.       |
| SEL2.R10             | Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.   |
| SEL2.K11             | Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.           |
| SEL2.A11             | Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.              |
| SEL2.R11             | Analyze the impact of your ability to interact positively with diverse groups of people on your employment.                          |
| <b>GOAL<br/>SEL3</b> | <b>Integrate personal growth and change into your career development.</b>  |
| SEL3.K1              | Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.  |
| SEL3.A1              | Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).                       |
| SEL3.R1              | Analyze the results of your growth and changes throughout life to determine areas of growth for the future.                          |
| SEL3.K2              | Identify good health habits (e.g., good nutrition and constructive ways to manage stress).   |
| SEL3.A2              | Demonstrate how you have adopted good health habits.   |
| SEL3.R2              | Assess the impact of your health habits on your career development.  |
| SEL3.K3              | Recognize that your motivations and aspirations are likely to change with time and circumstances.                                    |
| SEL3.A3              | Give examples of how your personal motivations and aspirations have changed with time and circumstances.                             |

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| SEL3.R3              | Assess how changes in your motivations and aspirations over time have affected your career development.   |
| SEL3.K4              | Recognize that external events often cause life changes.  |
| SEL3.A4              | Give examples of external events that have caused life changes for you.   |
| SEL3.R4              | Assess your strategies for managing life changes caused by external events.   |
| SEL3.K5              | Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.                                     |
| SEL3.A5              | Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.                         |
| SEL3.R5              | Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people. |
| SEL3.K6              | Recognize the importance of adaptability and flexibility when initiating or responding to change.   |
| SEL3.A6              | Demonstrate adaptability and flexibility when initiating or responding to change.   |
| SEL3.R6              | Analyze how effectively you respond to change and/or initiate change.   |
| <b>GOAL<br/>SEL4</b> | <b>Balance personal, leisure, community, learner, family, and work roles.</b>   |
| SEL4.K1              | Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).  |
| SEL4.A1              | Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.                                       |
| SEL4.R1              | Assess the impact of your life roles on career goals.   |
| SEL4.K2              | Recognize that you must balance life roles and that there are many ways to do it.   |
| SEL4.A2              | Show how you are balancing your life roles.   |
| SEL4.R2              | Analyze how specific life role changes would affect the attainment of your career goals.  |
| SEL4.K3              | Describe the concept of lifestyle.  |
| SEL4.A3              | Give examples of decisions, factors, and circumstances that affect your current lifestyle.  |
| SEL4.R3              | Analyze how specific lifestyle changes would affect the attainment of your career goals.  |
| SEL4.K4              | Recognize that your life roles and your lifestyle are connected.  |
| SEL4.A4              | Show how your life roles and your lifestyle are connected.  |
| SEL4.R4              | Assess how changes in your life roles would affect your lifestyle.  |