

Looking for a new career direction?  
Maybe you could use a...

**PEP**  
**TALK**

**Personal  
Employment  
Plan**

**Your  
Future  
Awaits.**



Montana Department of  
**LABOR & INDUSTRY**



Office of the Commissioner of Higher Education  
**MONTANA**  
UNIVERSITY SYSTEM



[opi.mt.gov](http://opi.mt.gov)

Montana  
Office of Public Instruction





# Montana Department of **LABOR & INDUSTRY**



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## **Montana Department of Labor and Industry**

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## WHAT IS PEP TALK AND WHO BENEFITS FROM IT?

PEP Talk stands for **Personalized Employment Plan**. PEP Talk was designed to help people with limited time develop a personalized employment plan as quickly as possible.

### Who needs a personalized employment plan?

- ➡ The unemployed
- ➡ Career changers
- ➡ The underemployed
- ➡ Anyone without a high school diploma or equivalent
- ➡ TANF recipients
- ➡ High school and college students
- ➡ Anyone unhappy with their current job

If you fall into any of these categories, then PEP Talk is for you. You can use PEP Talk on your own or with the assistance of any participating agency. These agencies include Job Service offices, Adult Education centers, vocational rehabilitation offices, and 2-year colleges. The advantage of working with professionals from these agencies is they have access to many opportunities available under federal programs. Their goals are the same as yours, preparing and helping you find a satisfying career.

### What's in it for you?

The best way to reach a goal is to plan for it. PEP Talk walks you through the planning quickly, getting you on your way faster.

### PEP Talk is a simple 3-step process:

**Step 1: Awareness.**

**Step 2: Exploration.**

**Step 3: Create the Plan.**

### What you will need:

➡ PEP Talk Workbook

➡ Internet access

If you do not have access to the internet, all Job Service offices provide free access to computers with internet access.

The PEP Talk Workbook contains all of the print material you'll need along with a checklist of activities for each of the 3 steps.



## PEP TALK CHECKLIST

(Check off each activity when completed)

### STEP 1: AWARENESS

---

- |  |  |
|--|--|
| <input type="checkbox"/> Create portfolio in MCIS (page <a href="#">6</a> ).                               | <input type="checkbox"/> Complete the Interest Profiler, save the results (page <a href="#">13</a> ).  |
| <input type="checkbox"/> Complete the SKILLS worksheet (pages <a href="#">8</a> & <a href="#">32</a> ).    | <input type="checkbox"/> Complete the Life Inventory (pages <a href="#">15</a> & <a href="#">56</a> ). |
| <input type="checkbox"/> Prioritize with SKILLS card sort (pages <a href="#">9</a> & <a href="#">36</a> ). | <input type="checkbox"/> Take the Reality Check (page <a href="#">15</a> ).                            |
| <input type="checkbox"/> Write SKILLS numbers on last page of SKILLS worksheet (page <a href="#">35</a> ). | <input type="checkbox"/> Complete Soft Skills checklist (page <a href="#">58</a> ).                    |
| <input type="checkbox"/> Input SKILLS results and save (page <a href="#">10</a> ).                         |  |

### STEP 2: EXPLORATION

---

- |   |  |
|---|--|
| <input type="checkbox"/> Print off top 30 occupations list from SKILLS (page <a href="#">10</a> ).                              | <input type="checkbox"/> Use MCIS to learn more about each occupation. Look at tasks, education required, wages, and outlook. Save all occupations you are interested in to your portfolio (page <a href="#">20</a> ). |
| <input type="checkbox"/> Print off occupations from top 3 interest areas from the Interest Profiler (page <a href="#">13</a> ). | <input type="checkbox"/> Narrow down your list (page <a href="#">25</a> ).   |
| <input type="checkbox"/> Compare lists and select occupations to explore (list occupations on page <a href="#">19</a> ).        | <input type="checkbox"/> If selected occupations require postsecondary education, explore school options and save to portfolio (page <a href="#">23</a> ).   |

### STEP 3: CREATE THE PLAN

---

- |  |   |
|--|---|
| <input type="checkbox"/> Review the Goal Setting information (page <a href="#">25</a> ). | <input type="checkbox"/> Fill out the Goal Setting template (page <a href="#">57</a> ). |
|--|---|

## FIRST THINGS FIRST

### Create a portfolio in MCIS

The Montana Career Information System (MCIS) is the web-based tool used for career planning. MCIS can be accessed at: [www.careers.mt.gov](http://www.careers.mt.gov).

Click on the MCIS Login link to reveal the login screen



If you are working with an agency, they will provide you with their login information. If you aren't working with an agency, then you may use the Guest login by finding your town from the drop down list and typing in your zip code.



Click "Create My Portfolio."

- ➡ Select your own user name and password.
- ➡ Passwords must be at least 8 characters and contain at least one upper case letter, one lower case letter, and one number.
- ➡ You'll be asked to select two security questions so you can reset your password if you forget it.
- ➡ Write down your user name and password below.

User name: \_\_\_\_\_

Password: \_\_\_\_\_

Once you have your own user name and password, you can use it to log into MCIS from any computer.

### CREATE "MY PORTFOLIO"

School/Organization: MT Zip Login 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:  - Choose Question -  \*\*

Answer 1:  \*\*

Security Question 2:  - Choose Question -  \*\*

Answer 2:  \*\*

\*\* Required Fields

## What's in it for you?

Setting up a portfolio saves you time. Do the assessments and research once and the results are always there.



## STEP 1: AWARENESS

### The SKILLS Assessment

The SKILLS assessment is probably one of the most important assessments. The SKILLS assessment uncovers your transferable skills. Transferable skills are skills that can be used in many different occupations and are highly valued by employers. Often, people are not aware they possess these transferable skills. The SKILLS assessment will help you identify your transferable skills. Once you identify your skills, you can match them with occupations that require those skills. Finding an occupation that uses skills you enjoy using will make the fit between you and your perfect job that much better. As a bonus, this activity provides those with a limited work history a list of concrete skills that can be used to market themselves to prospective employers.

### The SKILLS Worksheet

The first step is completing the SKILLS worksheet. The instructions can be found on the first page of the worksheet (page [32](#)). Do the first three steps. We'll come back to the last two steps later.

➡ List activities, hobbies, or accomplishments that you are most proud of or enjoy the most.

➡ List a minimum of 3 and up to 7 accomplishments. The more activities you include, the better your results will be.

➡ Enlist the help of family and friends. Family and friends often will be able to point out additional accomplishments.

### What's in it for you?

The SKILLS worksheet helps you get the best matches between your skills and occupations. Skipping this step will lead to a lack of good occupational choices.

#### ACCOMPLISHMENTS (List at least 3)

Accomplishment 1: _____	Accomplishment 5: _____
Accomplishment 2: _____	Accomplishment 6: _____
Accomplishment 3: _____	Accomplishment 7: _____
Accomplishment 4: _____	

#### SKILLS

A. PERSONAL SKILLS		ACCOMPLISHMENT						
		1	2	3	4	5	6	7
01. Dependability	Working in a reliable and responsible manner.							
02. Flexibility	Accepting change and variety in the workplace.							
03. Persistence	Working continuously despite interruption.							
04. Integrity	Avoiding unethical behavior and being honest.							
05. Efficiency	Effectively using resources.							
06. Competitiveness	Striving to be the best.							

B. SOCIAL SKILLS		ACCOMPLISHMENT						
		1	2	3	4	5	6	7
07. Social Perception	Being aware of the needs and feelings of others.							
08. Independent Work	Working with little or no supervision.							
09. Team Work	Working cooperatively with others.							
10. Working with the Public	Representing the organization and communicating with persons outside the organization.							
11. Assisting/Caring	Providing assistance, care, or service to others.							
12. Performing	Interacting with others to entertain or sell.							
13. Instructing	Teaching, guiding, or motivating others.							

C. MOVEMENT SKILLS		ACCOMPLISHMENT						
		1	2	3	4	5	6	7
14. Finger Dexterity	Coordinating movements of the fingers.							
15. Manual Dexterity	Coordinating movements of the hand, arm and hand, or both hands.							
16. Motor Coordination	Coordinating movements of two or more limbs together.							
17. Stamina	Exerting one's self physically over long periods of time.							
18. Strength	Exerting force repeatedly or continuously.							
19. Rapid Response	Moving quickly and correctly between two different activities.							

D. PERCEPTUAL SKILLS		ACCOMPLISHMENT						
		1	2	3	4	5	6	7
20. Sound Discrimination	Detecting the difference between sounds, pitch, or loudness.							
21. Shape Discrimination	Detecting the difference between sizes, shapes, and mass.							
22. Color Vision	Detecting the difference between colors, shades, and brightness.							
23. Depth Perception	Detecting the distance between objects.							
24. Visualizing	Forming a mental image of how something will look after it is moved or when its parts are moved.							
25. Creativity	Originating, designing, or creating new ideas, relationships, systems, artworks, or products.							
26. Aesthetic Judgment	Recognizing artistic or natural beauty.							

SKILLS WORKSHEET  
SKILLS ASSESSMENT

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## MCIS Montana Career Information System



PLAN

ASSESSMENTS

OCCUPATIONS

EDUCATION

EMPLOYMENT

MY PORTFOLIO

### Entering skills into MCIS

Using your user name and password created earlier, log into MCIS. The Assessment tab on the menu bar contains the link to the SKILLS assessment. Hover over the assessment tab with your mouse and click on the SKILLS link on the pop up menu.

To begin **SKILLS**:

SKILLS  
Worksheet

SKILLS Cards

Select Skills

Occ Select

### SKILLS

Español

Select the skills that are satisfying to you. Then drag and drop the skills into the appropriate category.

Personal Skills	Processing Skills	Problem Solving Skills
01. Dependability	25. Creativity	49. Science Reasoning
02. Flexibility	26. Aesthetic Judgment	50. Reading
03. Persistence	27. Stress Tolerance	51. Writing
04. Integrity	28. Hazards Tolerance	52. Speaking
05. Efficiency	29. Discomfort Tolerance	53. Listening
06. Competitiveness	30. Repetition Tolerance	54. Concentrating
Social Skills	Technical Skills	Management Skills
07. Social Perception	31. Following Procedures	55. Information Gathering
08. Independent Work	32. Categorizing	56. Evaluating
09. Teamwork	33. Record Keeping	57. Advising
10. Working with the Public	34. Attention to Detail	58. Synthesizing
11. Assisting/Caring	35. Verifying Information	59. Analyzing
12. Performing	36. Installing	60. Planning
13. Instructing	37. Inspecting	61. Active Learning
14. Finger Dexterity	38. Repairing	62. Using Knowledge
15. Manual Dexterity	39. Troubleshooting	63. Safety of Others
16. Motor Coordination	40. Controlling Machines	64. Persuading
17. Stamina	41. Operating Vehicles	65. Negotiating
18. Strength	42. Using Computers	66. Confronting
19. Rapid Response	43. Programming	67. Initiating
20. Sound Discrimination	44. Technology Design	68. Coordinating
Perceptual Skills	Math & Science Skills	
21. Shape Discrimination	45. Calculating	69. Directing/Leading
22. Color Vision	46. Estimating	70. Decision Making
23. Depth Perception	47. Budgeting	71. Managing Resources
24. Visualizing	48. Math Reasoning	72. Impact of Responsibility

**5** Add Remove  
Very Satisfying Skills  
0 / 5 skills added

**20** Add Remove  
Somewhat Satisfying Skills  
0 / 20 skills added

**10** Add Remove  
Moderately Satisfying Skills  
0 / 10 skills added

Drop one or more skills here for quick definitions

There are four buttons on the introductory page of SKILLS. We will be using the Select Skills button.

On the Select SKILLS screen there is a list of all 72 skills on one side and boxes for the 35 skills divided into the three levels prioritized earlier. There are several ways of moving skills from the list on the left into the boxes on the right.



