

MCIS JUNIOR



Montana Department of
LABOR & INDUSTRY

MCIS

JUNIOR

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Introduction:

Welcome to the Montana Career Information System Junior (MCIS Jr.)

MCIS Junior is a fun and educational career exploration tool, designed specifically for middle school students. MCIS Junior includes activities to help students get to know themselves, their interests, dreams, preferences, and skills, as well as the world of work, and how to turn this knowledge into a career or educational plan. Occupational information is presented with the middle school student in mind, and is organized both by occupation and the 16 Career Clusters.

Occupational and Career Cluster information contains real world interviews and videos, skills needed, how to prepare, high school courses, wages, advancement opportunities, working conditions, work locations, and job projections.

MCIS Junior also contains an electronic interest inventory and portfolio capabilities. Students can save their results and information, and develop their own educational and high school plans. When students move on to high school and beyond, so can their portfolio.

MCIS and MCIS Jr. are available at no cost thanks to a College Access Challenge Grant.

Creating Your Portfolio

How to log in to MCIS Jr.:

Go to <https://mtcis.intocareers.org>

If you are doing a search, type in Montana Career Information System.

- If you do not have a portfolio set up, log in with the username and password provided by your school.
- If you already have a portfolio set up, use your personal username and password.
- If you are not sure, ask your counselor or teacher.

MCIS Montana
Career Information System

ABOUT US

WHAT'S NEW

PRODUCTS

MATERIALS

TEC



Montana Department of
LABOR & INDUSTRY
Research and Analysis Bureau

Login

General Use

Log in below with ANY of your MCIS account usernames or passwords.

Username:

Password:

Sign in

[Forgot your username or password?](#)



This is the MCIS Jr. Home Page. This is the page that will come up when you first log in to MCIS Jr. On this page you will begin your journey through MCIS Jr.

Your first step will be to Create a Portfolio. Click on “Create My Portfolio” as shown below.

****If your teacher has already assigned you a user name and password, skip ahead to page 4**

MT Site Type 2 Go To ▾

CIS Junior Career Information System

[Text Only Version](#) [Log Out](#)

USING JUNIOR WHO AM I? WHERE AM I GOING? HOW DO I GET THERE? MY PORTFOLIO

Search



Start Here **Activity Map**

Create My Portfolio »



What's New for Fall

CIS Junior Montana Career Information System

Existing Users

Use your username and password you entered when you created your "My Portfolio" account.

User name:

Password:

[Forgot your user name or password for your "My Portfolio" account?](#)

New Users

Create "My Portfolio" to save and return to the results of your research.

Create "My Portfolio" 

Fill in your information. Everything with a ** is required.
Click submit.

[Home](#) | [Log out](#)



Create "My Portfolio" [\[Privacy Statement \]](#)

School/Organization: [Wrong Site? Log In Again](#)

First Name: **

Last Name: **

E-mail: * For e-mailing your username to you if you forget it

Graduation Year: **

Username: **
Usernames must be at least 6 characters, and cannot contain a space, \, #, ", ;, or '.

Password: **
Passwords must be at least 8 characters, and contain at least one uppercase letter, one lowercase letter, and one number.

Re-type Password: **

Security Question 1: **

Answer 1: **

Security Question 2: **

Answer 2: **

 ** Required Fields



Portfolio Access

A major advantage of creating a personal portfolio within CIS is to save the results of your research. You can save your answers to the various assessments and sorts in case you can't finish in one visit or to restore the results and continue your exploration. You can create your own bookmarks and easily return to the information you find valuable. Beyond simply saving links to results and information, you have the opportunity to enter personal notes regarding what you learn about yourself, the occupation and education opportunities you discover, and the career goals you create.

You are not required to save any information, but if you do we respect your privacy. Please review our Privacy Policy. Your information will not be shared by anyone without your permission. If you want your site administrator to have access to your information, click on the "Yes" option below. You may want to discuss this option with your site administrator first to ask him or her how they will use the information to help you develop and refine your career goals. The choice is yours.

 Yes, it is ok for the site administrator to view my portfolio.

No, I do not want anybody to view my portfolio.

**** Very Important! It is very important to choose yes here. You will not be storing any top secret information in your portfolio. So don't worry that your counselor will be able to view your portfolio. The reason you need to choose yes is that if you don't NO ONE will be able to help you get your username and password if you forget it. This means if you do a bunch of stuff in here this year and next year you forget your log in information, you're out of luck and will have to start all over again.**

Your name will now appear on the home page.

Much of what you do in MCIS Jr. can be saved into your portfolio.

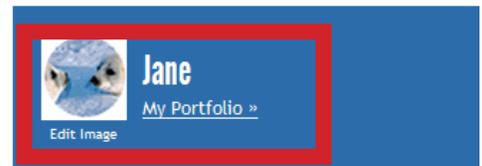
Anywhere you see this save button, click on it and save the information to your portfolio.



MT Site Type 2 Go To ▾



[Text Only Version](#)



MT Site Type 2 Go To ▾



[Text Only Version](#)

[Log Out](#)



Start Here



Activity Map



What's New for Fall

1

Click on Activity Map shown here to get started...

The next page shows you the three different chapters of MCIS Jr.

- * Who am I?
- * Where am I going?
- * How do I get there?

Click on “Who am I” to expand the map.

Once the map is expanded, start by clicking on “Learn About Me”

Activity Map

Putting together a career plan gives you a chance to answer the following questions: "Who am I?" "Where am I going?" and "How do I get there?"

The links below take you to pages that include activities and worksheets to help you answer the questions above. You can enter information about yourself to help build your career plan. You can return at any time to update your reflections or completely change them. There are no right or wrong answers so make this plan reflect who you really are. Links with the  opportunities for entering your personal reflections.

- Who am I?
- Where am I going?
- How do I get there?

- Who am I?
 - Learn about me
 - Things I like to do 
 - Qualities for success 
 - Important life events 
 - What are skills? 
 - My accomplishments 
 - Career Cluster Inventory
 - Explore my community
 - My community 
 - My ideal community 
 - Job shadow
 - Focus on my school and activities
 - Getting to know my school
 - Should I join? 
 - Activities and achievements 
 - Think about my network 
- Where am I going?
- How do I get there?

The Chapter “Who am I?” will focus on learning more about who you are.

