

The National Career Development Association's

Career Development Facilitator Training and Credentialing Program

HYBRID – blended

Face to Face via Skype/Zoom

Individuals Working As:

- Career Coaches/ Counselors
- Career Workshop Facilitators
- Case Managers
- Career Resource Center/Library Coordinators
- Employment Specialists
- Intake Interviewers
- Job Developers
- Job Search Trainers
- Human Resource Coordinators
- Workforce Development Specialists

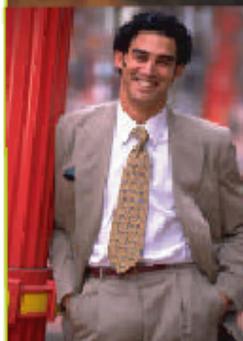
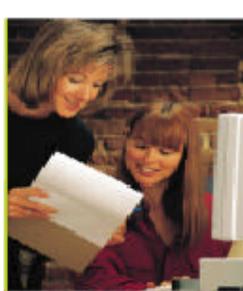
Individuals Providing Assistance With:

- Assessments
- Job Search
- Career Planning
- Career Decision Making
- Networking
- Job Placement
- Job Skills Training
- Job Readiness Training
- Resume Writing
- Supported Employment

You can have a credential that will advance your career in as little as five months!

What are you waiting for?

Join the nation-wide ranks of career development professionals who hold this prestigious credential!



What is a Career Development Facilitator?

A *Certified Career Development Facilitator* (CDF) is an individual who has received 120-hours of NCDA-approved career development-related training in 12 core competencies, provided by a certified CDF instructor, and who has then met the qualifications to receive national certification through the Center for Credentialing and Education, a subsidiary of the national Board for Certified Counselors (NBCC).

Anyone may take part in the CDF training course in order to enhance his or her career development skills. To become certified and use the CDF designation, individuals who complete the entire program must also complete a certification process, which requires a formal application to the Center for Credentialing and Education (CCE) and proof of the requisite combination of career development experience and education. For more information on credentialing, visit www.ncda.org or the CCE website www.cce-global.org.

Why get Training?

Many people who end up performing career development functions do not have any formal career counseling or career development training when they enter the field. Career development work requires many highly specialized skills, such as knowledge of assessment methodologies, coaching skills, and the ability to deal with many challenging ethical issues. The CDF program provides solid training in the field of career development, and was designed specifically for individuals who do this counseling-like work without necessarily having a Master's degree in counseling.

Who can benefit from DCF Training?

The career development field is a broad one, encompassing a wide array of positions related to helping individuals find and keep jobs. Anyone who helps others in this way will benefit from the CDF training. This includes individuals working with students, adults, clients, employees, or the public, and individuals who work in settings such as:

- Private Business and Industry
- One-Stop Career Centers
- Outplacement Firms
- Staffing Agencies
- The Military
- Secondary Schools and Colleges
- High-Schools
- Non-Profit Organizations
- Government Agencies
- Vocational Rehabilitation
- Private Coaching Practice

Why Get Credentialed?

The CDF is an internationally recognized and respected credential in the field of career development. Possessing this credential tells both clients and potential employers that you are a highly trained and qualified career development professional. In addition, formal credentialing can open the door to better jobs and higher wages. While this credential is well established in other parts of the U.S., a lack of certified instructors has limited access to it in New York. The goal is to expand access to this program by sponsoring locally held classes.

Who Supports the CDF Credential?

The Career Development Facilitator Credential was initially developed in 1997 by a consortium of professional associations including the National Occupational Information Coordinating Committee (NOICC). Since that time, the number of organizations recognizing the credential has grown substantially. Currently the GCDF credential is supported by:

- The National Career Development Association (**NCDA**)
- The National Association of Workforce Development Professionals (**NAWDP**)
- The National Employment Counseling Association (**NECA**)
- The Workforce Development Professionals Network (**WDPN**)
- The Center for Credentialing and Education (**CCE**) (an affiliate of the National Board for Certified Counselors)
- Five states, including Florida, Idaho, and Pennsylvania, require One-Stop Career Center staff to hold the credential
- The John J. Heldrich Center for Workforce Development (Rutgers University)
- Center on Education and Work (University of Wisconsin-Madison)
- Jobs Corps
- Morgan Memorial Goodwill Industries
- The DCF credential is recognized in most countries; Japan, China, Romania, and New Zealand have even developed country-specific certification programs due to the high demand for the credential.