## 1. Move all skills at once into each category

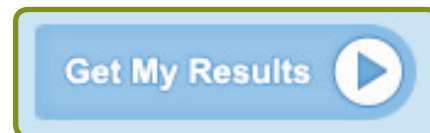
- ➡ Click on the 5 very satisfying skills identified on the last page of the worksheet. When all 5 have been highlighted, click on the +Add at the top of the Very Satisfying Skills box and all of the skills will appear in that category.
- ➡ Click on the 10 moderately satisfying skills and click on the +Add at the top of the Moderately Satisfying Skills box.
- ➡ Complete the same steps for the somewhat satisfying skills.

## 2. Each skill can also be dragged and dropped on each box.

## 3. To remove a skill from the list:

- ➡ Select the skill.
- ➡ Click the remove link at the top of the box.

When all the skills have been placed in the correct boxes, click on the Get My Results button.



Make sure to click on the save button at the top of the page. You'll want to refer back to your results many times.

There are several reports available: Holland Personality Types, Occupational Clusters and Top 30 Occupations.

**SKILLS**

Español
Save
Save as New
Print

[\[ Change Skills \]](#)
[\[ Summary \]](#)
[\[ Holland Personality Types \]](#)
[\[ Occupational Clusters \]](#)
[\\*Top 30 Occupations](#)
[\[ All Occupations \]](#)

**\* Top 30 Occupations**

The occupational ratings can go from +100 to -44. The higher the rating, the better the match between your skills and the skills required by the occupation. All of the occupations on your \* Top 30 list are good matches with your skill preferences.

Click on next to an occupation to compare your skills to the skills of the occupation.

We'll focus on the Top 30 Occupations report. The occupations that show up on this list are the ones that most closely match the skills you selected. There is a number to the left of each occupation title. The higher the number, the closer the occupation matches your preferences. Scores over 50 are good matches.

The box next to each title reveals how closely your skill preferences match the occupation's skills. Clicking on the box shows the View Skills report.

The white boxes indicate the skills and level selected by you and the blue boxes indicate the skill level for the occupation. In this example for Farm and Home Management Advisors there is a perfect match for 3 of the personal skills, and two of the social skills.

To learn more about each occupation just click on the occupation title.

We will go into exploring occupations in the Exploration section of PEP Talk.

## SKILLS

**View Skills**
Back

**Fish and Game Wardens [Rating = 27]**

The following list compares your skills to the skills required by the occupation Fish and Game Wardens. The skills are marked to show your skills and the skill levels needed for the occupation:

Your Skills

Occupation Skills

Very Satisfying Skill

Moderately Satisfying Skill

Somewhat Satisfying Skill

**A. Personal Skills**

- 01. Dependability
- 04. Integrity
- 06. Competitiveness

**B. Social Skills**

- 07. Social Perception
- 08. Independent Work
- 10. Working with the Public
- 11. Assisting/Caring
- 12. Performing

**C. Movement Skills**

- 14. Finger Dexterity
- 15. Manual Dexterity
- 16. Motor Coordination
- 17. Stamina
- 18. Strength



## \* Top 30 Occupations

The occupational ratings can go from +100 to -44. The higher the rating of the occupations on your \* Top 30 list are good matches with you. Click on next to an occupation to compare your skills to the skills required by the occupation.

Rate *		Top 30 Occupations
		<b>Agriculture, Food, and Natural Resources</b>
61	*	<a href="#">Farm and Home Management Advisors</a>
		<b>Business Management and Administration</b>
70	*	<a href="#">Employee Training Specialists</a>
61	*	<a href="#">Employment Interviewers</a>
60	*	<a href="#">Employment Recruiters</a>
70	*	<a href="#">Interviewing Clerks</a>
60	*	<a href="#">Job Benefits and Analysis Specialists</a>
		<b>Education and Training</b>
60	*	<a href="#">High School Teachers</a>
60	*	<a href="#">Middle School Teachers</a>
72	*	<a href="#">Public Health Educators</a>
60	*	<a href="#">Special Education Teachers</a>
63	*	<a href="#">Speech Pathologists and Audiologists</a>
		<b>Government and Public Administration</b>
67	*	<a href="#">Government Benefits Interviewers</a>
60	*	<a href="#">Interpreters and Translators</a>
		<b>Health Science</b>
65	*	<a href="#">Nurse Practitioners</a>
63	*	<a href="#">Occupational Therapist Assistants</a>

## What's in it for you?

This is your list of occupations to start exploring. The closer the occupation matches your skills, the more likely you are to enjoy the work you do.

## The Interest Profiler

Interest assessments are a good way to find the occupations that best match your interests. There are two versions of the Interest Profiler to choose from. The full version features 180 activities (such as the one shown below), while the short form reduces the number to 60. While the short form is quicker, the full version has a greater diversity of activities for greater accuracy.

### What's in it for you?

Matching occupations to your interests provides insight into the types of jobs you might find interesting.

You are asked to rate how appealing the activity is to you. Make sure you click on the Save button to save your results to your portfolio. The report shows the level of interest in 6 interest areas. The top 3 interest areas will result in lists of occupations that most closely match your interests.

Simply click on the title of an interest area to get a list of occupations that match your interests.

**Realistic** **Your Score : 14**  
People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

**Enterprising** **Your Score : 8**  
People with enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

**Conventional** **Your Score : 7**  
People with conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.

**Social** **Your Score : 7**  
People with social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

**Artistic** **Your Score : 6**  
People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

**Investigative** **Your Score : 2**  
People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.



Click on the Order by Cluster button if you'd like to see your list organized that way, or the Order by Title button if you'd like to see the list alphabetically. You will be comparing the list of occupations from Interest Profiler with the list generated by SKILLS during the exploration step of PEP Talk.

**Realistic**

People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

List Ordered by **Cluster**

Order by Cluster    Order by Title    1st None    2nd None    Order by Selected

Agriculture, Food, and Natural Resources	Education Level	Wages	Green
Agricultural Inspectors	4 years	\$27,190	No
Agricultural Products Graders and Sorters	A few hours to 3 months	\$24,000 - \$35,999	No
Agricultural Worker Supervisors	4 months to 1 year	\$38,520	No
Animal Breeders	A few hours to 3 months	\$36,000 - \$47,999	No
Bakers	2 to 3 years	\$22,460	No
Commercial Fishers	4 months to 1 year	\$24,000 - \$35,999	No
Farm and Ranch Workers	A few hours to 3 months	\$22,230 - \$23,660	No
Farm Equipment Mechanics	2 to 3 years	\$32,050	No
Farmers and Farm Managers	2 to 3 years	\$36,000 - \$47,999	Yes
Fish and Game Wardens	2 to 3 years	\$42,040	No
Food Processing Workers	A few hours to 3 months	\$19,070 - \$28,160	No
Foresters	4 years	\$50,500	No
Forestry Technicians	2 to 3 years	\$31,320	No
Log Graders and Scalers	4 months to 1 year	\$34,400	No
Loggers	4 months to 1 year	\$34,310 - \$46,680	No
Meat Cutters	4 months to 1 year	\$21,280 - \$27,600	No
Mining Machine Operators	4 months to 1 year	\$48,000 - \$59,999	No
Nursery Workers	A few hours to 3 months	\$23,660	No

## What's in it for you?

Speed up your career research by looking at clusters with the most occupations listed.

## What is a cluster?

Clusters are groups of similar occupations based on a set of common knowledge and skills. The clusters in MCIS are categorized using the National 16 Career Clusters. You'll probably see several clusters with many occupations and others with few occupations. Starting your exploration with the clusters with the most occupations is a good way to begin.

## The Life Inventory and Soft Skills Checklist

The Life Inventory (page 56) and Soft Skills Checklist (page 58) are the only two assessments that are not a part of MCIS. The Life Inventory is designed to help identify potential barriers to achieving your employment and educational goals. The Soft Skills Checklist is designed to make you aware of areas that need to be addressed to achieve success. Working with an agency such as Job Service or Adult Basic Education becomes a true asset in helping to solve some of these issues.

### Life Inventory

**Transportation**

- ☐ No vehicle
- ☐ No license
- ☐ Suspended license
- ☐ Vehicle not working or needs repairs
- ☐ No available public transportation or alternative transportation
- ☐ Other transportation issues \_\_\_\_\_

**Child Care**

- ☐ No child care
- ☐ Can't afford child care
- ☐ Have special needs child
- ☐ Parenting skills
- ☐ Other child care issues \_\_\_\_\_

**Health**

- ☐ Disability
- ☐ Addiction
- ☐ Limitations on physical activities (i.e. lifting, sitting or standing for)
- ☐ Insurance issues
- ☐ Dental care
- ☐ Eye care
- ☐ Physical or emotional abuse
- ☐ Other health issues \_\_\_\_\_

**Financial**

- ☐ Bankruptcy
- ☐ Credit problems
- ☐ Food
- ☐ Housing
  - ☐ Inadequate
  - ☐ Can't afford current housing
  - ☐ Homeless
  - ☐ Need help with utilities

**Other personal needs**

- ☐ Need interpretation services
- ☐ Clothing
- ☐ Family care (parents/siblings etc.)
- ☐ Legal issues
- ☐ Relocation needs
- ☐ Other needs \_\_\_\_\_

**Soft Skills Checklist**

Put an X in the column that best matches your opinion of each statement.

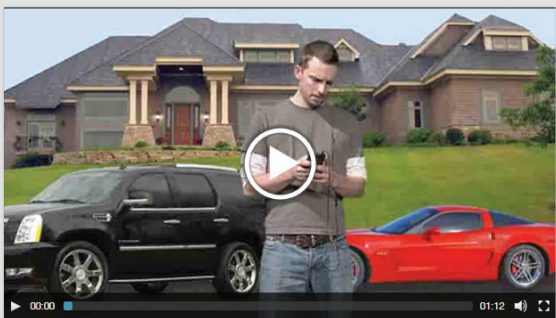
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I often spend more time trying to think of ways to get out of things than it would take me to do them				
Asking for help on the job is a sign of being weak				
I think it's okay to take off time from work for personal reasons, even if I don't have vacation or personal leave available				
I usually try to avoid doing job tasks that I dislike doing				
I have held a couple of jobs for less than 3 months				
If my child was sick my only option would be not to go to work				
I'd rather quit a job than do something I don't think I should have to do				
When someone makes me angry I get even				
I find it difficult to take criticism without feeling hurt				
I seem to be late more than I am on time for things				
To cover a three month gap in employment it is okay to extend the end date of my last job				
Success in life is a matter of luck				
When I fail, it is usually someone else's fault				
Being 5 or 10 minutes late for work is no big deal				
My appearance does not affect my chances of getting a job, what I wear is an expression of who I am				
It's okay to not call my supervisor when I'm sick and can't come to work				
It is okay to ignore my co-workers				
Texting or talking to my friends during work time is totally acceptable.				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Add up the number of Xs in each column				

If you have two or more Xs in columns A or B, you could benefit from some additional soft skills training.

PLAN ASSESSMENTS OCCUPATIONS EDUCATION EMPLOYMENT MY PORTFOLIO

### REALITY CHECK

Español



**Get a Reality Check**

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.

Start Your Reality Check

**Know Your Occupation?**

Know which occupation you want to pursue? Figure out if it can support your lifestyle.

Start With an Occupation

**Know Your Salary?**

Already know the salary you need? Find out which occupations provide this salary in your city or region.

Start With a Salary

## Reality Check

The last assessment is Reality Check. Reality Check lets you pick your lifestyle. You decide what type of housing, transportation, food, clothing, entertainment, etc. and the assessment tallies up the monthly expenses. When you are done, you pick the level of education you want to pursue and a list of occupations that provide enough income to maintain that lifestyle will show up on your list.