The screenshot shows the CIS Junior Career Information System interface. At the top, there is a navigation bar with links for 'USING JUNIOR', 'WHO AM I?', 'WHERE AM I GOING?', 'HOW DO I GET THERE?', and 'MY PORTFOLIO'. A search bar is located on the right. Below the navigation bar, the 'Learn about me' section is highlighted in the left sidebar. The main content area displays the title 'Learn about me' followed by an introductory paragraph: 'You may have heard this phrase before: Information is power. It's not easy to answer the question "What am I going to be when I grow up?". But by asking yourself the questions below, you'll have more information to make career plans. You will have the power needed to map your future.' Below this is another paragraph: 'Keep in mind that your interests and abilities outside of school count too. But don't ignore school, either. If you're good at a certain subject, say so!' and a list of four questions: 'What do I like to do?', 'What am I good at doing?', 'What are my strengths?', and 'What do I do to be successful?'.

The worksheets on pages 7-15 will help you learn more about who you are and what you like to do. Start by clicking on “Things I like to do”.

This close-up screenshot focuses on the 'Learn about me' sidebar menu. The menu items are: 'Learn about me', 'Things I like to do', 'Qualities for success', 'Important life events', 'What are skills?', and 'My accomplishments'. A red arrow points to the 'Things I like to do' option, which is highlighted with a red border. The main content area to the right shows the beginning of the 'Learn about me' section, including the introductory paragraph and the start of the list of questions.

Things I like to do

People who enjoy going to work are doing things they like to do. Employees who enjoy their jobs get more work done. They are happier at work and at home.

- ⇒ *Think about things you like to do.*
- ⇒ *Make a list of 10 activities you enjoy doing, use ONLY action verbs. These activities are sometimes called skills. A skill is something you have learned how to do. Example: Read novels and short stories*
- ⇒ *Visualize doing these activities. Are you doing them alone or with others? Are you using objects or tools? Are you using words or numbers? Put a check in the box or boxes that describe the activity. For example, while playing soccer you are with others. Building robots requires using objects and tools. Reading novels requires working with words.*

Activity	Alone	Other People	Objects or Tools	Words or Numbers
Read novels and short stories	√			√
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

⇒ *Make a list of five activities you do **not** like to do. Use ONLY action verbs.*

1. _____
2. _____
3. _____
4. _____
5. _____

Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ *One is to go back to CIS portfolio, **My career plan**, and fill in the field for **Things I like to do**.*
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

⇒ *List five things you really like to do.*

⇒ *List one thing you want to learn to do.*

Qualities for success

Do you know what it takes to be successful when you grow up? Do you have qualities for success? How would you describe yourself during a job interview?

Step 1: These personal characteristics describe people who are successful in school, the community and work. Circle at least five characteristics and up to ten that reflect the kind of person YOU think you are.

- | | | |
|----------------|---|---|
| Persistent | Likes challenges | Takes on responsibilities |
| Energetic | Leader | Works hard to get things done |
| Friendly | Works well with others | Easy to get along with |
| Helpful | Mature | Sensitive to the feelings of others |
| Flexible | Accepts criticism | Thinks things through |
| Controls anger | Dependable | Avoids being aggressive |
| Honest | Creative | Thorough when doing work |
| Problem-solver | Follows instructions | Continues trying when the work gets difficult |
| Self-confident | Stays calm when in stressful situations | |

Step 2: List five words or phrases that you think best describe the person you are. You can use words or phrases that are not listed above.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3: Ask at least one other person to describe the kind of person he or she thinks you are.

✓ Have the person use the **How others see me** worksheet.

Step 4: Compare your list of personal characteristics to the list from the other person(s).

- ✓ Think about how the lists are similar or different.
- ✓ Are there words and phrases on the person's list that you had not thought about in describing yourself? What are those words?

1. _____

2. _____

3. _____

Step 5: We all would like to improve ourselves in some way. List two qualities would you like to work on to help you be more successful?

1. _____

2. _____

How others see me

Step 1:

Circle all the characteristics that reflect the kind of person YOU think _____ is

- | | | |
|---|-----------------------|---|
| Persistent | Likes challenges | Takes on responsibilities |
| Energetic | Leader | Works hard to get things done |
| Friendly | Helpful | Works well with others |
| Mature | Flexible | Easy to get along with |
| Dependable | Self-confident | Controls anger |
| Honest | Accepts criticism | Avoids being aggressive |
| Creative | Problem-solver | Sensitive to the feelings of others |
| Follows instructions | Thinks things through | Stays calm when in stressful situations |
| Continues trying when the work gets difficult | | |

⇒ **Step 2:**

Add additional comments about the success of this person in school, community, and at home.

Thoughts and reflections

You can store your reflections in two places.

⇒ One is to go back to CIS portfolio, **My career plan**, and fill in the field for **Qualities for success**.

⇒ If you use a paper portfolio, write your thoughts on a separate piece of paper and keep it in a folder.

✓ List three qualities that help you be successful in your school, community, and home.

✓ List one personal quality you want to improve on to be more successful.

Name: _____ Date: _____ Grade/Class: _____

Important Life Events

Who we are today can be understood by looking at our past. Our past experiences helped us grow and change. The knowledge we bring from the past helps us make decisions about our future. Therefore, it is helpful to think about important events in our lives.

Step 1: Create a timeline.

- ✓ Think about events that have been important in your life.
- ✓ Think about who shared the events with you.
- ✓ Figure out what you learned from the event. Or figure out how the event changed you.

⇒ Use the **My important life events timeline** to tell the story of your life. Sample timeline:

When? (Your age or the year)	What happened?	Who was involved?	What did I learn about myself?
Age 3	Learned to ride a bicycle	Dad and older sister	I can learn how to do new things and I am determined
Age 5	Started school	Parents and teacher	I can do things without my family and I can make new friends
Age 8	Broke my arm	Nurse, doctor, family	Hospitals are okay places to stay and I can deal with a disability
Age 10	Took care of the neighbor's pets	Neighbors and pets	I can follow directions and neighbors can depend on me

Step 2: Create a timeline for your future life events.

- ✓ Think about things you want to do in the next ten years.
- ✓ What important events do you see happening to you in the next ten years?
- ✓ Study the sample below.

