

GCDF Competencies and Behavioral Indicators

1.0 HELPING SKILLS

- 1.1. Explain the role of a career counselor
- 1.2. Identify the five stages of the relationship model of Cormier and Hackney
- 1.3. Explain the importance of respect, empathy, and trust in the helping process
- 1.4. Explain how empathy is demonstrated in the helping process
- 1.5. Explain how trust is built in a helping relationship
- 1.6. Explain the importance of maintaining a non-judgmental attitude in the helping process
- 1.7. Demonstrate the appropriate use of respect and empathy, given a case description
- 1.8. Demonstrate the use of a non-judgmental approach, given a case description that includes an opportunity for a career development facilitator to be judgmental
- 1.9. Define at least two goals a client might choose, given a case description
- 1.10. Explain how a career development facilitator helps a client establish goals
- 1.11. Recognize the use of affective, cognitive, and behavioral interventions in the helping process, given case descriptions
- 1.12. Identify the point, for each case, when the helping process should reasonably be expected to end, given several case descriptions
- 1.13. Demonstrate the ability to reflect content and feelings in a helping process, given a case description
- 1.14. Demonstrate the ability to use 'minimal encouragers' in the helping process, given a case description
- 1.15. Differentiate between 'open' and 'closed' questions
- 1.16. State the advantages of 'open' questions
- 1.17. State the advantages of 'closed' questions
- 1.18. Differentiate between 'direct' and 'indirect' questions
- 1.19. Demonstrate the ability to ask 'direct' questions, given a case situation
- 1.20. Demonstrate the ability to formulate 'indirect' questions, given a case situation
- 1.21. Demonstrate the ability to paraphrase a client's comments, given a case situation
- 1.22. Demonstrate the ability to paraphrase a client's comments, given a case situation
- 1.23. Define self-efficacy
- 1.24. Differentiate between high self-efficacy and low self-efficacy

- 1.25 Identify and demonstrate the ability to use: empowering experiences, empowering role models, and, empowering messages, given a case description
- 1.26 Comprehend and identify the use of reinforcement techniques throughout the helping process, given a case situation
- 1.27 Demonstrate the ability to help a client create a personal action plan based upon one or more goals, given a case description
- 1.28 State and explain the value of four major uses of career assessments
- 1.29 Comprehend processes or procedures for helping adults to identify their strengths
- 1.30 State the six attributes (RUMBAS) of a good goal
- 1.31 Demonstrate the ability to identify and define a client's career goals, given a case
- 1.32 Demonstrate the ability to identify obstacles and resources to a client's goal attainment, given a case
- 1.33 Identify at least five barriers to career development success, e.g., negative self-talk, a fear of success, for a specific case
- 1.34 Identify at least five barriers to career decision making
- 1.35 Identify four decision-making styles, including: confused, dependent, intuitive, and 'planful,' given a client case
- 1.36 Recognize and discuss the risks that a client might take in career decision making and cite various approaches clients take to minimize risks
- 1.37 Assist a client in setting short- and long- term goals, given a case
- 1.38 Evaluate a client's career goal regarding whether it is conceivable, believable, achievable, measurable, and desirable, given a client case
- 1.39 List the components of a client action plan
- 1.40 Demonstrate the ability to help a client formulate an action plan, given a case situation
- 1.41 Describe the benefits and the contents of a career portfolio
- 1.42 Demonstrate the ability to assist a client in the design and development of a career portfolio, given a case

2. LABOR MARKET INFORMATION AND RESOURCES

- 2.1 List and explain the importance of current trends in organizational life that affect workers and the work they do.
- 2.2 Distinguish between data and information
- 2.3 Identify at least four sources of career information, both government and non-government
- 2.4 Identify two sources of quality assessments of career information
- 2.5 Define a labor market
- 2.6 Define labor force
- 2.7 Distinguish between goods-producing and services-producing industries