**MCIS** Montana Career Information System

Text Only Version Log Out

PLAN ASSESSMENTS OCCUPATIONS EDUCATION EMPLOYMENT MY PORTFOLIO

REALITY CHECK

Start Over Español

**\$575 a Month**  
For Southwestern Montana

**What Type of Housing Will You Need?**

Once you decide where you want to live, you need to decide what type of housing you want. Sharing a place with family or friends can be a good way to reduce your housing costs.

Live at home \$0

1 bedroom apt. \$575

2 bedroom apt. \$760

3 bedroom apt. \$900

House \$1250

Enter Your Own

Reality Check can be found under the Assessment tab. Click on the Get a Reality Check button to begin. After selecting a region in Montana, you will begin to build your budget. In the example here you select one of the housing options. If the option you want isn't on the page, you can type in another dollar amount in the blank box.

**Enter in Other Amounts**

Select your options for each category. When you finish make sure to save your results to your portfolio.

Your final budget will look like the example to the right. Notice the total includes the Federal and State taxes that will be taken out of your earnings. In this instance an annual salary of \$48,165 will be needed to maintain this lifestyle.

**Adding it All Up**

Below are the amounts for the items you have selected. Now that you know how much your expenses are, the next step is to find out which occupations pay you the salary you need to afford your lifestyle.

Your Monthly Expenses	Totals for Eastern Montana
Housing	\$1,200
Utilities	\$195
Communications	\$75
Food	\$360
Transportation	\$480
Clothes	\$100
Health Care	\$66
Entertainment	\$100
Personal Care	\$75
Miscellaneous	\$100
Student Loans	\$300
Savings	\$152
<b>Monthly Expenses</b>	<b>\$3,203</b>
<b>Annual Expenses</b>	<b>\$38,436</b>
Federal Taxes	\$7,120
State Taxes	\$2,609
<b>Total Salary Needed</b>	<b>\$48,165</b>

Investigate Family Expenses



The next step is clicking the next link to pick the level of education you plan to get. You'll find that changing the amount of education will greatly affect the list of occupations you will get. In our example, we selected 2 to 3 years of education and got a short list of occupations. Select an occupation cluster on the next screen.

We recommend selecting the Not Yet option to include all occupation clusters. That will yield you a more robust list.

Education and Training Options

Choose Which Options Apply To You

**A few hours to 3 months**

A few hours up to 3 months of on-the-job training. No previous work experience required.

**4 months to 1 year**

4 months to 1 year of school. Previous work experience is helpful but not required.

**2 to 3 years**

2 to 3 years of school (associate degree); OR 2 to 3 years of on-the-job training; OR 3 or 4 years of apprenticeship; OR up to 2 years of previous work experience.

**4 years**

4 years of school (bachelor's degree); OR 2 years of school (associate degree)

**5 or more years**

5 or more years of school (master's, doctoral, or professional degree); OR 4

Apply

Your Results

These occupations meet [your education and training and career cluster preferences](#), and pay enough to meet your required salary (\$32,485) for [Southwestern Montana](#).

401 occupations. Stars indicate occupations you have previously saved.

Save Checked

Agriculture, Food, and Natural Resources	Education Level	Wages
<input type="checkbox"/> <a href="#">Agricultural Engineers</a> ⚠	4 years	\$74,000 ⓘ
<input type="checkbox"/> <a href="#">Agricultural Scientists</a>	4 years	\$44,030 ⓘ
<input type="checkbox"/> <a href="#">Agricultural Worker Supervisors</a>	4 months to 1 year	\$46,180 ⓘ
<input type="checkbox"/> <a href="#">Animal Breeders</a> ⚠	A few hours to 3 months	\$34,250 ⓘ
<input type="checkbox"/> <a href="#">Animal Scientists</a> ⚠	4 years	\$61,680 ⓘ
<input type="checkbox"/> <a href="#">Commercial Fishers</a> ⚠	4 months to 1 year	\$33,430 ⓘ
<input type="checkbox"/> <a href="#">Environmental Engineering Technicians</a> ⚠	2 to 3 years	\$37,860 ⓘ
<input type="checkbox"/> <a href="#">Environmental Engineers</a>	4 years	\$73,400 ⓘ
<input type="checkbox"/> <a href="#">Farm Equipment Mechanics</a> ⚠	2 to 3 years	\$33,860 ⓘ
<input type="checkbox"/> <a href="#">Farmers and Farm Managers</a> ⚠	2 to 3 years	\$69,300 ⓘ

We ended up with 401 occupations on our list. From here you can compare this list of occupations with lists from the other assessments. By now you may be seeing some occupations showing up on more than one list.

## What's in it for you?

Reality Check will help you compare your living expenses with potential income. Can you make it on what the occupation pays? Good to know now rather than later.

## CONGRATULATIONS!

You've finished step 1. Learning about your skills, interests, and potential barriers takes some time, but the efforts you put in on step 1 pay off. You are well on your way to finding a career that you will find satisfying.

## STEP 2: EXPLORATION

This is the heart of PEP Talk, exploring occupations and finding the one that you will pursue. Using the results of the SKILLS and the Interest Profiler assessments, you'll compare your list of occupations in order to narrow down your list to the occupations you are most interested in.

- ➡ Print out the Top 30 Occupations report from SKILLS and print the list of occupations from your top two or three high interest areas from Interest Profiler.
- ➡ Compare the two lists and circle occupations that show up on both lists. You don't have to limit yourself to occupations that show up in both lists.
- ➡ Write down the occupations you'd like to consider on the table on the next page. Mark which assessment list(s) the occupation came from.



### What's in it for you?

As the saying goes, find a job you love and you'll never have to work a day in your life. Using your assessment results will give you a leg up in finding that job you'll love.

## INTERESTING OCCUPATIONS LIST

Occupation	SKILLS <i>(check if it appears in the list)</i>	Interest Profiler <i>(check if it appears in the list)</i>

## Exploring Occupations with MCIS

Now that you have a list of occupations it is time to learn more about them. You know these occupations match your skills and/or interests, but do you know what they do, how much they pay, or how many openings there are for each occupation?

The screenshot shows the MCIS Montana Career Information System website. The 'Occupations' tab is selected in the top navigation bar. Below the navigation bar, there are links for 'Occupations', 'Choosing Occupations', 'Clusters Index', and 'Titles Index'. A list of occupations starting with 'A' is displayed, including: Abuse Counselors, Academic Deans, Account Executives, Accountants and Auditors, Accounting Clerks, Actors, Actresses, Actuaries, Acupuncturists, Addictions Counselors, Adjudicators, Adjusters, Insurance, Adjustment Clerks, Administrative Assistants, Administrative Clerks, Administrative Services Managers, and Administrators, College and University. Each occupation is followed by a link to learn more about it.

The screenshot shows the MCIS Montana Career Information System website. The 'Occupations' tab is selected in the top navigation bar. Below the navigation bar, there are three sections: 'Which occupations match my preferences?', 'What can I learn about occupations?', and 'What options are available in the military?'. Each section has a brief description and a link to learn more about it.

All of these things are important to know when deciding on a career. MCIS provides you with all the resources you'll need to get a complete picture of each occupation.

➡ Log into MCIS and hover over the Occupations tab and select the Occupations link under the What can I learn about occupations?

➡ Use the Titles Index to find the first occupation on your list.

➡ Click on the occupation title you want to know more about.



Occupation information is provided in several ways. First, the topics for each are listed on the left hand side of each occupation. Click on each topic to read more about it. Second, many occupations contain videos that describe the occupation in more detail. Third, there are real world interviews on many of the occupations, which talk about a day-in-the-life of someone in that occupation.

**TOPICS**

- At a Glance
- Overview
- Helpful High School Courses
- Work Activities
- Working Conditions
- Physical Demands
- Skills and Abilities
- Knowledge
- Preparation
- Hiring Practices
- Licensing / Certification
- Wages
- Outlook
- Advancement Opportunities
- Interests and Values
- Resources

**At a Glance**

Accountants and auditors assemble, analyze, and check the accuracy of financial information.

Quick Facts: Accountants and Auditors	
Wages	Earn \$54,440 per year
Employment	Very large occupation
10 Year Growth	Faster than average
Annual Openings	Very High

**Preparation**

An accountant or auditor typically needs to:

- have a high school diploma or GED
- have a bachelor's degree in accounting

A certified public accountant (CPA) typically needs to:

- have a high school diploma or GED
- complete a five-year, 150-credit hour accounting program (awards a bachelor's or master's degree)
- have public accounting experience
- pass the Uniform CPA Examination

**Working Conditions**

In a typical work setting, accountants and auditors:

- Have a medium level of social contact. They work with customers, other accountants and auditors, and office staff. In general, auditors have more contact with customers than accountants do.
- Often work indoors.
- Must be exact in their work and be sure all details are done. Errors could cause clients to lose money.
- May work long hours from January to April, if specializing in tax preparation.

**Wages**

In Montana, accountants and auditors earn a median wage of \$54,440 per year.

	\$0	\$50	\$100	\$150	\$200
Montana					

**VIDEOS**

**INTERVIEWS**

**Related Information**

- Real World Interviews
- Occupation Videos
- US jobs
- Programs of Study
- Occupations
- Military Occupations
- Industries
- Occupation Cluster

Check out all of the topics to learn as much about the occupation as possible. Two topics that will probably be important to you are the Wages and Outlook topics.

MCIS provides wage information for each occupation which includes data for the United States, Montana, and several regions within the state. In the example here we can compare wages for Billings, Great Falls, Missoula, Eastern and Southwestern Montana along with the entire state and U.S. Wages can also be compared from other states by clicking on the Select different states button. Also included is the wage range for the middle 50% of people in the occupation for each location. The range includes the 25th and 75th percentile as well as the median wage. The range includes the 25th and 75th percentile as well as the median wage. The median wage is not the same as average wage. The median wage is the middle wage. If all the wages are listed from lowest to highest, the median wage is in the middle of the list, with half of the wages lower and half higher.

Montana-specific wage information can help you in several ways.

- ➡ You can determine if the wages paid will be enough to meet your lifestyle needs (refer to Reality Check results).
- ➡ You will have accurate information to use when negotiating with an employer on salary and raises.
- ➡ You can use the information to decide what area of the state or country may offer the best wages.

Occupations
Choosing Occupations
Clusters Index
Titles Index
Compare
Search
Filter

## VETERINARY TECHNOLOGISTS AND TECHNICIANS

**Topics**

- At a Glance
- Overview
- Helpful High School Courses
- Work Activities
- Working Conditions
- Physical Demands
- Skills and Abilities
- Knowledge
- Preparation
- Hiring Practices
- Licensing / Certification
- Wages**
- Outlook
- Advancement Opportunities
- Interests and Values
- Resources

**Wages**

Annual
Monthly
Hourly

**Annual Wages**

Veterinary technologists and technicians (29-2056)

Location	25%	Median	75%
Montana	\$24,080	\$27,220	\$30,110
Billings	\$22,320	\$25,440	\$30,320
Great Falls	\$22,720	\$25,460	\$29,360
Missoula	\$22,980	\$26,730	\$29,580
Southwestern Montana	\$26,060	\$28,430	\$30,790
United States	\$25,400	\$30,500	\$36,860

View graphic version

Select different states

Wages vary by employer and area of the country. Wages are also affected by the level of responsibility of the veterinary technologist and technician.

Veterinary technologists and technicians who work full time often receive benefits. Typical benefits include sick leave, paid vacation, and health insurance.

**Related Information**

- Occupation Videos
- US jobs
- Programs of Study
- Occupations
- Industries
- Occupation Cluster

Occupations
Choosing Occupations
Clusters Index
Titles Index
Compare
Search
Filter

## VETERINARY TECHNOLOGISTS AND TECHNICIANS

**Topics**

- At a Glance
- Overview
- Helpful High School Courses
- Work Activities
- Working Conditions
- Physical Demands
- Skills and Abilities
- Knowledge
- Preparation
- Hiring Practices
- Licensing / Certification
- Wages
- Outlook**
- Advancement Opportunities
- Interests and Values
- Resources

**Outlook**

The table below provides information about the number of workers in this occupation in It also provides information about the expected growth rate and future job openings.