⇒ Then use the **My future life events timeline** to share the story you want to tell about the next ten years. Sample timeline:

When? (Your age or the year)	What will happen?	Who will be involved?	Why will this happen?
Age 15	Make the high school basketball team	Coach, other players	I practice with my older sister and friends and attend summer basketball camps.
Age 18	Accept scholarship to play on college team	Coach, other players, family	I get good grades in high school and work hard to improve as a player.
Age 22	Graduate from college with a degree in journalism	Professors	I set goals to graduate from college and I stick to my study and practice schedule.
Age 23	Play professional basketball	Coach, other players, agent	I keep working to improve my skills.
Age 33	Become a sports announcer for a radio station	Sports announcer who teaches me about the job	I take jobs at radio stations during off-season.

My important life events

When? (Your age or the year)	What happened?	Who was involved?	What did I learn about myself?

My future life events

When? (Your age or the year)	What will happen?	Who will be involved?	Why will this happen?

Thoughts and reflections

- ⇒ You can store your reflections in two places.
 - ✓ One is to go back to CIS portfolio, **My career plan**, and fill in the field for **Important life events**.
 - ✓ If you use a paper portfolio, write your thoughts on a separate piece of paper and keep it in your folder.
- ⇒ List one thing you want to do in your future life?

Name: _____ Date: _____ Grade/Class: _____

My Accomplishments

Make a list of your accomplishments—projects or activities you have done well. Consider activities you have enjoyed.

Project or activity accomplishments

⇒ *List as many project or activities accomplishments as you can. See the examples below.*

- ✓ Built a birdhouse in the backyard.
- ✓ Cooked for my family during my mom's illness.
- ✓ Sang in the chorus in the spring musical.
- ✓ Played in three basketball games.

1. _____
2. _____
3. _____
4. _____
5. _____

⇒ *Now circle at least one of the accomplishments.*

Accomplishment:

- ✓ Built a birdhouse in the backyard.

1. _____

Skills

⇒ *List the skills you used in or learned from this activity. A skill is something you can learn how to do. See the examples below.*

- ✓ Read plans for building birdhouse.
- ✓ Made measurements for cutting boards.
- ✓ Followed instructions.

1. _____
2. _____
3. _____
4. _____
5. _____

My school accomplishments

⇒ *List as many school or class accomplishments as you can—projects or activities you have done well. Consider activities you have enjoyed. See the examples below.*

- ✓ Solved a word problem.
- ✓ Wrote a report on an explorer.

- ✓ Gave a speech about caring for pet fish.
- ✓ Created a model of a volcano.

1. _____
2. _____
3. _____
4. _____
5. _____

⇒ *Now circle at least one of the classroom accomplishments.*

Accomplishment:

- ✓ Gave a speech about caring for pet fish.

1. _____

Skills

⇒ *List skills you used in or learned from this activity. A skill is something you can learn how to do. See the examples below.*

- ✓ Gathered information about my topic.
- ✓ Made a plan for the speech.
- ✓ Practiced the speech.

1. _____
2. _____
3. _____
4. _____
5. _____

Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ *One is to go back to CIS portfolio, **My career plan**, and fill in the field for **My Accomplishments**.*
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

Knowing about your skills is important to planning your career. There are some things you like to do and can do well. Those are skills you might want to use in the future at a job.

- ⇒ *List five skills you like to use.*
- ⇒ *Give the names of two people who helped you learn these skills.*
- ⇒ *List one thing you want to learn to do.*

Now that you have learned more about who you are, it's time to answer the question "Where am I going?". Remember the activity map is on the home page. Click on "Where am I going" to expand the list.

Activity Map

Putting together a career plan gives you a chance to answer the following questions: "Who am I?" "Where am I going?" and "How do I get there?"

The links below take you to pages that include activities and worksheets to help you answer the questions above. You can enter information about yourself to help build your career plan. You can return at any time to update your reflections or completely change them. There are no right or wrong answers so make this plan reflect who you really are. Links with the  icon are those with opportunities for entering your personal reflections.

Who am I?

Where am I going?

- Career cluster activities
 - Career cluster mobiles
 - What's my cluster?
 - **Career Cluster Inventory**
 - My favorite cluster 
 - Occupation activities
 - Occupation scavenger hunt
 - Bobilator
 - If I became...
 - Job shadow
 - Occupation index
- Learn about the workplace
 - What are working conditions? 
 - Why do people work?
 - What rewards do I want from work? 
- Reality Check
- Make decisions
 - How do I make decisions?
 - What book do I pick to read?
- Make plans
 - Learn a new skill
 - Make a change
- Make a career action plan
 - What do I want to be when I grow up?
 - My career action plan 

How do I get there?

The Chapter "Where am I going?" covers these sections:

- *Career Cluster Activities
- *Occupation Activities
- *Learn About the Workplace
- *Make Decisions
- *Make Plans
- *Make a Career Action Plan

Now that you know more about who you are it's time to look at what types of work or careers that will interest you.

Get started by clicking on "Career Cluster Inventory".



USING JUNIOR

WHO AM I?

WHERE AM I GOING?

HOW DO I GET THERE?

MY PORTFOLIO

CAREER CLUSTER INVENTORY - GETTING STARTED



Does Career Cluster Inventory tell you what you can be or should be? NO!

No software can do that. Only YOU can decide what to do with your life.

Career Cluster Inventory can help you narrow down your choices. Here, you rate 80 activities on how much you think you would enjoy doing them. Most of these activities are things you have done before. Think back to when you did the activity (for example, asking someone to sponsor you in a walk-a-thon). Did you like asking that person to donate money? Rate that item for how much you liked it.

Some of the activities are things you have not done before. For each activity, take a minute to imagine doing it. For example, what would it be like to act in a school play? Would you like it? Would you dislike it? Not sure?

The response choices are:

- Like very much
- Like
- Dislike
- Not sure

NOTE: Your results will be saved automatically when you reach the Scores page. To add personal comments, click on the **Save** option. If you need to log off before rating all the activities, be sure and **Save** what you have completed.

* Click on "Rate the activities" to begin.

Below is an example of what the questions will look like.



Rate the activities



USING JUNIOR

WHO AM I?

WHERE AM I GOING?

HOW DO I GET THERE?