- 2.8 Differentiate between an 'occupation' and an 'industry'
- 2.9 Identify the major government publication that classifies occupations
- 2.10 Identify a government publication that classifies industries
- 2.11 Identify elements of the *Dictionary of Occupational Titles* (DOT) from a list of components
- 2.12 Understand what a DOT code means
- 2.13 Describe the purpose of the *Guide for Occupational Exploration*
- 2.14 Explain the organization of the *Guide for Occupational Exploration*
- 2.15 Comprehend and explain the relationship of an occupation to an industry
- 2.16 Understand the purpose of classifying industries
- 2.17 State the elements of the Standard Industrial Classification (SIC)
- 2.18 Cite at least two ways the career development helper might use the SIC with a client
- 2.19 Describe the occupational characteristics included in a typical *Occupational Outlook Handbook* listing
- 2.20 Identify sources of information on trends affecting work and workers in the United States
- 2.21 Identify areas of caution that must be observed in using information about trends related to work and workers
- 2.22 Comprehend the difference between percentage of growth and numerical job openings
- 2.23 Demonstrate an understanding of the meaning of the following terms: lifelong learning; formal education; informal training
- 2.24 Determine what form of formal or informal education is appropriate for each client from a set of cases
- 2.25 State the elements of the Standard Industrial Classification (SIC)
- 2.26 Guide a client in the use of Internet-based career, job, and labor market information systems

3.0 ASSESSMENT

- 3.1 Distinguish between formal and informal assessment tools
- 3.2 Identify and describe the use of four informal assessment techniques
- 3.3 State an example of how an assessment is used for prediction purposes
- 3.4 State an example of how an assessment tool is used for discrimination purposes
- 3.5 State an example of how an assessment is used for the purpose of monitoring clients
- 3.6 State an example of how an assessment is used for evaluation purposes
- 3.7 Explain the importance of purpose in selecting an appropriate instrument
- 3.8 Explain the importance of administration in selecting an appropriate instrument

- 3.9 Explain the importance of scoring in selecting an appropriate instrument
- 3.10 Explain the importance of bias in selecting an appropriate instrument
- 3.11 Explain the importance of bias in selecting an appropriate instrument
- 3.12 Explain the importance of interpretation in selecting an appropriate instrument
- 3.13 Explain the importance of reliability in selecting an appropriate instrument
- 3.14 Explain the importance of validity in selecting an appropriate instrument
- 3.15 Explain the importance of staffing requirements in selecting an appropriate instrument
- 3.16 Explain the importance of cost in selecting an appropriate instrument
- 3.17 Identify at least two sources of test reviews
- 3.18 Define 'validity' for an assessment instrument
- 3.19 Differentiate between 'face' and 'criterion-related' validity
- 3.20 Define reliability for an assessment instrument
- 3.21 List two methods for determining the reliability of an assessment instrument
- 3.22 Define 'norm-referenced test'
- 3.23 Name at least four computerized or automated career assessment instruments
- 3.24 Comprehend the properties of a normal curve, including the identification of stanines and percentile ranks
- 3.25 Demonstrate an awareness of the factors to be considered when using computer-based assessment instruments
- 3.26 Demonstrate an understanding of the administration section in test manuals
- 3.27 Implement the instructions for administering tests
- 3.28 Demonstrate an understanding of the importance of the steps required in the administration of any given assessment procedure
- 3.29 Understand that the selection and administration of test instruments must be done with adequate supervision by a professional qualified supervisor

4.0 DIVERSE POPULATIONS

- 4.1 Define the following terms: race, ethnicity, minority
- 4.2 Define the meaning of diversity relative to the workforce beyond race and ethnicity
- 4.3 Cite at least three benefits of having a diverse workforce
- 4.4 Describe at least three challenges of having a diverse workforce
- 4.5 Illustrate at least four methods a career development facilitator can use to effectively work with members of a diverse workforce

4.6 Identify the problems or issues of, and ideas for helping each of the following populations: youth at risk, the disadvantaged, older adults, women, dislocated workers.

4.7 Be aware of one's personal attitudes towards diverse work groups

5.0 ETHICAL AND LEGAL ISSUES

5.1 Demonstrate an awareness of the career development standards for professional career counselors and of the standards for career development facilitators according to the National Career Development Association

5.2 Demonstrate knowledge of the ethical standards for career development facilitators

5.3 Cite current laws that affect employment as those laws relate to persons with disabilities and aging populations

5.4 Cite current laws that address employment discrimination based upon gender, age, and disability

5.5 Explain the major purposes of the ADA

5.6 List at least four reasons why you must maintain confidentiality when interpreting the results of career assessment instruments

5.7 Explain the importance of the requirement to avoid the use of jargon when interpreting the results of career assessment instruments