Location	Employment	&	This occupation	Growth	>>>>	Annual openings
Montana	414	Medium	38.9%	14.8%	>>>>	20 High
United States	84,600	Medium	29.5%	10.8%	>>>>	3,340 Moderate

View graphic version

Select different states

**Employment**

Major employers:

- Veterinary hospitals and clinics
- Research labs at colleges and universities

**Outlook**

Demand for this occupation will remain strong. The number of pets people own is expected to increase, pet owners are expected to increase their use of veterinary services. As veterinarians perform more specialized procedures, technologists and technicians do more complex work. Graduates of training programs in veterinary technology have the best prospects for a job. More schools offer this program and there are more graduates competing for jobs.

**Related Information**

- Occupation Videos
- US jobs
- Programs of Study

The other important topic to consider is outlook. Outlook provides information on the number of job openings projected for the future. This can determine how easy or difficult it may be to find a job in the occupation. The example here shows that this occupation is a medium-sized occupation in the state with approximately 20 openings annually in Montana and 3,340 nationally. Once again, you can look at the job openings for other states as well. When we look at the growth column we see that this occupation is growing at a rate of 38.9% which is faster than the growth rate for all occupations at 14.8%.

## Explore job openings in Montana

Each occupation also lists some additional information under the Related Information heading.

The US jobs link brings up a list of current job postings for the occupation.

### Related Information

-  [US.jobs](#)
-  [Programs of Study](#)
-  [Occupations](#)
-  [Industries](#)
-  [Occupation Cluster](#)
-  [Self-Employment](#)

10 jobs found in Montana matching occupation title : Nonfarm Animal Caretakers





Jobs 1 - 10 of 10

Sort by: Relevance | Date

#### PET CARE ATTENDANT

Montana Employer (Laurel, MT)  
first acquired 2013-12-5 11:06 PM





Share this job:

#### PET DAYCARE

Montana Employer (Billings, MT)  
first acquired 2013-10-25 11:10 PM





Share this job:

#### GROOMER

Montana Employer (Billings, MT)  
first acquired 2013-10-25 11:10 PM





Share this job:

#### Dog Groomer Assistant

Montana Employer (East Helena, MT)  
first acquired 2013-12-16 11:05 PM





Share this job:

#### Kennel Attendant

Montana Employer (Great Falls, MT)  
first acquired 2013-12-20 11:06 PM





Share this job:

#### Vet Assistant / Kennel Aide

Montana Employer (Miles City, MT)  
first acquired 2013-12-5 11:07 PM





Share this job:

#### Pet Stylist

Montana Employer (Kalispell, MT)  
first acquired 2013-7-12 11:07 PM

Share this job:

## Explore education and training

The Programs of Study link provides a list of programs that lead to the occupation. In this example there are three directly related programs: Animal Grooming, Animal Training, and Veterinary Technology, and three other programs to consider.

### Programs of Study

The Programs of Study listed below are the recommended areas of study to pursue if you wish to enter the occupation you are currently exploring.

#### Programs of study directly related to this occupation

- [Animal Grooming](#)
- [Animal Training](#)
- [Veterinary Technology](#)

#### Other programs of study to consider

- [Agricultural Business and Management](#)
- [Equestrian Studies](#)
- [Veterinary Medicine](#)

Take some time to look at the different training options. We've selected Equestrian Studies for an example. You can check out the typical coursework and information on program admission. Each program lists Montana or US schools, colleges, and universities that provide that program of study. Notice that there are 4 schools in Montana that offer Equestrian Studies.

## EQUESTRIAN STUDIES

★ Save

### Topics

- Overview
- Program Admission
- Typical Course Work
- Things to Know
- Resources

### Related Information

- Montana Schools
- US Colleges and Universities
- Occupations
- Programs of study
- Financial Aid

### Montana Schools

The state links below will display a list schools that offer the program of study you are currently exploring.

- Montana Schools
  - Miles Community College - Associate
    - Program Descriptions
  - Montana State University - Bozeman - Bachelor's, Master's, Doctorate
    - Program Descriptions
  - Rocky Mountain College - Bachelor's
    - Program Descriptions
  - University of Montana Western - Associate, Bachelor's
    - Program Descriptions

Clicking on the school links will take you to detailed school information.

Montana Schools
 Choosing a School
 Clusters Index
 Titles Index
 Compare
 Search

## UNIVERSITY OF MONTANA WESTERN

★ Save
E-mail
Letter
Print

### Topics

- School name and address
- General information
- Student body
- Costs
- Financial aid
- Admissions
- Academics
- Sports
- Student life
- Housing
- Student services
- Career services
- Graduate study

### School name and address

**Contact for more information**

	University of Montana Western 710 South Atlantic PO Box 113 Dillon, MT 59725-3598
Main telephone	406.683.7011
Website	<a href="http://www.umwestern.edu/">http://www.umwestern.edu/</a>
Virtual campus tour	<a href="http://my.umwestern.edu/campusinfo/tour/">http://my.umwestern.edu/campusinfo/tour/</a>

### At a Glance

- Dillon, MT
- Small town-rural area (not within commuting distance of a large city)
- 1,483 undergraduate students
- Admissions: Minimally difficult (about 95% of applicants accepted)
- In-state tuition: \$3,699
- Out-of-state tuition: \$13,532
- Public
- Applications due: Continuous

### Related Information

- Agriculture

Continue exploring all of the occupations on your list. Each step of your research can be saved to your portfolio so you can come back to it later.



## Narrow your list of occupations

Once you have explored all of your occupations, you should start eliminating choices that aren't a good fit for you. You may decide that an occupation doesn't pay enough, has limited advancement opportunities, or requires too much education.

Once you have a shorter list you can compare your choices side by side in MCIS.

## CONGRATULATIONS, YOU'VE COMPLETED STEP TWO.

You are almost done.

The last step is creating your plan.

## STEP 3: CREATING YOUR PLAN

Goal setting is an important skill, not only for planning careers, but for anything you strive to achieve. For PEP Talk we are going to use the S.M.A.R.T. goal setting model.

**S**PECIFIC

**M**EASURABLE

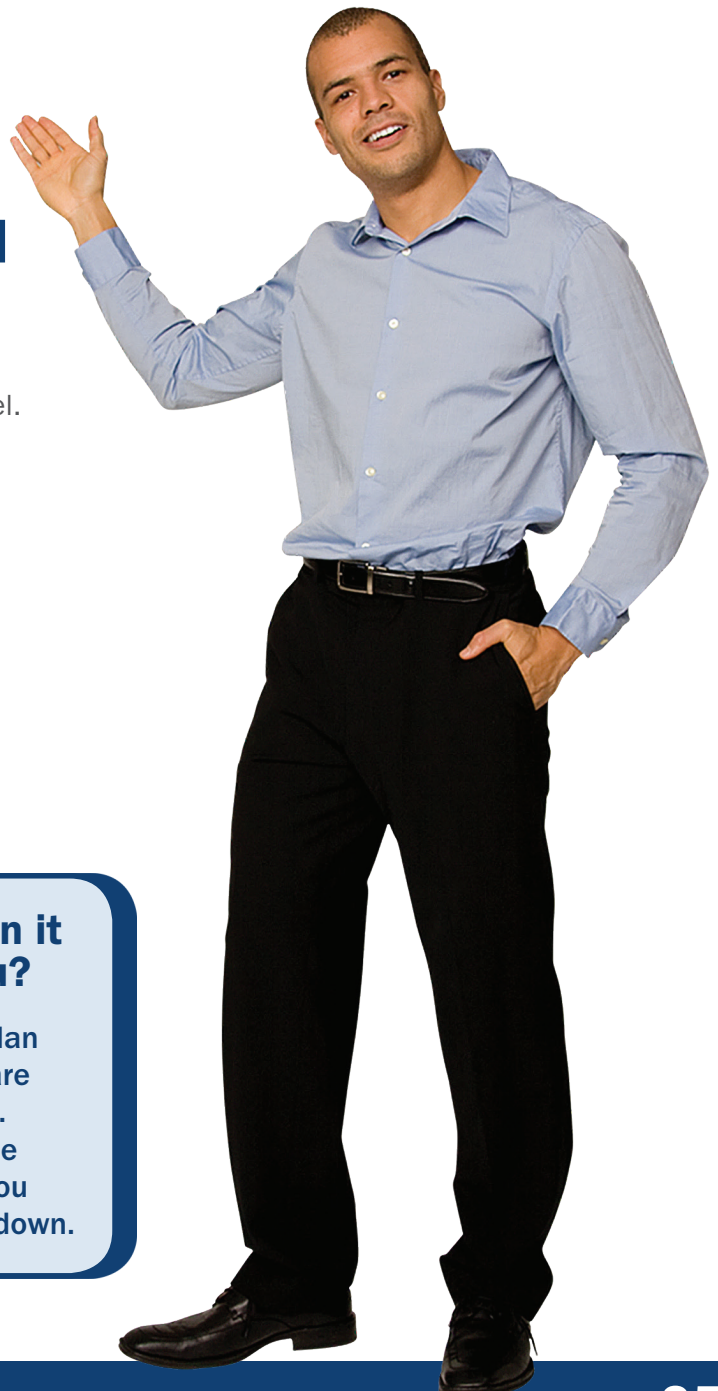
**A**TTAINABLE

**R**EALISTIC

**T**IME BOUND

### What's in it for you?

Without a plan your goals are just dreams. They become real when you write them down.



# SPECIFIC

When setting a goal, it is important to be as specific as possible. Instead of saying you will “start preparing for your job search”, you’ll want to say “I will have a resume finished by Friday of this week” or “I will meet with the Job Service staff to get registered on Tuesday.”

## Which of these goals is specific?

I will think about how to get reliable transportation.

or

I will talk to my family about temporarily borrowing a car for my job search activities.

The second one is more specific. With this specific goal we know what steps we are going to take to try and get some transportation for our job search. The first one is vague and offers no action other than thinking. Thinking is important to planning, but it isn’t the type of action that provides concrete steps in reaching a goal.

# MEASURABLE

Your goals should be measurable. That means you need to be able to determine whether or not you’ve met your goals. For example, instead of saying “I will study for my HiSet exam” you could say “I will take a practice test on Friday.” It will be easy to know whether or not you met your goal.

## Which one of these goals is measurable?

Complete the SKILLS assessment and come up with 3 occupational choices.

or

Take an assessment.

The first one is measurable. If we do not take the SKILLS assessment and come up with 3 occupational choices, we have not met our goal. The second one does not specify what assessment to take and what result we should end up with.

# ATTAINABLE

You want your goals to be attainable. If your goal is to lose weight for instance, setting a goal of losing 50 pounds can be overwhelming. You certainly could reach that goal eventually but breaking the goal into smaller amounts may be more attainable. A better way to achieve a weight loss goal may be to set goals for the amount of exercise or number of calories to consume.

## Which of these goals is attainable?

Get a law degree.

or

Get a paper route to help pay for living expenses while going to school.

The first goal may be attainable over a period of years, however, as an initial goal may not be a good goal. The second goal is attainable and is one of the steps that you might take to pay for your college education.

# REALISTIC

Realistic goals are somewhat related to attainable goals. For example, there are some occupations that require drug tests in order to be hired and stay employed. If an individual has a drug problem, it is not realistic to apply for a job that requires drug testing. A realistic goal would include getting treatment for the drug problem first.

## Which of these goals is realistic with a TABE score of 5.9?

Become a scientist.

or

Get remedial training in reading and math.

The first goal is only realistic if the individual improves their comprehension of math and reading. The second goal is necessary for the first goal to become possible.