The CDF program is managed by the National Career Development Association (NCDA). To learn more about the DCF program, or to see the registry of certified GDCFs by state, visit the NCDA website at www.NCDA.org. Contact Malka Edelman, Master Trainer/Instructor for additional information: at malka.edelman@gmail.com or call: 516 384 7646

A Flexible Program That Fits Your Needs

In order to complete this class you will need to complete homework assignments, some lengthy. You will also need to connect to the Internet.

Individuals seeking Global Career Development Facilitator certification must participate in the 120 hours of training. No more than 4 classes can be missed and still be able to qualify for certification. There will be make-up assignments if any classes are missed in addition to field assignments, projects and homework, which must be completed to obtain the national certification.

What You Will Learn – The Curriculum

Chapter 1 – Developing a Helping Relationship

Students will be able to demonstrate appropriate use of helping skills in their facilitators role, from intake interview through termination of work with a client.

*//Defining helping skills // Identifying a client's needs, strengths and barriers
Identifying community resources // Terminating a client*

Chapter 2 — Training and Leading Groups

Students will be able to prepare and develop materials for training programs and presentations

*//Ways in which CDFs work with groups // Group facilitative skill and principles of good teaching
// Identify four learning styles // Describe eight popular methods of training and leading*

Chapter 3 - Career Development Theory and its Application

Students will understand career development theories, methods, and techniques, and how to apply them to diverse client populations they serve.

// Assumptions of five different types of theories: trait and factor, learning, developmental, life-as- career, and transition // Learn about John Holland, John Krumboltz, Donald Super, L. Sunny Hansen, and Nancy Schlossberg // Apply theories to client cases

Chapter 4 –The Role of Assessment in Career Planning

Students will be able to describe the various types of assessments and explain their uses.

*//Learn general guidelines for the appropriate use of assessment techniques: informal and formal
// Distinguish between informal and formal assessment, identify uses for each*

Chapter 5 – The Ethics of the Career Development Facilitator

Students will understand the code of ethics that affects the CDF role. They will also know how to accept suggestions for performance improvement from their supervisor and/or consultant.

*// Understand the code of ethics that affects the CDF role
// Apply ethical standards for behavior of CDFs to specific cases*

Chapter 6 – Providing Career Services to Multicultural Populations

Students will be able to recognize the specialized needs of individuals from diverse populations and adapt services to meet these needs.

// Describe diversity // Describe new attitudes toward and approaches to managing diversity in the workplace // Organizational and individual barriers affecting career planning and success for diverse populations // Laws (federal, state)

Chapter 7 – The Role of Career Information and Technological Resources in Career Planning

Student will be able to understand how to locate, evaluate, and use career information and technological resources that are relevant to helping individuals with their career concerns

//Define career and related information and its purposes // Describe the role of the CDF with respect to using information and technological resources in the career planning process //Explain how information is cultural specific // Incorporate information and technology into the career planning process

Chapter 8 –Job Seeking and Employability Skills

Students will know various job-search strategies and placement techniques

// Advantages and disadvantages of various job search strategies // Informational interviewing

// Primary purpose of a resume and create one // Complete job interview process and coach clients in effective techniques // Describe social media and personal branding, and state ways to use these tools to enhance a job search

Chapter 9 - Designing and Implementing Career Planning Services

Students will be able to participate effectively in the planning, promotion and delivery of services for clients.

// Importance of planning and designing programs // List and describe the 12 steps of the program development process // Roles of the CDF in this process //Knowledge of case management, instruction, group facilitation, and career center management // Designing and ideal career center

About the Instructor

Malka Edelman, NCC, MCC, CRC, LMHC

•About Malka Edelman

•Malka has worked in the field of career services for over 28 years. She has directed a Career Center in a university in New York, working closely with students, faculty, and employers to guide students to gainful employment. Since 1996, she has served as faculty at two Long Island universities teaching career counseling to graduate students entering the counseling profession. She continues to enjoy direct service provision to university age students which continues to be her passion.

•In the 1990s, much of Malka Edelman's time, in addition to working directly with students at her university, was spent developing, designing and implementing career development training programs throughout Long Island, New York, for educators and parents of middle and high school students. Her training and workshops reached and engaged employers in the region as well. There was developing in the United States at that time, a commitment of the entire community to work together to help our young people

•In 1996, Malka Edelman was invited by NCDA to join the second group of career services professionals to become a CDF Instructor. Her delivery in those early years was 120 hours – all face to face. The CDF course began to change what educators and counselors were thinking about career development for young people in our schools. In 1998, Professor Edelman was invited, once again, by NCDA, to join the first group to become a Master Trainer.