5.8 Demonstrate an understanding of the importance of protecting the security of tests

5.9 Demonstrate an understanding of the importance of securing client test results

5.10 Provide the accepted definition of ethical behavior

5.11 Demonstrate familiarity with the contents of the *Ethical Standards for Global Career Development Facilitators*

5.12 Demonstrate familiarity with the contents of "Career Development Facilitator Competencies"

5.13 Name the six ethical standards that are equivalent to moral principles

5.14 Recognize problem situations and ethical issues through applications to case examples

5.15. Recognize ethical and/or scope of practice issues/conflicts using case examples

5.16 Recognize one's options for action once an ethical conflict has been discovered

5.17 Identify one's emotions and feelings when an ethical conflict has been revealed

5.18 Recognize when a client issues is not within the career development facilitator's scope of practice and seek the assistance of a professional career counseling supervisor for at least five case situations

5.19 Plan a course of action for the resolution of an ethical dilemma, using a client case study

6.0 CAREER DEVELOPMENT MODELS

6.1 Define 'career development' in life-work terms

- 6.2 Define the meaning of 'role' and give several examples of the roles an individual fulfills in a lifetime
- 6.3 Identify ten settings in which career development takes place
- 6.4 Identify four or five career development activities in business settings
- 6.5 Identify at least five 'buzzwords' for career development that are used in educational settings
- 6.6 List three non-business and non-education settings where career development activities take place
- 6.7 Define the meaning of theory
- 6.8 Describe the value of theory to career development
- 6.9 List at least five contributions of career development theories
- 6.10 Differentiate between 'structural' and 'developmental' theories
- 6.11 Explain the attributes of 'trait-factor' theory
- 6.12 Identify Frank Parsons and cite his three components of choosing a vocation
- 6.13 List two major assumptions of trait-factor theory
- 6.14 Understand the relationship of personality and occupation as theorized by John Holland
- 6.15 Identify Holland's six personality types, the occupational activities associated with each of the types, and at least one occupation that might be included with each type
- 6.16 Name the theory of career development that 'suggests that many people follow the path of least resistance in their career development by simply falling into whatever work opportunities happen to come their way'
- 6.17 Define "career maturity" according to Donald Super
- 6.18 List Super's five stages and the characteristics and ages that correspond to each stage
- 6.19 Define Super's five vocational developmental tasks, the ages when they can be expected to occur, and the general characteristics of each of the tasks
- 6.20 Describe Super's Life-Career Rainbow and the roles included on the rainbow
- 6.21 Explain the importance of self-concept in Super's theory
- 6.22 Name the theory and the theorist that claims that people choose their careers based upon what they've learned
- 6.23 Name two decision-making theorists and describe their contribution
- 6.24 List the elements of Maslow's Hierarchy of Needs and how each need might impact an individual's career development
- 6.25 Relate theories of career development to choices the individual has made, and may make in the future, given a sample client history
- 6.26. State the four elements of the 4S Transition Model for helping adults in transition
- 6.27 Identify the characteristics of each of the four elements of the 4S Transition Model

6.28 Understand Schlossberg's definition of a transition as an event or non-event that results in change by illustrating three events and non-events

6.29 State Schlossberg's two steps for coping with transitions, based upon her 4S system

6.30 Explain, and apply to a client job-loss case, William Bridge's theoretical approach to change

6.31 Apply Glasser's Control Theory to case management, given a client case

7.0 EMPLOYABILITY SKILLS

7.1 Demonstrate the ability to help a client complete intake forms, given a case

7.2 Demonstrate the ability to help a client identify strengths and weaknesses, given a case

7.3 Demonstrate the ability to help a client make decisions, given a case

7.4 Demonstrate the use of helping skills while conducting an intake interview, given a case

7.5 Demonstrate the ability to ascertain a client's work history and motivated skills and transferable skills, given a case

7.6 Demonstrate the ability to help a client assess their life roles, how they are balancing their life roles, what they can change, and obstacles to personal change (including a lack of a support system to encourage growth and the realities of personal circumstances)

7.7 List the requirements for conducting a job search

7.8 Explain how to locate potential employers through at least three traditional, and at least three nontraditional methods

7.9 Describe the activities involved in successful networking

7.10 Describe the activities involved in informational interviewing

7.11 Explain the purpose of an effective resume

7.12 List the elements of an effective resume

7.13 Identify at least five successful attributes of an effective resume

7.14 Define the purpose of a cover letter

7.15 Describe the basic format of a cover letter

7.16 Describe the specific minimum elements of a cover letter

7.17 Explain the purposes of a 'thank you' note

7.18 Demonstrate the ability to write an effective 'thank you' letter

7.19 List the two major purposes of an interview

7.20 List what potential employers look for in an interview

7.21 Identify the four stages of an interview and the value of each stage to the client and potential employer

7.22 Explain the importance of the seven basic skills critical to job performance according to the American Society for Training and Development.

