NOICC Elementary School Competencies and Indicators

John W. Bloom

Overview

Several national counseling organizations and associations, under the leadership of the National Occupational Information Coordinating Committee (NOICC, 1989), combined to produce and publish the National Career Development Guidelines (Schwallie-Giddis & Kobylarz, 1993). While the NOICC Guidelines were developed to operationalize career development theory, they have also served as the foundation upon which many a Comprehensive Competency Based Guidance program was built. The NOICC competencies are reproduced here both for their historical value to the CCBG movement and because this particular set of guidelines can serve as the basis of a guidance and counseling program with a strong career orientation.

Additional information about the Guidelines may be obtained from: NTSC, 1500 West Seventh Avenue, Stillwater, OK, 74037-4364, or NOICC, 2100 M Street, NW, Suite 156, Washington, DC 20037. Note that NOICC competencies are not specific to any one elementary school grade level.

EDUCATIONAL/ACADEMIC DOMAIN
NOICC Educational and Occupational Exploration Competencies

Competency IV. Awareness of the benefits of educational achievement as indicated by the following:
- Identify work activities of interest to the student
- Describe the relationship of beliefs, attitudes, interest, 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 as indicated by the following:
- Identify alternatives in decision-making situations
- Identify strategies used in solving problems
- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping a job
- Describe positive ways of performing working activities
- Describe the importance of cooperation among workers to accomplish a task
- Describe the ability to work with people who are different from oneself (e.g., race, age, gender)

Competency VIII. Awareness of how work relates to the needs and functions of society as indicated by the following:
- Describe how parents, relatives, adult friends, and neighbors can provide career information
- Describe the products and services of local employers
- Describe ways in which work can help overcome social and economic problems.

CAREER/OCCUPATIONAL DOMAIN
NOICC Career Planning Competencies

Competency IX. Understanding of how to make decisions as indicated by the following:
- 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

Competency X. Awareness of the interrelationships of life roles as indicated by the following:
- 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 as indicated by the following:
- 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 as indicated by the following:

- Describe the importance of planning
- Describe skills needed in a variety of occupational groups
- Complete an individual career plan for the elementary school level

PERSONAL/SOCIAL DOMAIN

NOICC Self-Knowledge Competencies

Competency I. Knowledge of the importance of self concept as indicated by the following:

- Describe positive characteristics about self as seen by self and others
- Identify how behavior affects 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 as indicated by the following:

- 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 as indicated by the following:

- 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

References


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