MY PORTFOLIO

CAREER CLUSTER INVENTORY

1. Go fishing.



Explain

Like Very Much

Like

Not sure

Dislike



CAREER CLUSTER INVENTORY - SCORES



Career Clusters		Score
Transportation, Distribution, and Logistics		14
Business Management and Administration		12
Law, Public Safety, Corrections, and Security		12
Health Science		11
Architecture and Construction		9
Government and Public Administration		9
Science, Technology, Engineering, and Mathematics		9
Marketing		7
Arts, Audio/Visual Technology, and Communications		6
Human Services		6
Information Technology		6
Finance		5
Hospitality and Tourism		5
Agriculture, Food, and Natural Resources		4
Manufacturing		2
Education and Training		1

Now that you have completed the career cluster inventory, you will get a list of clusters like this one that show what clusters you are most interested in. As you can see in the table above the score on Transportation, Distribution, and Logistics is the highest at 14. Don't forget to save your results. You can get back to the results easily by clicking the little black show tab at the very top of your screen.

What are your top two clusters?

Click on the cluster that you scored the highest on and you will see an overview of that cluster.

This page is going to give you information on:

- *The career cluster that you are most interested in
- *The skills and abilities that you will need
- *The high school and college courses that you will need to take
- *How much the occupations in this cluster pay
- *The types of occupations that are available in your cluster

Next you will learn a little bit more about occupations, by going on a scavenger hunt.

***Go back to your Activity Map. Under "Where am I going," click on "Occupation Scavenger Hunt." When you complete the Scavenger Hunt Worksheet, continue on to the Bobilator worksheet to learn more about occupations. Remember, you can get to all of the activities by going back to the Activity Map on the Home page.**

Name: _____ Date: _____ Grade/Class: _____

Occupations Scavenger Hunt

What am I going to be when I grow up? To answer this question you need information about your options.

⇒ Go to *Occupations in CIS* to hunt for the answers.

1. What is an occupation?	2. <i>Magistrate</i> is another name for what occupation?	3. <i>Travel agents</i> are assigned to what cluster?	4. Do a search using the keyword <i>doctors</i> . What are two occupations that match?
5. In the <i>Law, Public Safety, and Security</i> cluster, what are two things you could do?	6. How much can <i>water treatment operators</i> get paid a year?	7. What does Mark Musgrove enjoy most about being a <i>funeral director</i> ?	8. Do you need a degree after high school to get a job as a <i>registered nurse</i> ?
9. In the future, how many jobs will be open for <i>dental hygienists</i> ?	10. Do some <i>landscape architects</i> work for engineering firms?	11. <i>Social workers</i> are assigned to what cluster?	12. What is one way to prepare to be an <i>electrician</i> after you graduate from high school?
13. Where do <i>zoologists</i> work?	14. What are some courses you would take in high school to work in the <i>Transportation, Distribution, and Logistics</i> cluster?	15. Is the video for <i>biologists</i> available in Spanish?	16. What do <i>radiation therapists</i> do?
17. Do some <i>dietitians</i> work on weekends?	18. What do <i>industrial designers</i> do?	19. What are some high school activities or hobbies you could be involved in to help you prepare to work in <i>Architecture and Construction</i> ?	20. What are the steps to do to print out an occupation?

Name: _____ Date: _____ Grade/Class: _____

Boblator Decision Sheet

What about an occupation is important to you? Is it important because you are familiar with its name? Because you know someone who works in the occupation? Because you can make lots of money?

Step 1:

- ⇒ *Look at the occupations listed in the first column.*
- ⇒ *Think about what workers in these occupations might do.*
- ⇒ *With only the name of the occupation provided, rate your interest in them from 1 to 10. 1 is the least interesting and 10 is the most interesting.*
- ⇒ *Put your ratings in the column labeled Step 1.*

Occupation	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1. Boblator							
2. Gastronomist							
3. Extricator							
4. Arbologist							
5. Husher							
6. Wrencher							
7. Knowleologist							
8. Encodologist							
9. Imagizer							
10. Haulassister							

You will be given more information about the occupations and after each step, you will rate the occupation from 1 to 10 based on your interest in the occupation. After the last step, you will get the real name for the occupation.

Step 2:

- ⇒ *Study the information provided for each occupation.*
- ⇒ *Rank them from 1 to 10 based on your interest in the occupation.*
- ⇒ *Put your rankings in the column labeled Step 2.*

1. Bobilator..... Human services
2. Gastronomist..... Hospitality and tourism
3. Extricator..... Health science
4. Arbologist..... Agriculture, food, and natural resources
5. Husher..... Education and training
6. Wrencher..... Architecture and construction
7. Knowleologist..... Education and training
8. Encodologist..... Information technology
9. Imagizer..... Arts, Audio/Visual technology, and Communication
10. Haulassister..... Transportation, distribution, and logistics

Step 3: How important is money to you?

- ⇒ Check the salary ranges for the occupations.
- ⇒ Rank your occupations again from 1 to 10.
- ⇒ Put your rankings in the column labeled Step 3.

1. Bobilator..... \$14,220-\$37,300/annual
2. Gastronomist..... \$22,870-\$51,620/annual
3. Extricator..... \$60,930-\$145,000/annual
4. Arbologist..... \$29,600-\$82,120/annual
5. Husher..... \$12,070-\$26,680/annual
6. Wrencher..... \$24,400-\$63,150/annual
7. Knowleologist..... \$29,240-\$56,580/annual
8. Encodologist..... \$33,310-\$90,020/annual
9. Imagizer..... \$31,190-\$95,170/annual
10. Haulassister..... \$15,210-\$43,620/annual

Step 4: How easy will it be to find a job?

- ⇒ Review the number of job openings there will be each year.
- ⇒ Think about all the information that has been provided.
- ⇒ Rank your occupations again from 1 to 10.
- ⇒ Put your rankings in the column labeled Step 4.

1. Bobilator..... 109 job openings each year
2. Gastronomist 76 job openings each year

- 3. **Extricator**..... 17 job openings each year
- 4. **Arbologist**..... 2 job openings each year
- 5. **Husher** 30 job openings each year
- 6. **Wrencher** 87 job openings each year
- 7. **Knowleologist** 706 job openings each year
- 8. **Encodologist**..... 78 job openings each year
- 9. **Imagizer** 1 job openings each year
- 10. **Haulassister** 432 job openings each year

Step 5: How many months or years of training are you willing to complete to get the job you want? Training could be provided after you get the job or it could mean attending college.