## TIME BOUND

Your goals should have some type of timeline built in. In some of our examples a day of the week was mentioned. However, our timelines may be weeks, months, or years from now. Long term goals that require several years to reach can be broken down into smaller time frames to better track progress towards that goal. In the examples of getting a law degree or becoming a scientist, those goals are long term, taking at the minimum 4 to 5 years to become a scientist and longer if a law degree or masters degree are needed. Breaking that goal down into the smaller goals such as getting a part time job to help fund college tuition, or getting remedial training where needed, will help you to reach your long term goal.

### Which of these goals is time bound?

Develop a resume by next Friday.

or

Find work as a disc jockey.

With the first goal, we have a deadline. If we miss this deadline, we'll know we didn't meet our goal. The second goal will be harder to reach without some type of timeline for ourselves. Not putting timelines in your goals makes it too easy to procrastinate about putting in the steps to reach a goal. Before you know it, months have passed without you being any closer to your goal.



Let's practice putting a SMART goal together, making sure we include all 5 components.

We're going to help Kate write a SMART goal. She is a single mother, has an unreliable car, and no savings. Kate wants to become a pet groomer.

Her long term goal is to become a pet groomer but she doesn't know anything about the occupation or whether or not she can support herself and her child working as a pet groomer. Given what you know from your work so far in PEP Talk what does she need to do?

First, Kate needs to explore the occupation of pet groomer in MCIS. Next, she should also take the Reality Check to figure out the budget she needs to support herself and her family. Her SMART goal could look like this:

**Long term goal:** Research the occupation of pet groomer in MCIS and make a decision about pursuing this occupational goal by August 1.

**Does it meet our SMART goal criteria?**

**Specific:** It has a specific action which is to research pet groomer in MCIS and make a decision on pursuing this career.

**Measurable:** She will know if she met her goal when she makes a decision about her choice.

**Attainable:** This goal should be easy to attain. All she needs is a computer that can access MCIS.

**Realistic:** This goal is realistic. It is an important step in planning for larger goals. There are no barriers for her in reaching this goal.

**Time bound:** She has a deadline for the goal.

**Yes, this is a SMART goal.**

Now that Kate has a goal, let's fill out the Goal Setting Template with the details.



<b>Long Term Goal:</b>			
<div></div>			
<b>Short term goal:</b>	<b>Short term goal:</b>	<b>Short term:</b>	<b>Short term:</b>
<div></div>	<div></div>	<div></div>	<div></div>
<b>Action Steps</b>	<b>Action Steps</b>	<b>Action Steps</b>	<b>Action Steps</b>
<div></div>	<div></div>	<div></div>	<div></div>
<b>Target date</b>	<b>Target date</b>	<b>Target date</b>	<b>Target date</b>
<div></div>	<div></div>	<div></div>	<div></div>
<b>Additional Information:</b>			
<div></div>			



We can put Kate's goal in the top box, Long Term Goal. Notice that her goal meets the criteria for a SMART goal. Underneath the long term goal we have broken the goal into smaller short term goals. With these short term goals, she has a clear set of steps to follow to reach her long term goal. She will quickly see progress because her short term goals have a shorter time frame, days and weeks instead of months and years.

<b>Long Term Goal:</b>			
<div>Research the occupation of pet groomer in MCIS and make a decision on whether or not it will meet my family's needs by August 1st.</div>			
<b>Short term goal:</b>	<b>Short term goal:</b>	<b>Short term:</b>	<b>Short term:</b>
Create a portfolio in MCIS and take the Reality Check	Look up the pet groomers and read all the information	Visit several dog groomers and ask them about their jobs and education	Make a decision based on what I learn
<b>Action Steps</b>	<b>Action Steps</b>	<b>Action Steps</b>	<b>Action Steps</b>
Go to the website and create my portfolio. Print out budget sheet from Reality Check	Go to the occupation list and click on dog groomers. Look at the duties, wages, outlook, and training information	Collect names and phone numbers for groomers. Develop questions to ask. Make appointments to meet with them.	Compare all of the information and decide if this is the best choice for me.
<b>Target date</b>	<b>Target date</b>	<b>Target date</b>	<b>Target date</b>
By this weekend	Next Wednesday	Interviews scheduled 6-15 Interviews completed 7-15	August 1
<b>Additional Information:</b>			
www.careers.mt.gov website to access MCIS			

The example we've used here is a fairly easy goal, and could actually have been a short term goal under a much bigger long term goal. But, for our purposes, it serves as an example.

You may find that you'll have several long term goals. We have provided two Goal Setting Templates in this workbook, but you can also download more from the [www.careers.mt.gov](http://www.careers.mt.gov) website, or photocopy one of the templates in the book. In Kate's case, as a single mother, she needs to figure out how to find affordable childcare. She can use a second template to work out the steps she'll take to solve that problem.

Now it is time to put your long term and short term goals down on paper.

Start with writing your long term goal down, using the SMART goal format. Then, as we did for Kate, break the goal down into several short term goals and action steps. If you are working with the Job Service, Adult Basic Education, Vocational Rehab, or school counselor, ask them for help. They are experts at goal planning and career development and can help you look at the results of your assessments and occupation exploration and determine some good action steps to reach your goal. They may even be able to find you resources to assist with tuition and other financial and family needs.

When you complete an action step and each short term goal, put a check mark over it on your Goal Setting Template and congratulate yourself on getting one step closer to your goal. When you reach your goal, celebrate your success.

**CONGRATULATIONS AND  
GOOD LUCK IN YOUR  
CAREER!**



# SKILLS WORKSHEET

## Instructions

This worksheet will help you use the SKILLS assessment. Before you use the computer program, you need to identify the skills you currently have and decide which ones you would most enjoy using in your work.

### STEP 1

At the top of the next page, list at least three Accomplishments (you may list up to seven). An Accomplishment is an activity or a project that has made you feel positive about yourself and your capabilities. Be specific. For example, use “built a dog house,” instead of “carpentry,” or “wrote report on Julius Caesar” instead of “writing.” Include different types of activities, such as work, leisure, community service, and school.

### STEP 2

Read all 72 skill words and their definitions. There are seven columns numbered for your accomplishments. Put a check under each accomplishment that used that skill. This will show you which skills you have used in the past and help you decide if you want to use them in the future.

### STEP 3

When you have finished Step 2, look over the list of skills once more. Identify the skills you want to use in the future by putting a check in the last column with the header “S” for Satisfying Skills. You may select skills that you have not used if you intend to develop them.

### STEP 4

The final step is prioritizing your Satisfying Skills. From the skills checked as Satisfying Skills, choose 5 skills that you most enjoy and list them in the SKILLS Summary on the back page as Very Satisfying skills. Then choose 10 more skills and list them as Moderately Satisfying skills. List the last 20 as Somewhat Satisfying skills. List each skill only once.

### STEP 5

You are now ready to use the SKILLS program on the computer.

*Worksheet may be reprinted by licensed sites for use with the CIS SKILLS component.*

## ACCOMPLISHMENTS (List at least 3)

Accomplishment 1: \_\_\_\_\_

Accomplishment 5: \_\_\_\_\_

Accomplishment 2: \_\_\_\_\_

Accomplishment 6: \_\_\_\_\_

Accomplishment 3: \_\_\_\_\_

Accomplishment 7: \_\_\_\_\_

Accomplishment 4: \_\_\_\_\_

## SKILLS

### ACCOMPLISHMENT

#### A. PERSONAL SKILLS

		1	2	3	4	5	6	7	S
01. Dependability	Working in a reliable and responsible manner.								
02. Flexibility	Accepting change and variety in the workplace.								
03. Persistence	Working continuously despite interruption.								
04. Integrity	Avoiding unethical behavior and being honest.								
05. Efficiency	Effectively using resources.								
06. Competitiveness	Striving to be the best								

#### B. SOCIAL SKILLS

		1	2	3	4	5	6	7	S
07. Social Perception	Being aware of the needs and feelings of others.								
08. Independent Work	Working with little or no supervision.								
09. Team Work	Working cooperatively with others.								
10. Working with the Public	Representing the organization and communicating with persons outside the organization.								
11. Assisting/Caring	Providing assistance, care, or service to others.								
12. Performing	Interacting with others to entertain or sell.								
13. Instructing	Teaching, guiding, or motivating others.								

#### C. MOVEMENT SKILLS

		1	2	3	4	5	6	7	S
14. Finger Dexterity	Coordinating movements of the fingers.								
15. Manual Dexterity	Coordinating movements of the hands, arm and hand, or both hands.								
16. Motor Coordination	Coordinating movements of two or more limbs together.								
17. Stamina	Exerting one's self physically over long periods of time.								
18. Strength	Exerting force repeatedly or continuously.								
19. Rapid Response	Moving quickly and correctly between two different activities.								

#### D. PERCEPTUAL SKILLS

		1	2	3	4	5	6	7	S
20. Sound Discrimination	Detecting the difference between sounds, pitch, or loudness.								
21. Shape Discrimination	Detecting the difference between sizes, shapes, and mass.								
22. Color Vision	Detecting the difference between colors, shades, and brightness.								
23. Depth Perception	Detecting the distance between objects.								
24. Visualizing	Forming a mental image of how something will look after it is moved or when its parts are moved.								
25. Creativity	Originating, designing, or creating new ideas, relationships, systems, artworks, or products.								
26. Aesthetic Judgment	Recognizing artistic or natural beauty.								

## SKILLS

## ACCOMPLISHMENT

### E. SITUATIONAL SKILLS

		1	2	3	4	5	6	7	S
27. Stress Tolerance	Dealing calmly and effectively with tense situations.								
28. Hazards Tolerance	Working in potentially dangerous conditions.								
29. Discomfort Tolerance	Working in unpleasant environmental conditions.								
30. Repetition Tolerance	Continuously performing the same action.								

### F. PROCESSING SKILLS

		1	2	3	4	5	6	7	S
31. Following Procedures	Correctly following a given set of rules to complete a task.								
32. Categorizing	Identifying items by similarities.								
33. Record Keeping	Entering, transcribing, recording, storing, or maintaining information.								
34. Attention to Detail	Checking each item or task carefully.								
35. Verifying Information	Evaluating information against a set of standards and ensuring that it is correct.								

### G. TECHNICAL SKILLS

		1	2	3	4	5	6	7	S
36. Installing	Setting up equipment, machines, or structures to meet specifications.								
37. Inspecting	Checking and evaluating equipment, structures, and products.								
38. Repairing	Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment.								
39. Troubleshooting	Determining the cause and solution of an error.								
40. Controlling Machines	Using control mechanisms or direct physical activity to operate machines.								
41. Operating Vehicles	Running, maneuvering, navigating, or driving vehicles or mechanized equipment.								
42. Using Computers	Working with computers by using programs or entering data.								
43. Programming	Writing computer programs.								
44. Technology Design	Developing or adapting equipment and technology.								

### H. MATH AND SCIENCE SKILLS

		1	2	3	4	5	6	7	S
45. Calculating	Adding, subtracting, multiplying, and dividing.								
46. Estimating	Approximating distances, quantities, time, costs, resources, or materials.								
47. Budgeting	Allocating financial resources.								
48. Math Reasoning	Using mathematical methods to understand and solve problems.								
49. Science Reasoning	Using scientific methods to understand and solve problems.								

### I. COMMUNICATION SKILLS

		1	2	3	4	5	6	7	S
50. Reading	Understanding information and ideas presented in writing.								
51. Writing	Communicating information and ideas in writing.								
52. Speaking	Talking to others to convey information.								
53. Listening	Listening to what people are saying and asking questions.								
54. Concentrating	Focusing on a task without interruption.								



## SKILLS

## ACCOMPLISHMENT

### J. PROBLEM SOLVING SKILLS

		1	2	3	4	5	6	7	S
55. Information Gathering	Locating and identifying information.								
56. Evaluating	Judging the success or progress of an idea, work activity, or project.								
57. Advising	Providing consultation or advice to others.								
58. Synthesizing	Reorganizing information to get a better approach to problems.								
59. Analyzing	Examining information and using logic to solve problems.								
60. Planning	Developing approaches for implementing ideas.								
61. Active Learning	Working with new material or information to understand the implications.								
62. Using Knowledge	Using work-related experience.								

