

Using the Massachusetts CDE Guide

The Three Domains of the Developed Self – Benchmarks and Competencies

The Massachusetts benchmarks are offered as guidelines for establishing career development programs that purposely link [career development interventions](#) to learner outcomes. In this way, they establish a common language and direction for CDE data collection, evaluation, and documentation of best practices. They are organized under three domains (academic/technical, personal/social, and workplace readiness) and examine maturity across four [developmental](#) levels: elementary, middle school, high school, and postsecondary.

In each career development domain, critical knowledge and skills are addressed. For example, in the academic/technical and workplace readiness development domains, computer skills for accessing information (i.e., information literacy) figure prominently. These skills are considered to be fundamental to reducing the current achievement gap at the high school and postsecondary levels.¹ In the personal/social development domain, there is an emphasis on the development of such inter-personal workplace readiness skills and attitudes as teamwork, sociability, and negotiation.

Table 1: The Three Domains Defined

Academic-Technical	Personal/Social	Workplace Readiness
This domain refers to the development of career-related academic/technical knowledge, understanding, and skills. This domain is literacy-based and includes English language arts, mathematics, foreign languages, the sciences, trades, technology, arts, and social sciences. Learning occurs most often through formalized instruction in classroom settings.	This domain refers to the development of self and social knowledge, understanding, and skills. It is based on intra- and inter-personal skill development. Learning occurs largely through informal instruction in social settings with peers, co-workers, classmates, teachers, <u>and</u> through self-exploration.	This domain refers to the development of knowledge, understanding, and skills necessary for navigating the workplace. It focuses on exploration, planning, decision-making, and information literacy and is supported by worked-based learning. Learning occurs most often through goal-oriented and project-based endeavors.

¹ ACRN. *America's Career Resource Network: A Major Contributor to No Child Left Behind and other ED/OVAE Initiatives and Priorities*, 2003

CDE Guide Benchmarks Summary

	Benchmarks	Competencies	
ACADEMIC-TECHNICAL DEVELOPMENT	Learners will develop and demonstrate: A1: 21 st century academic, technical and employability skills for success in school and in the workplace ;	A1-1: Flexible, higher order thinking skills (<i>e.g., project management, leadership, problem solving</i>)	
		A1-2: Technical and technological skills (<i>e.g., blueprint reading and computer software management</i>)	
		A1-3: Skills in locating and using information resources for research (<i>e.g., libraries, Internet</i>)	
	A2: strong academic, technical, and employability skills for career and life management ;	A2-1: Communication and literacy skills for self-advocacy and presentation (<i>e.g., college and job interviews</i>)	
		A2-2: Mathematical life skills for time and money management	
		A2-3: Organizational skills for career and life management	
		A2-4: Critical thinking skills to use and evaluate information (<i>e.g., evaluating credit card offers</i>)	
		A2-5: Technical literacy for career and life management (<i>e.g., online banking, managing FAFSA online</i>)	
	A3: knowledge of how education and work are interrelated and contribute to the economy and society ;	A3-1: Knowledge of how educational and workplace demands relate to economic and societal needs and functions (<i>e.g., outsourcing, medical research</i>)	
		A3-2: Skills in researching and evaluating economic and societal information for career planning and career management	
	A4: an appreciation for the relevance of education in their lives (<i>i.e., answering, "Why do I need to know this?"</i>).	A4-1: Knowledge of the benefits of education for career and life management	
		A4-2: Knowledge of the benefits of education for personal and professional satisfaction	
		A4-3: Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential	
	WORKPLACE READINESS DEVELOPMENT	Learners will develop and demonstrate: W1: knowledge and skills in the planning and decision-making process;	W1-1: Skills in the planning process (<i>focusing on the importance of preparation and future orientation</i>)
			W1-2: Knowledge of decision-making as a complex process
			W1-3: Skills and strategies for effective decision-making (<i>including rational, intuitive and consultative styles</i>)
W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests			
W1-5: Skills in establishing and modifying career management tools (<i>e.g., resume, portfolio</i>)			
W1-6: Skills to plan and navigate career transitions			
W2: an exploratory attitude toward self, life and the world of work;		W2-1: Skills and attitudes for developing and maintaining the identity of a learner for life	
		W2-2: Knowledge of how and where to access career and labor market information	
		W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning	
W3: workplace specific knowledge and skills for employability and career advancement;		W3-1: Knowledge of performance assessments measure learning and productivity	
		W3-2: Knowledge of the concepts of career pathway development, labor market demand and job retention	
		W3-3: Knowledge of risks and rewards of various careers	
		W3-4: Knowledge and skills necessary for employment, retention and advancement	
		W3-5: Knowledge of the transferability of skills and its value	
W4: an awareness of social and cultural conditions that affect career decision-making and workplace success;		W4-1: Knowledge of the interrelationship of life roles	
		W4-2: Skills in managing competing life roles at home, school, work, and in the community	
		W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success	
W5: knowledge of all aspects of an industry, service, trade or occupation .		W5-1: Knowledge of the structures, dynamics and opportunities within industries and organizations	
		W5-2: Knowledge of industries' role in local, national, and global arenas	
		W5-3: Skills to locate, understand, evaluate, and use safety information	
PERSONAL/SOCIAL DEVELOPMENT		Learners will develop and demonstrate: PS1: attitudes, behaviors, knowledge and skills that promote identity formation, personal responsibility and self-direction ;	PS1-1: Skills in developing and maintaining a clear and positive self-concept (<i>with an increasingly more differentiated and affirmative view of oneself</i>)
	PS1-2: Skills in relating individual learning styles, interests, values, and aptitudes to one's concept of self		
	PS1-3: Attitudes and skills for personal responsibility and self-determination		
	PS1-4: Skills in applying personal ethics in all settings		
	PS2: attitudes, behaviors, and interpersonal skills to work and relate effectively with others ;	PS2-1: Skills in interacting positively with others at home, at school, at work, and in the community	
		PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work, and in the community	
		PS2-3: Knowledge of and respect for individual differences	
		PS2-4: Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success	
	PS3: attitudes, behaviors and skills necessary for managing personal and environmental	PS3-1: Knowledge and skills in maintaining personal and psychological well-being (<i>e.g., locating information, services, support; stress management skills</i>)	

	<p>variables that impact career development;</p>	<p>PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work, and in the community (<i>e.g., postsecondary planning based on financial need; exploring transportation options for summer employment</i>)</p>
	<p>PS4: attitudes, behaviors and skills that foster respect for diversity and work to eliminate stereotyping (at home, school, work and in the community).</p>	<p>PS4-1: Knowledge and skills that promote participation, positive behavior and regard within diverse groups (<i>e.g., Gay Straight Alliance</i>)</p> <p>PS4-2: Knowledge and skills for communicating and working positively in diverse settings (<i>e.g., speaking a second language; seeking balanced representation on group projects</i>)</p>