- ⇒ *Study the length of training for each occupation.*
- ⇒ *Think about all the information that has been shared with you.*
- ⇒ *Rank your occupations again from 1 to 10.*
- ⇒ *Put your rankings in the column labeled Step 5.*

- 1. **Bobilator**.....**About 16 months**
- 2. **Gastronomist**.....**Up to 3 years**
- 3. **Extricator**..... **6 to 8 years**
- 4. **Arbologist**..... **4 to 6 years**
- 5. **Husher**..... **about a month**
- 6. **Wrencher**..... **3 to 4 years**
- 7. **Knowleologist**.....**4 to 5 years**
- 8. **Encodologist**..... **2 to 5 years**
- 9. **Imagizer**..... **4 to 5 Weeks**
- 10. **Haulassister**..... **Less than 1 year**

Step 6: Do you want to work indoors or outdoors? Are you willing to work at night and on weekends? These are working conditions.

- ⇒ *Read about the working conditions for each occupation.*
- ⇒ *Think about all the information that has been shared with you.*
- ⇒ *Rank your occupations again from 1 to 10.*
- ⇒ *Put your rankings in the column labeled Step 6.*

- 1. **Bobilator:** Indoors; standing; work nights and weekends
- 2. **Gastronomist:** Indoors; standing; heat; work nights and weekends

3. **Extricator:** Indoors; close people contact; may work nights and weekends
4. **Arbologist:** Indoors and outdoors; standing and sitting; may travel
5. **Husher:** Indoors; standing and sitting; lifting; may work nights and weekends
6. **Wrencher:** Outdoors or indoors; physical work; may work nights and weekends
7. **Knowleologist:** Indoors; 10 months a year; work nights and weekends
8. **Encodologist:** Indoors; sitting; may work alone
9. **Imagizer:** Indoors; work alone; meet deadlines
10. **Haulassister:** Outdoors and indoors; may work nights and weekends; sitting and lifting

Step 7: What are the real names for the occupations?

⇒ *your ideas in the last column.*

Bobilator decision sheet 2

Which step's information is most important to you? Step # _____

Why? _____

Which step's information is least important to you? Step # _____

Why? _____

Which occupation would you rank #1? _____

Why? _____

Bobilator occupations

- | | |
|-----------------------|-----------------------|
| 1. Bobilator..... | Hairstylist |
| 2. Gastronomist..... | Chef or Cook |
| 3. Extricator..... | Dentist |
| 4. Arbologist..... | Forester |
| 5. Husher..... | Library Assistant |
| 6. Wrencher..... | Plumber or Pipefitter |
| 7. Knowleologist..... | Teacher |
| 8. Encodologist..... | Computer programmer |
| 9. Imagizer..... | Film or Video editor |
| 10. Haulassister..... | Light truck driver |

When you are done with the Bobilator, go back to the Activity Map on the homepage. Expand Where am I Going? and click on Reality Check.

Reality Check is an interactive tool that will give you a realistic idea of what your dream lifestyle would cost compared to actual wages in selected occupations and education. You choose a lifestyle by selecting options for housing, transportation, entertainment, etc. Once you have made your choices, you can see a list of occupations that can support that lifestyle. You can also enter a salary amount, area of study, and level of education to get a list of possible occupations.

Click on “Get a Reality Check” to begin

The screenshot shows the 'REALITY CHECK' web application. The navigation bar at the top has a green background with white text for 'USING JUNIOR', 'WHO AM I?', 'WHERE AM I GOING?', 'HOW DO I GET THERE?', and 'MY PORTFOLIO'. A search bar is located on the right side of the navigation bar. Below the navigation bar, the main content area has a white background. On the left, there is a large image of a man in a grey t-shirt and jeans looking at a smartphone. A white play button icon is overlaid on the image. To the right of the image, there are two buttons: 'Español' and 'Restore'. Below the image, there are three columns of text. The first column is titled 'Get a Reality Check' and contains the text: 'As an adult, you need to pay for housing, food, clothes, transportation, and other items. Find out how much money you need to earn to cover your expenses. Then find out which occupations support this lifestyle.' Below this text is a blue button with white text that says 'Start Your Reality Check'. The second column is titled 'Know Your Occupation?' and contains the text: 'Know which occupation you want to pursue? Figure out if it can support your lifestyle.' Below this text is a dark grey button with white text that says 'Start With an Occupation'. The third column is titled 'Know Your Salary?' and contains the text: 'Already know the salary you need? Find out which occupations provide this salary in your city or region.' Below this text is a dark grey button with white text that says 'Start With a Salary'.

How did your Reality Check work out? Will the occupations you found earlier on your list of occupations support your budget?

If Yes list them here:

If No, What will you do now?

Going through Reality Check should have given you a good idea of what you are going to need to plan your future. Now take the information that you have learned so far and build a career action plan. To get to the Career Action Plan, navigate back to the Activity Map on the homepage. Expand “Where Am I Going?” and Click “My Career Action Plan” at the bottom of the list.

Name: _____ Date: _____ Grade/Class: _____

My career action plan

Your career is all the education, training, and jobs you have during your entire life. You have started your career because you are getting an education in middle school. You have also made some decisions about your career. For example, you may have chosen school or community activities in which to participate.

Now is the time to start making plans for your career. Plans are based on decisions, and like decisions, they can be changed. Today, you are creating an action plan based on the career decision you made. You set a goal for what you would like to be when you grow up—an occupation. The next step is to make a plan to meet your goal.

Just like you need information to make decisions, you need information to create a career plan. *Bring the following items to your planning: Occupation file from CIS, related Career Cluster file, college admission requirements, your high school's graduation requirements, and your CIS portfolio.*

⇒ Follow the steps for writing an action plan. To see a completed sample career action plan click on: Print out and complete **My career action plan**.  

⇒ On a separate sheet of paper, create your career plan. Or create an enhanced podcast or PowerPoint.

Step 1: What is my career goal?

- ✓ Today, what do you want to be when you grow up?
- ✓ What is the name of the cluster or occupation?

Sample: I want to be an elementary school teacher.

Step 2: Who can help me with my career goal?

- ✓ Who can help you get the information you need?
- ✓ Who can answer questions you have about the occupation you have chosen?
- ✓ To whom can you talk to make sure you have made the right decision?

Sample: Mrs. Franks, my third-grade teacher.

Step 3: How will I get to my career goal?

⇒ *Make a list of actions.* What will you need to do achieve your goal?

- ✓ The occupation and career cluster files give you suggestions for courses to take and hobbies or activities in which to participate.
- ✓ How will you prepare to work in the occupation your have chosen?
- ✓ An important action to include is to review your career action plan every year.
- ✓ It's okay to change your mind and change your plan.

