



FACILITATING CAREER DEVELOPMENTS TRAINING Course Syllabus

Training Overview: The Facilitating Career Developments (FCD) Training provides individuals with relevant skills and knowledge to assist others in planning their careers and obtaining meaningful work. The FCD curriculum provides training in career development in the form of 120+ virtual class/instructional hours designed around 12 core competencies. The curriculum was developed to provide standards, training, and specifications for career providers.

The FCD training leads to two credentials: the internationally recognized Global Career Development Facilitator (GCDF) awarded by the Center for Credentialing and Education (CCE) and the National Career Development Association's Certified Career Services Professional (CCSP).

Participants who complete the FCD training apply the knowledge they gain to any career development setting, incorporating career development information and skills in their work with students, adults, clients, employees, and the public. FCD's may serve as academic advisors, school counselors, career group facilitators, job search trainers, career resource center coordinators, career coaches and counselors, career development case managers, intake interviewers, occupational and labor market employees, human resource career development coordinators, employment or placement specialists, or workforce development staff persons.

Goals: The FCD course has a dual purpose:

- To engage participants in prominent career theories and techniques and give participants the experience of applying those theories and techniques when working with designated populations.
- To allow participants to identify, design, and complete an independent study project aligned with the core competencies and contributes to their professional growth.

Core Competencies: The course content is designed around 12 core career competencies. These competencies are as follows:

- **Helping Skills** – Basic career facilitating processes, including productive interpersonal relationships. To help career specialists improve their decision-making and career development progress/maturity by using case studies charting past behavior and developing possible future career scenarios.
- **Labor Market Information & Resources** – Labor market and occupational info and trends. Using various resources and publications, participants will consider the impact of these trends on the workforce and their population.
- **Assessment** – Formal and informal career development assessments emphasize relating appropriate career development assessments to the population served. Participants will be introduced to and participate in a variety of assessments and their impact.
- **Diverse Populations** – Studies covering the special needs of various groups, as well as how to adapt services to meet those needs. Diverse populations include but are not limited to gender, ethnicity, generational, age and stages, and special populations.



CAREER IN PROGRESS

- **Ethical and Legal Issues** – Studies on the GCDF Code of Ethics NACE Code of Ethics, and current legislative regulations. Current legal and ethical cases will be reviewed and analyzed.
- **Career Development Models** – Career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background. Course will introduce the most widely distributed theories of career development (Trait-Factor, Personality, Social Learning, and Developmental)
- **Employability Skills** – Job search strategies and placement techniques. How are career specialists using the tools and techniques to help their population flourish in new and uncertain environments?
- **Training Clients and Peers** – Developing materials for training programs and presentations. How to effectively design, deliver and assess the programmatic impact of materials. How to teach to various learning modalities.
- **Program Management/Implementation** – Studies covering career programs and their implementation and working as a liaison in collaborative relationships.
- **Promotion and Public Relations** – Marketing and promoting career development programs. How does social media impact the work? How will it continue to impact? What level of importance does brand play in the success of our offerings and/or on the personal success of the clients we serve?
- **Technology** – The understanding and use of career development computer applications. When is technology appropriate to use? What are the benefits and drawbacks? How does information change when technology is inserted? What new technologies are being developed to help career specialists be more effective?
- **Consultation** – Accept suggestions for performance improvement from consultants and supervisors. How do we continue to grow as professionals? How do we help others grow?

Course Format: The course is delivered over 12 weeks or a designated timeframe set by the group leader. The training includes hands-on and interactive teaching methods, as well as opportunities to interact with colleagues from a variety of work settings. Since the course content covers important competencies, there is plenty of opportunities to build skills and knowledge in areas that are new, as well as enhance and develop those used in daily work. Each week, the instructor will engage the group in discussions around various career development topics supported by case studies, videos, career inventories, test interpretations, and technology partner connection and reflection.

The online course delivery format combines 120+ hours of training virtually via a sophisticated eLearning platform, Skype and/or Google Hangouts, videos, forum discussions, and live chats. Participants control the pace of their training. Participants also complete an independent study project and prepare a virtual presentation of this project for their peers as a capstone of course completion.