### K. MANAGEMENT SKILLS

		1	2	3	4	5	6	7	S
63. Safety of Others	Managing the work environment to provide for the health and safety of others.								
64. Persuading	Convincing others to approach things differently.								
65. Negotiating	Bringing others together and trying to reconcile differences.								
66. Confronting	Communicating a position opposed by others.								
67. Initiating	Taking on new responsibilities and challenges.								
68. Coordinating	Organizing people and activities to complete tasks.								
69. Directing/Leading	Providing leadership and direction to others.								
70. Decision Making	Understanding information and reaching a conclusion to solve problems.								
71. Managing Resources	Determining the best use of human resources, finances, and material resources.								
72. Impact of Responsibility	Accepting the long-term outcomes of decisions.								

## SKILLS SUMMARY

5 VERY SATISFYING SKILLS						
--------------------------	--	--	--	--	--	--

10 MODERATELY SATISFYING SKILLS											
---------------------------------	--	--	--	--	--	--	--	--	--	--	--

20 SOMEWHAT SATISFYING SKILLS												

## CAREER INFORMATION SYSTEM

# SKILLS

## CARDS

*Print these pages and  
cut on dotted lines to create your personal deck.*

SKILLS Cards © Georgia Career Information Center Georgia State University

## VERY SATISFYING

(Choose up to 5 cards)

SKILLS Cards © Georgia Career Information Center Georgia State University

## SKILLS CARDS INSTRUCTIONS

### STEP 1

Find a table or other surface to work on. Spread the four header cards across the top of the table. Read each skill carefully and place it beneath the header card that best expresses your feelings about that skill.

SKILLS Cards © Georgia Career Information Center Georgia State University

## MODERATELY SATISFYING

(Choose up to 10 cards)

SKILLS Cards © Georgia Career Information Center Georgia State University

### STEP 2

The next step is “focusing.” Begin by selecting the five most satisfying skills from the cards in your **VERY SATISFYING** group. Place any extra cards in the **MODERATELY SATISFYING** group. From the **MODERATELY SATISFYING** group, select the 10 most satisfying skills and place any remaining cards in the **SOMEWHAT SATISFYING** group. Finally, choose up to 20 **SOMEWHAT SATISFYING** skills and place any extra cards in the **NOT SATISFYING** group.

SKILLS Cards © Georgia Career Information Center Georgia State University

## SOMEWHAT SATISFYING

(Choose up to 20 cards)

SKILLS Cards © Georgia Career Information Center Georgia State University

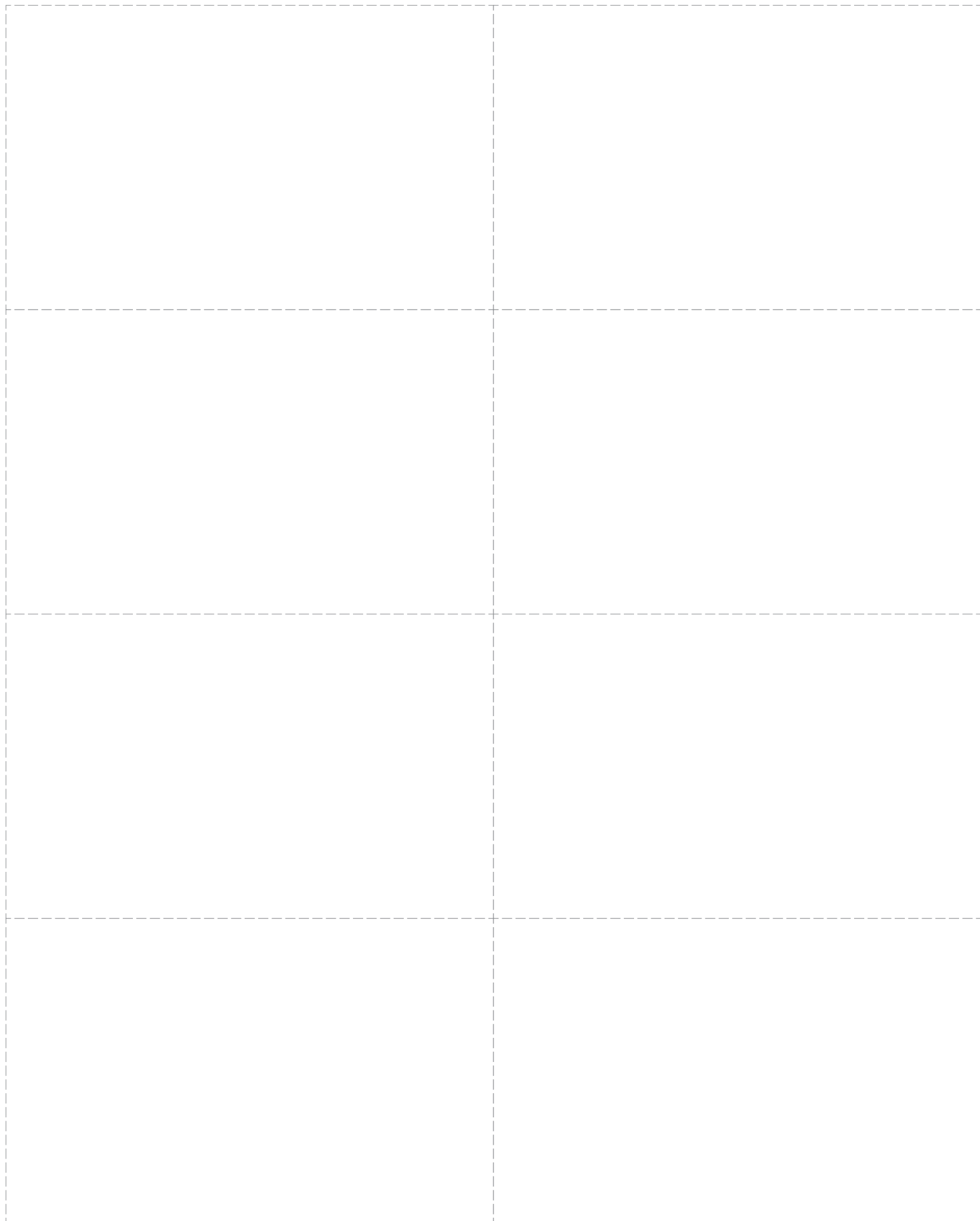
### STEP 3

On a separate sheet of paper, record all of the numbers of the skills you selected for each group. You will need to enter these numbers into the SKILLS program on the computer.

SKILLS Cards © Georgia Career Information Center Georgia State University

## NOT SATISFYING

SKILLS Cards © Georgia Career Information Center Georgia State University



**01**

**DEPENDABILITY**

Working in a reliable and responsible manner.

SKILLS Cards © Georgia Career Information Center Georgia State University

**05**

**EFFICIENCY**

Effectively using resources.

SKILLS Cards © Georgia Career Information Center Georgia State University

**02**

**FLEXIBILITY**

Accepting change and variety in the workplace.

SKILLS Cards © Georgia Career Information Center Georgia State University

**06**

**COMPETITIVENESS**

Striving to be the best.

SKILLS Cards © Georgia Career Information Center Georgia State University

**03**

**PERSISTENCE**

Working continuously despite interruption.

SKILLS Cards © Georgia Career Information Center Georgia State University

**07**

**SOCIAL PERCEPTION**

Being aware of the needs and feelings of others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**04**

**INTEGRITY**

Avoiding unethical behavior and being honest.

SKILLS Cards © Georgia Career Information Center Georgia State University

**08**

**INDEPENDENT WORK**

Working with little or no supervision.

SKILLS Cards © Georgia Career Information Center Georgia State University




**09**

**TEAM WORK**

Working cooperatively with others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**13**

**INSTRUCTING**

Teaching, guiding, or motivating others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**10**

**WORKING WITH THE PUBLIC**

Representing the organization and communicating with persons outside the organization.

SKILLS Cards © Georgia Career Information Center Georgia State University

**14**

**FINGER DEXTERITY**

Coordinating movements of the fingers.

SKILLS Cards © Georgia Career Information Center Georgia State University

**11**

**ASSISTING/CARING**

Providing assistance, care, or service to others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**15**

**MANUAL DEXTERITY**

Coordinating movements of the hands, arm and hand, or both hands.

SKILLS Cards © Georgia Career Information Center Georgia State University

**12**

**PERFORMING**

Interacting with others to entertain or sell.

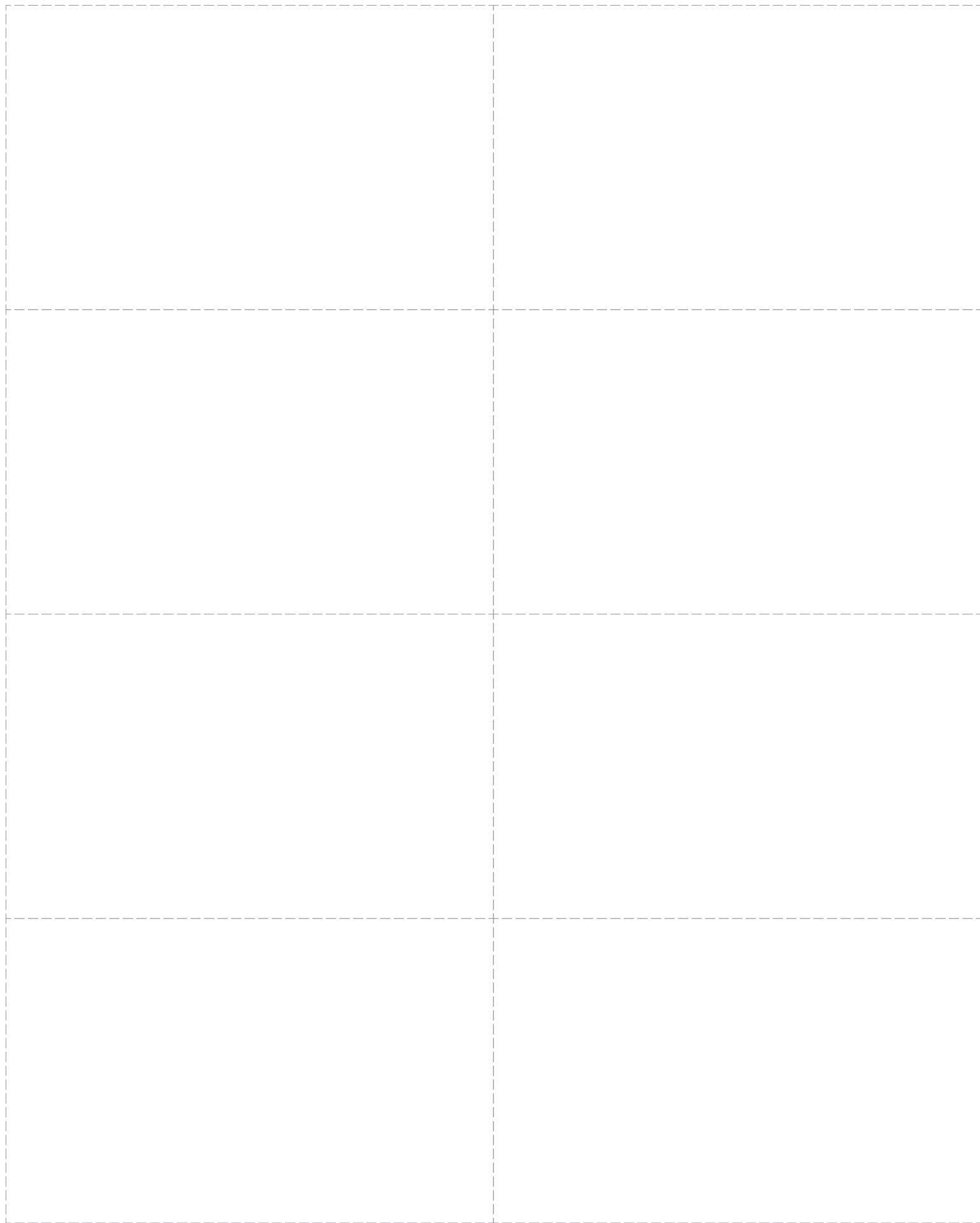
SKILLS Cards © Georgia Career Information Center Georgia State University

**16**

**MOTOR COORDINATION**

Coordinating movements of two or more limbs together.