•Since 1996, Professor Edelman has trained teachers, school counselors, school and clinical psychologists, principals in the K-16 system throughout the United States. Her work includes training educators from North Dakota, Chicago, Louisiana, New York, New Jersey, Rhode Island, Pennsylvania, and Wyoming. She was contracted by the US Army Reserves in Puerto Rico and the New York City Library System to train the staff in career services. More recently, CDF students come from Japan, Nigeria, Beirut, Lebanon, Taiwan, and China as well as throughout the United States. Hybrid instruction eliminates the boundaries

•Professor Edelman continues to serve on the Advisory Council for the CDF curriculum for NCDA. [This is the governing body for the development and revisions of the curriculum. This Council works closely with the NCDA governing board.] She is currently in her second term as Chairperson and during this tenure, she oversaw, with the commitment of this exceptional group, the extensive revisions of the current curriculum.

Consider these reasons to become a GCDF

DID YOU KNOW?

The number of people in the United States workforce:	146.7million
Number of College Graduates in 2005:	2.1 million
Number of High School Graduates in 2007:	2.97 million
Number of Pre-K through 8th graders enrolled in 2004:	39 million
Number of High School Students enrolled in 2004:	16 million
Number of College Students enrolled in 2004:	17.3 million
The average number of Job Changes in lifetime:	10

Projections 2011-2012

Number of Pre-k through High School	55.5 million
Number of College Students enrolled:	19.7million

The jobs that today's kindergarten children will most likely have when they graduate from high school and college, have probably not yet been created!

**BECOME A GLOBAL CAREER DEVELOPMENT
FACILITATOR
AND MAKE A DIFFERENCE!**

10,028 GCDF Holders in the U.S.A.*

The GCDF credential is well established and highly regarded in both the public and private sectors. Since the program's inception in 1997, thousands of career development professionals across the globe have obtained certification.

In order to take advantage of the increased proficiency and productivity that arises from a fully trained and competent workforce, some organizations arrange to have a certified instructor present GCDF classes on-site to their employees. To find out more about obtaining a GCDF instructor for your staff, contact our instructors.

Top Ten States with GCDFs

South Carolina – over 1000

Minnesota – 474

Michigan – 432

Georgia – 339

North Carolina – 331

New York 270

California – 260

Idaho – 249

Florida – 196

Total USA - 10,244

GDCFs Located in Other Countries*

Japan - 3916

China - 2078

Germany - 453

Bulgaria - 463

Romania – 280

Korea - 28

Canada - 7

New Zealand – 5

Turkey – 90

Greece - 25

*Data current as of Winter 2011 provided by the Center for Credentialing and Education (CCE).

Registration Form

Schedule: Hybrid Instruction from anywhere on the globe

Email malka@comprehensivecareerplanning.com for more information – Tuition - \$1500 includes textbook

Mail registration form and payment to: **Comprehensive Career Planning, Inc.**,
Malka Edelman, 666 Shore Road, 1M, Long Beach, NY 11561

Application

Please PRINT clearly

Please attach any additional information

Name: _____ Email: _____

Street Address: _____ Home Phone: _____

City, State, Zip Code _____ Work Phone: _____

_____ Cell Phone: _____

Education History

Name and Address of School –

Skills and Qualifications:

Major Degree/Diploma Graduation Date

Licenses, Skills, Training, Awards

Employment History – Please attach any additional information

Present or Last Position:

Previous Position:

Employer: _____ Employer: _____

Position Title: _____ Position Title: _____

Dates _____ Dates _____

Responsibilities: _____ Responsibilities: _____

Employer: _____ Dates: _____

Position Title: _____ Responsibilities: _____

Please share as much as you can! (use additional paper, as necessary)

1. Why would you like to become a GCDF?

2. Imagine that you are applying for a new job, and you have just 3 minutes to make that very best “first impression”, what would you say about yourself?

3. Imagine a time that you might have had a very serious problem, what were the qualities that you sought out in the person you went to for assistance?

4. Remember the time that you left a class/training session, and were energized and excited by the experience. What was it like..

Signature _____ Date _____

Attach your resume. Thank you. [CDF Training](#)