7.23 Explain the importance of the five basic skills, six thinking skills, and five personal qualities included in the SCANS report

7.24 Guide a client through a job search process using Internet-based resources

8.0 TRAINING CLIENTS AND PEERS

8.1 Demonstrate the ability to design, develop, and deliver formal training to groups of clients on how to access career information and to effectively interview for a job

8.2 State and describe the four steps to skills training

8.3 Distinguish between effective and ineffective training techniques

8.4 Identify three useful strategies for effectively managing the difficult training participant

8.5 Indicate the responses that can be expected from training participants resulting from inappropriate trainer behaviors, including verbal and nonverbal behaviors.

8.6 Demonstrate the ability to design, develop, and deliver formal training to groups of clients for the purpose of processing their assessment data

8.7 Name the three leading ways that adults learn best

9.0 PROGRAM MANAGEMENT AND IMPLEMENTATION

9.1 Define the elements of ‘case management’ and how it functions

9.2 Explain career development as an integral element of client case management

9.3 Describe the career development facilitator’s role in supporting the work of a career counselor

9.4 Identify at least five components of an ideal career resource center

9.5 List activities and programs that should take place in a career resource center

9.6 List the printed resources that should be found in a career resource center

9.7 Identify at least five ways a career resource center can be made “user friendly”

9.8 Describe the need to emphasize the inclusion of work, family, leisure, and learning in a career resource center

9.9 State and explain the need for the six elements for program design, including post-evaluation follow-up activities

9.10 Identify at least five highly useful sources of needs analysis data for planning a career development program

9.11 Understand that career development programs could be delivered to clients in group settings and give at least two examples of such group settings

9.12 Demonstrate an awareness of the NCDA guidelines for the delivery of career information and planning services

9.13 Demonstrate the ability to use the skills to assess a client’s commitment to activities within a career-related program, given a case situation

9.14 Demonstrate the ability to reevaluate a client's action plan, situational stressors, educational training requirements, needs and values, and stressors and barriers as the client progresses through his or her career development program, given a case description

9.15 Recognize and discuss the six stages and the nine steps in planful decision making, given a client case

9.16 Define the purpose of a 'job club'

9.17 Describe the procedures of participating in a job club

9.18 Demonstrate knowledge of the processes used to evaluate a career development program

10.0 PROMOTION AND PUBLIC RELATIONS

10.1 Understand the importance of self-advocacy

10.2 Demonstrate the use of internal advocacy with your supervisor for a case situation

10.3 Demonstrate the use of the technique of converting activities to results to gain community support for career development program using a case example

10.4 List five promotion activities

10.5 Write a personal action plan for further education in the career development area

11.0 TECHNOLOGY

11.1 Demonstrate the ability to operate a computer-based career information system

11.2 Identify at least two career development software packages that are compatible with the career development tasks that clients must achieve

11.3 Identify at least two public, and at least two private service areas where computer-assisted career development programs exist

11.4 Identify and demonstrate the ability to use the career information and delivery system administered by your state jurisdiction, given a case description

11.5 Identify the technological equipment that could be useful in a career resource center

11.6 Explain the current trend to computerized or automated job listings

11.7 Define the meaning of an 'on-line' information service

11.8 State at least five on-line job resources

11.9 Explain what an on-line user can expect

11.10 Discuss the impacts of on-line job services

11.11 Demonstrate the ability to access and use at least five components: a state, SOICC, LMI, and/or Workforce Development Internet home page

11.12 Demonstrate ability to use a job bank, career information system, resume system, and labor market information system through the Internet

12.0 SUPERVISION

- 12.1 Define the population with which a career development facilitator works
- 12.2 Explain the role and function of the career development facilitator
- 12.3 Explain the necessity for professional supervision of the career development facilitator's work
- 12.4 State the requirement for supervision when interpreting career assessment instruments
- 12.5 Differentiate the career development facilitator from a professional counselor