Sample: Talk with Mrs. Franks about being a teacher.

Step 4: What could get in the way of achieving my goal and how can I get around those barriers?

- ✓ What could get in the way and wreck your career plan? You don't think you want to go to college. That would be a barrier to becoming a teacher.
- ✓ To get around this barrier, visit a college. You might see that college is a place you want to be in the future.

Sample: I am not positive I want to be an elementary school teacher. I might want to teach in high school.

Step 5: When will I achieve my career goal?

- ✓ Information in the Occupation file describes how to prepare and will help you set a date.

Sample: I plan to get my first job as an elementary teacher in September, 2015.

Thoughts and reflections

⇒ *After you finish the activity, think about your career plan. You can store your reflections in two places.*

- ✓ *One is to go back to CIS portfolio, **My career plan**, and fill in the fields for **My career action plan**.*
- ✓ *If you use a paper portfolio, write your thoughts on a separate piece of paper and keep it in your folder.*

What is your career goal?

What courses will you take in high school to achieve your goal?

What will you do after high school to achieve your career goal?

What hobbies or activities will help you achieve your career goal?

The Chapter “How do I get there?” will focus on planning for high school. Go back to the Activity Map on the Home page and expand “How do I get there?” Click on “Plan for High School.”



Develop employability skills
Become a volunteer
Plan for high school
Words for high school
High school graduation requirements
College admission requirements
Electives
Activities
My high school course plan
Think about life after high school

Plan for high school

Now is the time to make a plan for high school. Making the plan can be tricky but exciting. In high school there are more choices. More courses are taught. There are electives. More extracurricular activities are offered.

You have to make several decisions as you create your high school course plan. You need information to make good decisions. Get a copy of your career plan, graduation requirements, courses offered at your high school, and college admission requirements.

You can change your mind. In high school, you learn more about yourself and your options. Review your course plan every year. It is okay to make changes in the plan.

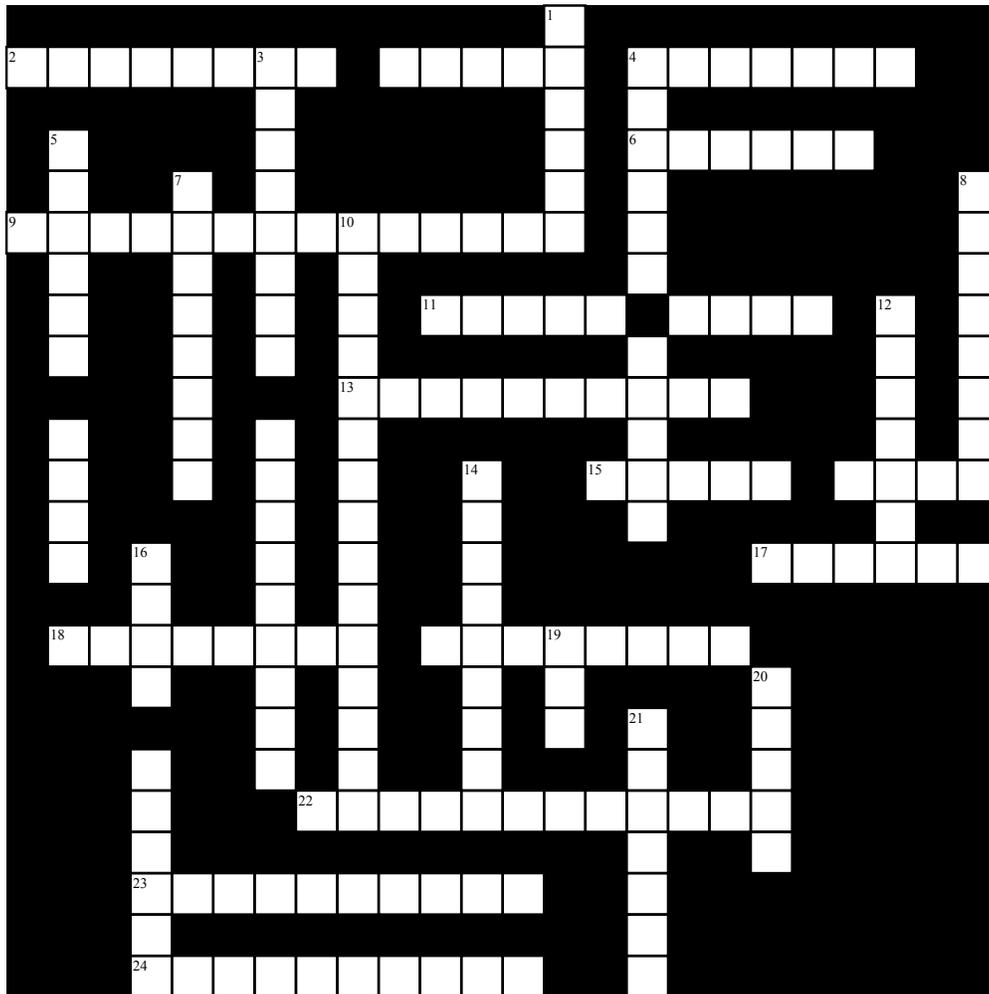
By now you should have a really good idea of the career clusters and occupations that most interest you. Now you need to get ready for high school.

This is where you will put everything that you have learned so far together and come up with a course plan for high school.

Before you create a course plan, let's go through a few more worksheets to get you familiar with high school.

1. For the “Words for High School” worksheet, view or print out the words for high school vocabulary list. Study these words and then do the puzzle on the next page.
2. To view the requirements that you will need to graduate, click on “High school graduation requirements.”
3. Click on “Electives” to go through the “What Courses Should I Take?” worksheet on page 30.
4. Click on “Activities” to go through the “Should I Join?” worksheet on page 31.
5. Click on “My High School Course Plan” to do the My High School Course Plan worksheet on page 35.

Words for High School intoCareers



- Across
- 2 Program to recognize high school students who show achievement in scholarship, leadership, service, and character.
 - 6 Physically abuse, humiliate, or ridicule new students or team members.
 - 9 Person who manages the school district.
 - 11 Arrange students from highest to lowest based on their grades.
 - 13 Process students go through to get into college.
 - 15 Set of rules that tell you what you can wear to school or school event.
 - 17 Absent from school without permission.
 - 18 Records show that you are doing what is needed to move forward toward graduation.
 - 22 Course that you are required to take before taking a more advanced course.
 - 23 Division of school that is related to a subject area.
 - 24 Official school report with a list of your grades in the subjects you studied in high school.