Engagement: The course is designed for self-directed learners interested in growing professionally. The course is independent learning over a 12-week period. Participants are expected to follow the pace of the course for maximum learning and contribution. In addition, we expect you to participate in forum discussions and activities through course completion. If unable to complete the course, there are two extension options available: receive a one-month extension on the course you are currently enrolled in (must have achieved 75% course completion at the time of extension) or transfer participation into a future FCD course taught by the same instructor. For both options, additional fees apply.

Technology Partners: When the course engages technology partners, you will be paired with another FCD participant enrolled in the course to share and discuss course assignments and activities. There are several activities you are asked to connect with your Technology Partner to complete. This opportunity to share and network is an excellent value-add to a course, complementing independent work.

Independent Study: Our FCD students come from diverse backgrounds, and their reasons for taking this course vary. The Independent Study component allows each participant to select activities aligned with one or more core competencies in your area of expertise or choice. The goal is to have a component that will offer you to apply what you have learned and great value to those in your career development arena.

Course Materials: Students are asked to purchase two resources: the *Facilitating Career Development Student Manual* (2021), which is available for direct purchase on the NCDAs.org website (in print or eVersion), and the *Career Coaching: Fundamentals, Applications, and Future Directions* (2022) monograph, which can be purchased directly from careerinprogress.com website. Course readings are drawn from primary sources, journal articles, popular literature, and book chapters. We will also be using Moodle for Business – the GCDF Institute - as a web-based course management system (CMS). Zoom is used for office hours.

Course Completion: This is a non-credit-bearing course. Course competencies are validated through short quizzes to close out each chapter, a mid-course review, and a final course completion quiz. Participants must pass each validation with a minimum of 80%. Participants are asked to complete all required readings and activities indicated on the GCDF Institute.

College credit: If interested in obtaining graduate credits (3) for course completion, credit is offered through Castleton University (an additional \$375). Please discuss this option with your instructor.

Course assignments will include the following:

Validation Quizzes: For each topic, you will complete a quiz based on the assigned readings and activities. The main requirement is reading and understanding the underpinnings of the career development process and how they are applied in the real world.

Forum Discussions: We expect you to participate in class discussions, but speaking is not the only valuable way to participate in a discussion. Valuable contributions include (but are not limited to): responding thoughtfully to questions posed by others, asking questions to help clarify another student's comments or to raise additional interesting and relevant issues, and posting thoughtful questions/responses to the blog before and/or after the classroom discussion.



Course Activities: The Student Manual has many activities aligned with each competency. For this course, you are required to submit activities outlined by the GCDF Institute. It is not required if an activity is not listed on the GCDF Institute. Remember, participants, come into the course with various education, experience, and background. The Student Manual is written as a foundational tool to support entry-level as well as seasoned professionals.

Independent Study: Our FCD students come from diverse backgrounds, and their reasons for taking this course vary. The Independent Study component allows each participant to select activities aligned with one or more core competencies in your area of expertise or choice. The goal is to have a component that will offer you to apply what you have learned and great value to those you serve in your career development arena.

College Credit: There is an option to receive 3-college credits for those interested in completing the training for college credit. The credits are awarded through Castleton University in Vermont upon completing the course. An additional \$125/credit fee is applied to the cost of the course to receive college credit.

Professional Organization: Established in 1913, NCDA is the premier provider of professional development in the career field. With a nationwide system of instructors, NCDA has prepared over 18,000 Career Development Facilitators for inter/national certification.

Looking forward to a successful journey,

Dr. Heather N. Maietta

About the Instructor: **Dr. Heather N. Maietta**



Dr. Heather N. Maietta is an Associate Professor in the Higher Education Doctorate Program at Regis College. In this role, she prepares doctoral students for leadership roles directly or indirectly affiliated with higher education. Heather Maietta is also an award-winning Board Certified coach, educator, author, speaker, and President of [Career In Progress](#). She has coached thousands of career professionals in higher education, workforce development, talent management, k-12, and private practice to rethink career literacy and support. Heather is a National Association of Colleges and Employers Coaching Faculty member, a Career Development Facilitator trainer, and a National Career Development Association Leadership Academy fellow. She lives in the Greater Boston area. Connect with heather on [LinkedIn](#) and [Facebook](#).