SKILLS Cards © Georgia Career Information Center Georgia State University



**17**

**STAMINA**

Exerting one's self physically over long periods of time.

SKILLS Cards © Georgia Career Information Center Georgia State University

**21**

**SHAPE DISCRIMINATION**

Detecting the difference between sizes, shapes, and mass.

SKILLS Cards © Georgia Career Information Center Georgia State University

**18**

**STRENGTH**

Exerting force repeatedly or continuously.

SKILLS Cards © Georgia Career Information Center Georgia State University

**22**

**COLOR VISION**

Detecting the difference between colors, shades, and brightness.

SKILLS Cards © Georgia Career Information Center Georgia State University

**19**

**RAPID RESPONSE**

Moving quickly and correctly between two different activities.

SKILLS Cards © Georgia Career Information Center Georgia State University

**23**

**DEPTH PERCEPTION**

Detecting the distance between objects.

SKILLS Cards © Georgia Career Information Center Georgia State University

**20**

**SOUND DISCRIMINATION**

Detecting the difference between sounds, pitch, or loudness.

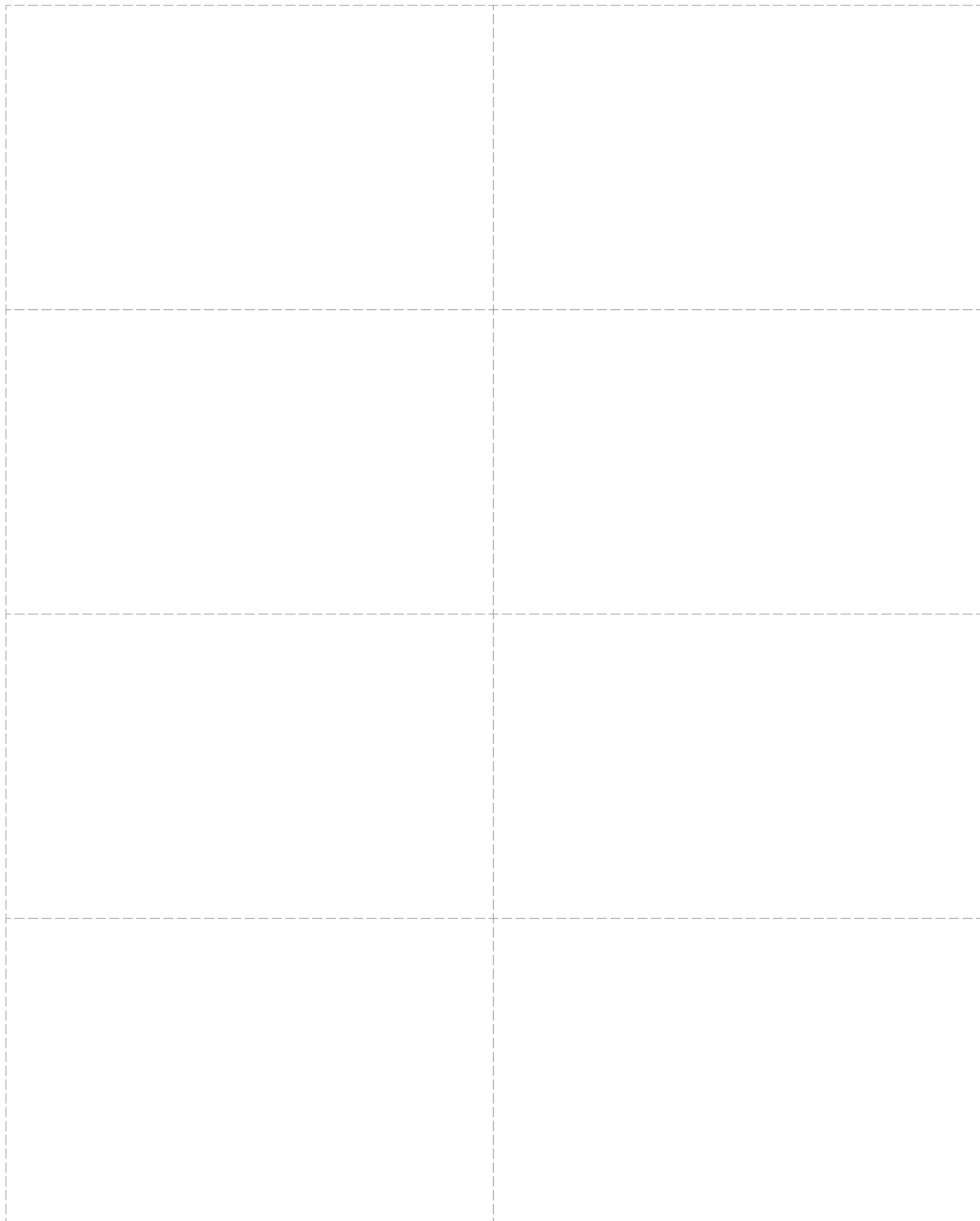
SKILLS Cards © Georgia Career Information Center Georgia State University

**24**

**VISUALIZING**

Forming a mental image of how something will look after it is moved or when its parts are moved.

SKILLS Cards © Georgia Career Information Center Georgia State University



# 25

## CREATIVITY

Originating, designing, or creating new ideas, relationships, systems, artworks, or products.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 29

## DISCOMFORT TOLERANCE

Working in unpleasant environmental conditions.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 26

## AESTHETIC JUDGMENT

Recognizing artistic or natural beauty.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 30

## REPETITION TOLERANCE

Continuously performing the same action.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 27

## STRESS TOLERANCE

Dealing calmly and effectively with tense situations.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 31

## FOLLOWING PROCEDURES

Correctly following a given set of rules to complete a task.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 28

## HAZARDS TOLERANCE

Working in potentially dangerous conditions.

SKILLS Cards © Georgia Career Information Center Georgia State University

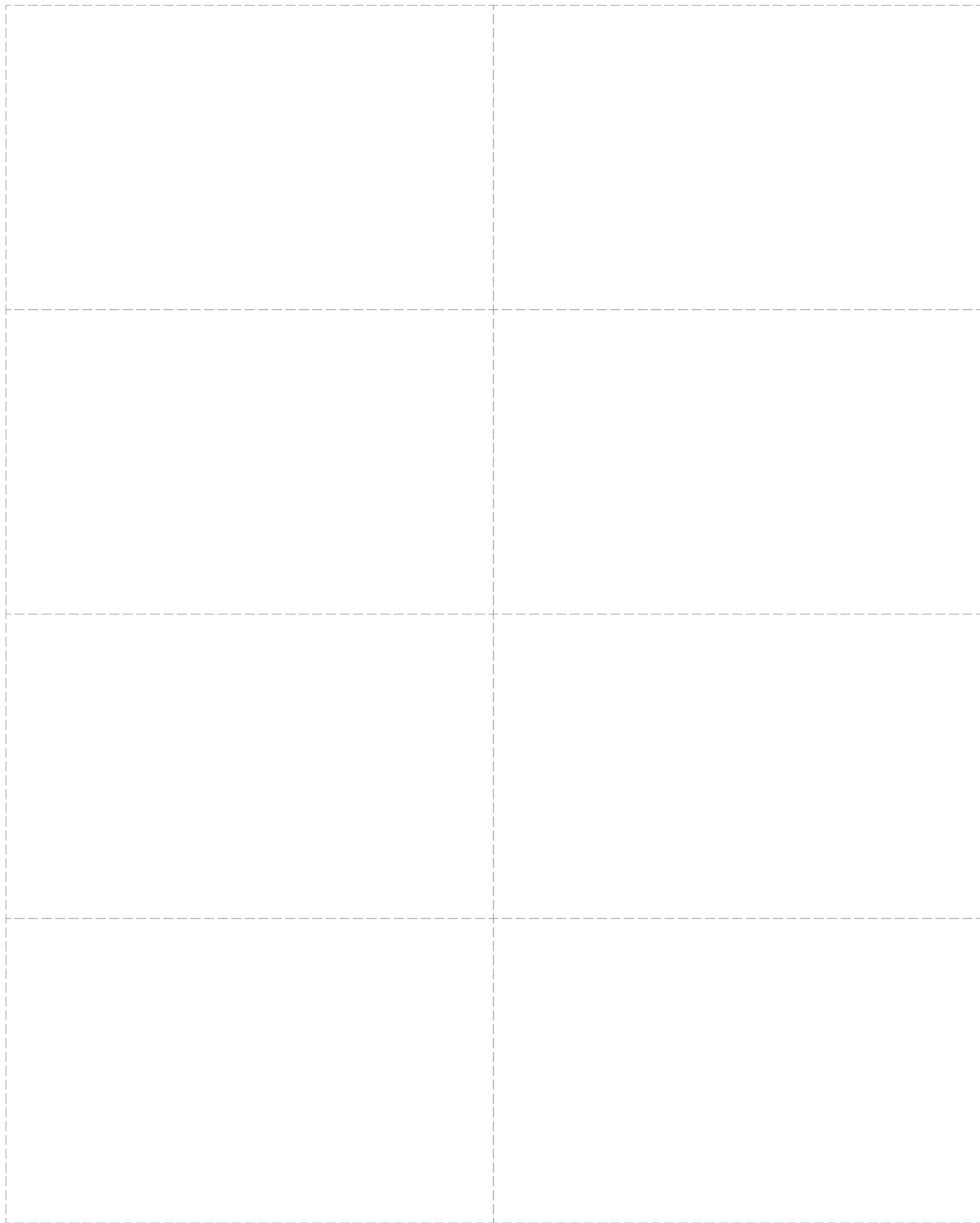
# 32

## CATEGORIZING

Identifying items by similarities.

SKILLS Cards © Georgia Career Information Center Georgia State University





# 33

## RECORD KEEPING

Entering, transcribing, recording, storing, or maintaining information.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 37

## INSPECTING

Checking and evaluating equipment, structures, and products.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 34

## ATTENTION TO DETAIL

Checking each item or task carefully.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 38

## REPAIRING

Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 35

## VERIFYING INFORMATION

Evaluating information against a set of standards and ensuring that it is correct.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 39

## TROUBLESHOOTING

Determining the cause and solution of an error.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 36

## INSTALLING

Setting up equipment, machines, or structures to meet specifications.