- Down
- 1 Recognition to show that you have completed a course; counts towards your graduation.
 - 3 College-level courses you can take in high school.
 - 4 Group of people elected to be in charge of the school district.
 - 5 Number of courses, classes, or credits you take each semester or school year.
 - 7 Withdraw from one school or class and sign up for another.
 - 8 Meet the requirements to participate in sports, music, speech, and other school activities.
 - 10 Activities outside of regular school classes.
 - 12 Document that says you have successfully completed all the requirements to graduate from high school.
 - 14 Training program for school employees.
 - 16 High school course that counts toward college and high school graduation.
 - 19 Average grade you earned, figured by dividing the grade points earned by the number of credits.
 - 20 Remove a student from school for breaking rules.
 - 21 Keep a student out of school for a short period of time for breaking rules.

Graduation requirements in Montana

- A school district can establish its own requirements for graduation.
- The minimum graduation requirements are established by the Montana Board of Public Education.
- A student has to complete a minimum of 20 credits in order to receive a Montana high school diploma with 13 credits in the following courses:
 - (a) 4 credits of English language arts;
 - (b) 2 credits of mathematics;
 - (c) 2 credits of social studies;
 - (d) 2 credits of science;
 - (e) 1 credit of health enhancement, with 1/2 credit each year for two years;
 - (f) 1 credit of arts;
 - (g) 1 credit of vocational/technical education.

A unit equals one year of classes in the subject area. There are seven units of electives to fulfill the 20 unit graduation requirement.

MONTANA UNIVERSITY SYSTEM ADMISSION POLICIES

In order to be admitted to any of the four-year campuses of Montana University System, students must meet a combination of admissions standards, on the MUS website at [Montana University System - Admission Requirements](http://mus.edu/asa/hscp/index.asp).

Students must complete the **Board of Regents' College Preparatory Program** in high school. There are two tracks of college prep courses, the minimum core, established in 1991, and the rigorous core, adopted in 2002 as part of the math proficiency standard. OCHE maintains and posts the lists of each high school's core on the website:

<http://mus.edu/asa/hscp/index.asp> . Students graduating in 2010 or later must complete the **Rigorous Core** to be eligible for a Montana University System Honor Scholarship.

Course	Minimum Core	Years	Rigorous Core	Years
Mathematics	Algebra I, II, and Geometry (or the sequential content equivalent).	3	Algebra I, II, and Geometry (or the sequential content equivalent) and a course beyond Algebra II (such as Trigonometry, Pre-Calculus, Calculus, Computer Math, or course equivalent)	4
English	Written and oral communication skills and literature	4	Written and oral communication skills, literature, and a designated college-prep composition or research-writing course	4
Science	2 lab sciences: one year must be earth science, biology, chemistry or physics	2	Full year each: General, physical or earth science; biology; chemistry or physics	3
Social Studies	Global studies (world history, world geography), American history, and government. Economics, American Indian history or other third-year course	3	Global studies (world history, world geography), American history, and government. Economics, American Indian history or other third-year course. Recommend: ½ yr of other courses such as psychology, humanities	3
Electives	World language, computer science, visual and performing arts, or vocational education	2	2 years of a second language, music, fine arts, speech/debate, career and technical education (such as information technology, computer science)	3

What courses should I take?

Electives are courses you choose to take in high school. You are not required to take them. Electives provide you with great opportunities. Electives give you a chance to:

- ✓ Try something you have always wanted to do. For example, you might want to try drawing or want to know how to do basic repairs on a car.
- ✓ Learn skills you will need in the future. For example, most jobs and colleges require you to be able to use basic computer programs and the Internet.
- ✓ Take courses to prepare you for your future career plans.
- ✓ Find subjects that interest you.
- ✓ Take courses related to your strengths.
- ✓ Prepare for admission to college. Taking electives show colleges you are willing to stretch your learning beyond the basics.

⇒ **Use the six-step model presented below to help you choose the course(s) to take.**

- ✓ Decisions can be changed. Today, you will decide to take a course. But, next semester or next year you may change your mind. That is okay. At least once a year, review the decisions you have made about your course plan.

⇒ **Complete each step by answering the questions. Write the responses on a separate sheet of paper.**

Step 1: Identify the decision to be made.

- ✓ Courses to take.

Step 2: Know yourself.

- ✓ What are your interests and preferences?
- ✓ What skills do you like to use?
- ✓ Review the information in your portfolio and career plan.
- ✓ What are your favorite subjects?
- ✓ What do you want to be when you grow up?
- ✓ What are your passions?
- ✓ Are you planning to go to college?

Step 3: List your options.

- ✓ What courses are you considering?

Step 4: Gather information about your options.

- ✓ What information will help you make your decision?
- ✓ What are the graduation requirements for your school?
- ✓ What are the suggested courses for the occupation(s) in which you have an interest? What are the admission requirements for the colleges in your state?
- ✓ What are your passions?

Step 5: Evaluate each option.

- ✓ What are the advantages and disadvantages for each course?
- ✓ How does each course relate to the information you gathered?
- ✓ What are consequences for taking each of the courses?

Step 6: Make your decision.

- ✓ What course is best for you to take?

Should I join?

Are you bored? Sick of watching reruns on television? Want to be with people your own age? *Take some time to see what is out there for you to join.* Schools and communities offer several extracurricular activities for middle school students.

⇒ *Consider volunteering and doing community service.*

Benefits of extracurricular activities

- ✓ So, what is in it for you?
 1. Explore your interests.
 2. Spend time with people who share your interests.
 3. Find new friends.
 4. Meet people who are different from you.
 5. Learn about different occupations.
 6. Gives you something to do.
 7. Learn how to work with others.
 8. Learn to manage your time.
 9. Looks good on college, scholarship, and job applications.
- ✓ Students who participate in extracurricular activities tend to develop good study habits. As a result, they get better grades. Because the students are busy, they are less likely to smoke, drink, or use drugs.

Find the right activity

⇒ *Learn about the activities that are offered in your school and community. Ask other students about their experiences. Think about your interests, skills, and time. Ask yourself the following questions.*

1. What are my interests?
2. What new skills do I want to learn?
3. Am I taking a class that requires extra study time?
4. Do I need to focus on my grades?
5. How will I get to and from the activity?

6. Will I get the sleep I need?
7. Will I have time to relax?
8. Will I have time to spend time with my family?

⇒ *Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join.*

1. Do I have to be a certain age or in a certain grade to join the activity?
2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money?
3. Do I need a physical to join the activity?
4. Do I have to get certain grades to join or stay in the activity?
5. How much time is this activity going to take? How often will the group meet? Practice? Travel?

Should I join?

⇒ *Think of two or three activities or clubs you might join. Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join. Fill out a sheet for each of the activities.*

What activity are you thinking of joining?

Who is the advisor, coach, or sponsor of this activity?

⇒ *Talk with the advisor, coach, or sponsor to get answers for the following questions.*

1. Do I have to be a certain age or in a certain grade to join the activity?

2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money?

3. Do I need a physical to join the activity? _____

4. Do I have to get certain grades to join or stay in the activity? _____

5. How much time is this activity going to take? How often will the group meet, practice, or travel?

6. Are you going to join? Why or why not?

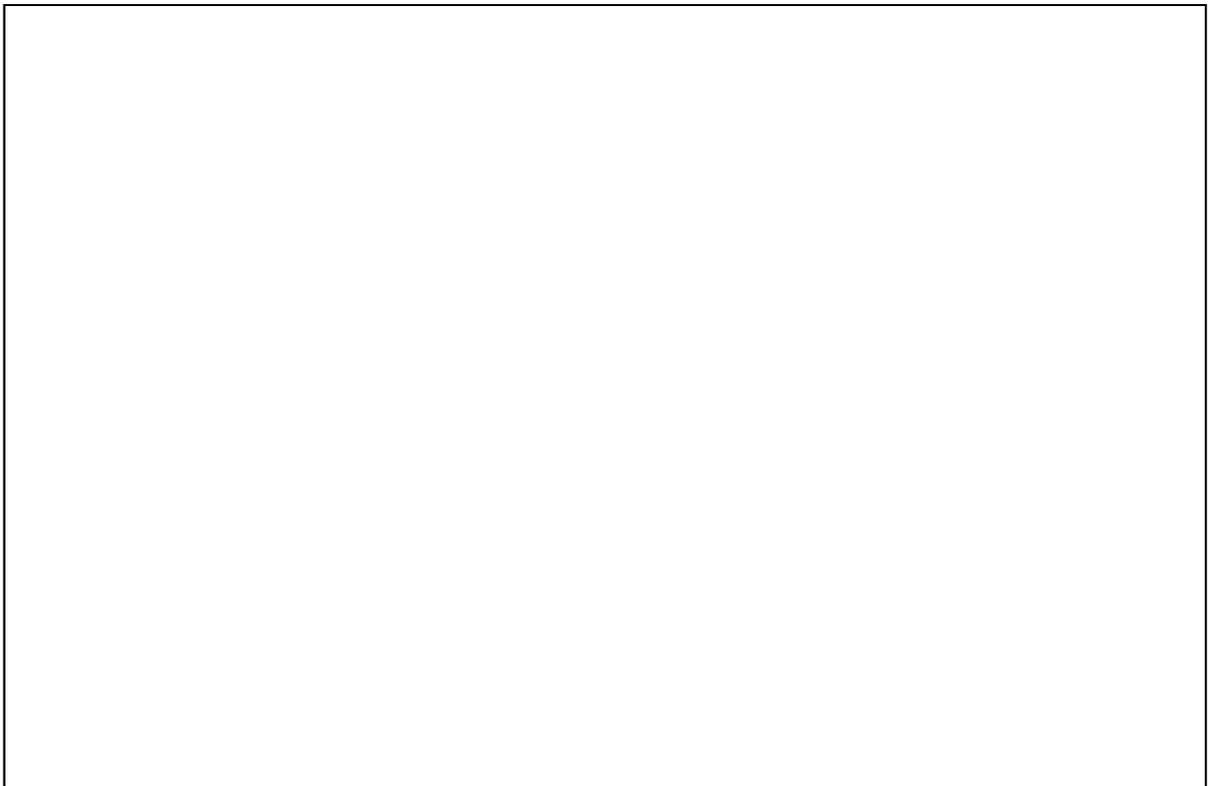
Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ *One is to go back to your CIS portfolio, **My career plan**, and fill in the field for **Should I join?***
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

⇒ *After you finish the activity, think about what you have learned.*

- ✓ *What are two activities, clubs, or hobbies you would like to try before you go to high school?*

A large, empty rectangular box with a thin black border, intended for students to write their reflections on the activity.

My High School Course Plan

Take the next step in your career—create a course plan for high school. High school education is an important part of a career. A course plan is like a giant action plan. When you create your course plan, you will set short-term and long-term goals. A short-term goal might be to successfully complete Algebra I. A long-term goal would be to graduate from high school.

Remember, you can change your mind about the courses to take in high school. Each school year, review your plan.

- ⇒ *Making a course plan for one year or for many years requires preparation and decision-making. Gather the following information.*
 - ✓ *List of subject areas your school uses.*
 - ✓ *List of courses you have to take (required courses) and courses you can choose to take (elective courses).*
 - ✓ *High school graduation requirements.*
 - ✓ *Printout of your CIS portfolio Account.*
 - ✓ *Your career plan.*
 - ✓ *Admission requirements for colleges in your state.*

- ⇒ *Once you have gathered the information, the first step is to fill in the **Course information plan**.*

- ⇒ *The next step is to fill in your **High school course plan**. Use the **Course information plan** to guide you.*

- ⇒ *You can store your plan in two places.*
 - ✓ *One is to go back to CIS portfolio, **My course plan**, and fill in the **Course plan**.*
 - ✓ *If you use a paper portfolio, save the **High school course plan** below and keep the handout in your folder.*

Course information

Subject area	Required courses and/or graduation requirements	Elective courses offered at my school	Recommended courses from career plan, career cluster(s) and/or occupations	Courses required to get into college

Course information-2

Subject areas	Required courses and/or graduation requirements	Elective courses offered at my school	Recommended courses from career Plan, Career Cluster(s) and/or Occupations	Courses required to get into college

Congratulations!

You have completed the MCIS Jr. Workbook!

Now that you have completed the MCIS Jr. workbook, you should have a good idea of the kinds of occupations you are interested in. You should have a plan in place for what classes you need to take in high school. Now that you know how to navigate MCIS Jr. you can continue on with your career planning and exploration into high school, college, and beyond.

Notes:

Notes:



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