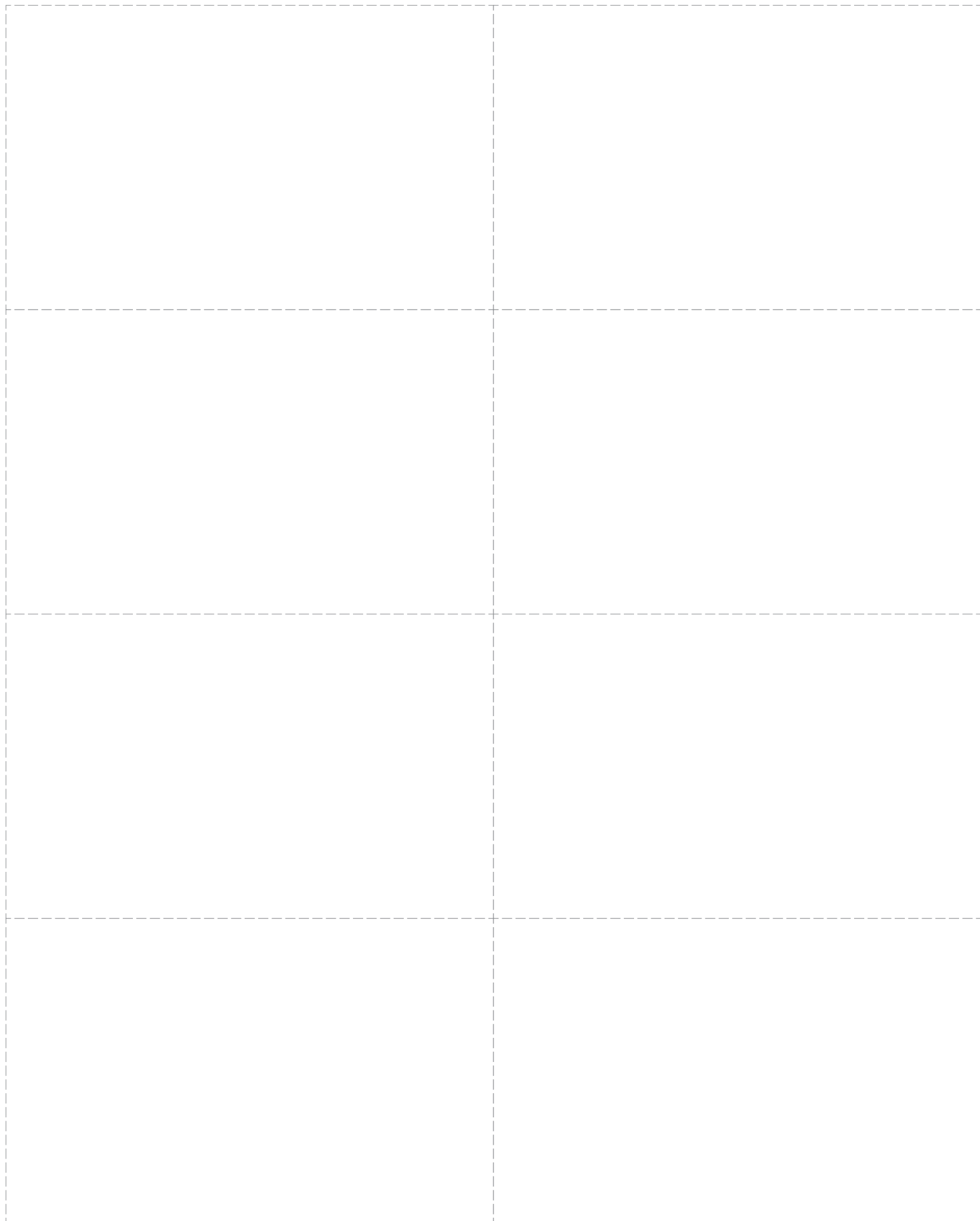
SKILLS Cards © Georgia Career Information Center Georgia State University

# 40

## CONTROLLING MACHINES

Using control mechanisms or direct physical activity to operate machines.

SKILLS Cards © Georgia Career Information Center Georgia State University



# 41

## OPERATING VEHICLES

Running, maneuvering, navigating, or driving vehicles or mechanized equipment.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 45

## CALCULATING

Adding, subtracting, multiplying, and dividing.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 42

## USING COMPUTERS

Working with computers by using programs or entering data.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 46

## ESTIMATING

Approximating distances, quantities, time, costs, resources, or materials.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 43

## PROGRAMMING

Writing computer programs.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 47

## BUDGETING

Allocating financial resources.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 44

## TECHNOLOGY DESIGN

Developing or adapting equipment and technology.

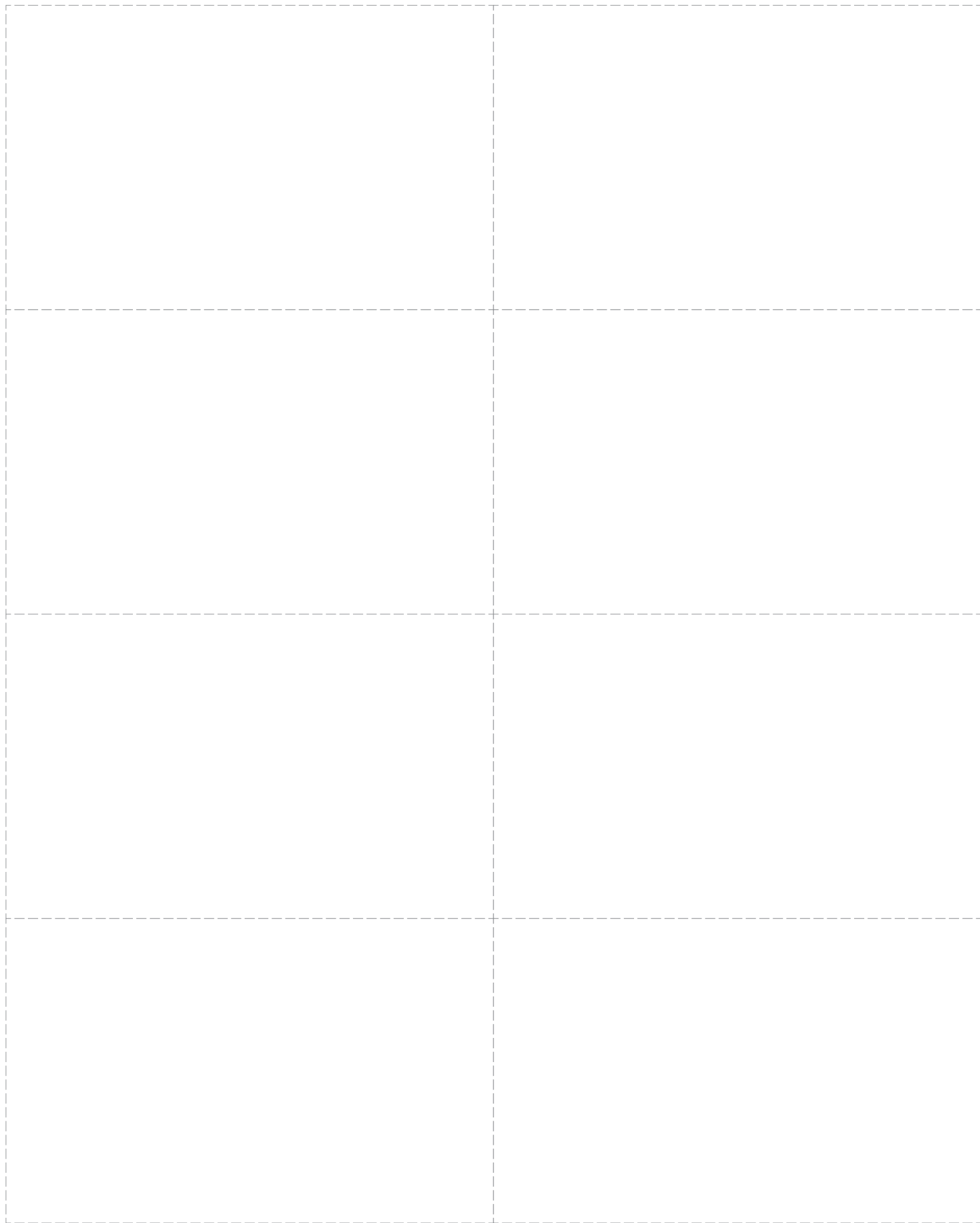
SKILLS Cards © Georgia Career Information Center Georgia State University

# 48

## MATH REASONING

Using mathematical methods to understand and solve problems.

SKILLS Cards © Georgia Career Information Center Georgia State University



# 49

## SCIENCE REASONING

Using scientific methods to understand and solve problems.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 53

## LISTENING

Listening to what people are saying and asking questions.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 50

## READING

Understanding information and ideas presented in writing.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 54

## CONCENTRATING

Focusing on a task without interruption.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 51

## WRITING

Communicating information and ideas in writing.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 55

## INFORMATION GATHERING

Locating and identifying information.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 52

## SPEAKING

Talking to others to convey information.

SKILLS Cards © Georgia Career Information Center Georgia State University

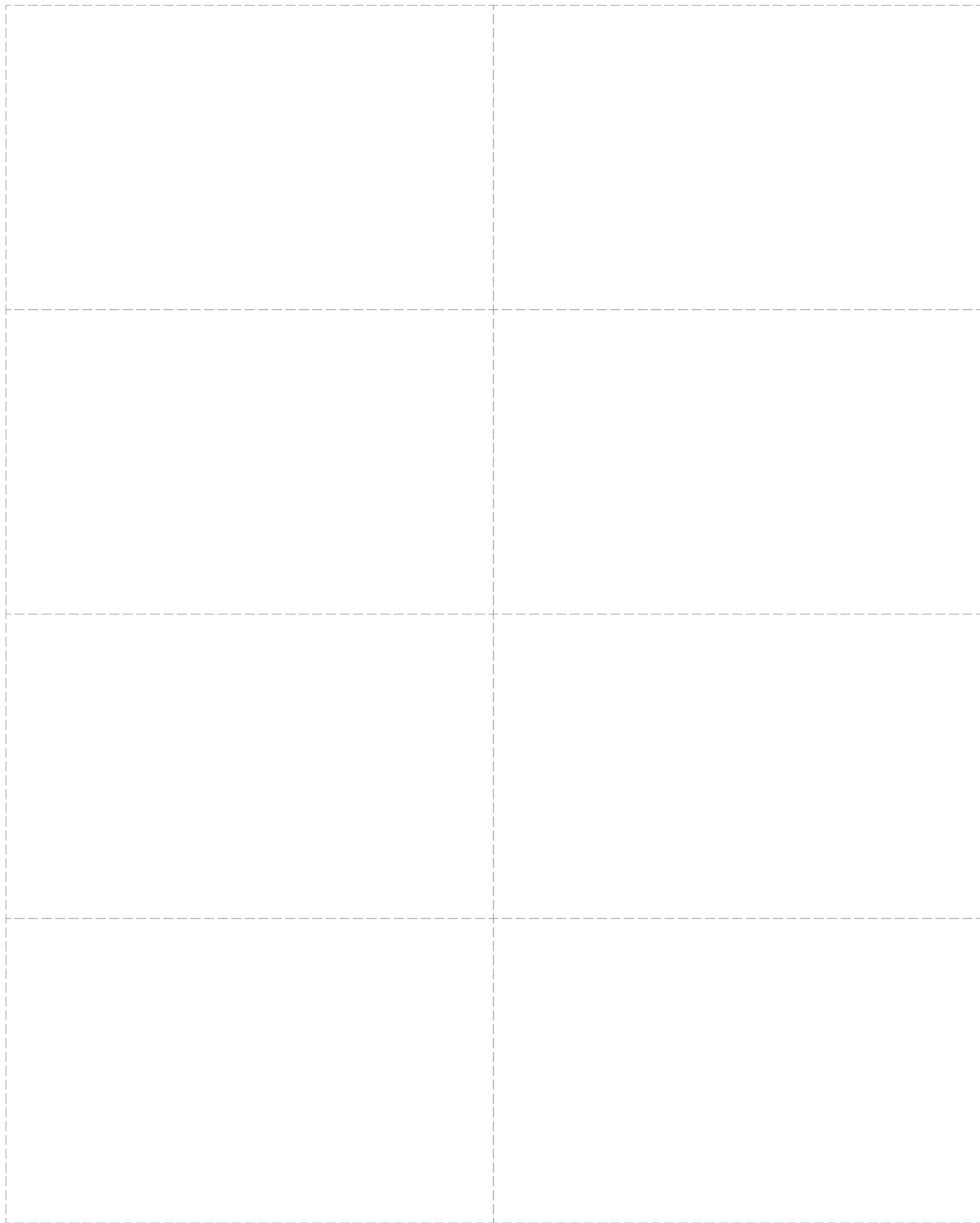
# 56

## EVALUATING

Judging the success or progress of an idea, work activity, or project.

SKILLS Cards © Georgia Career Information Center Georgia State University





# 57

## ADVISING

Providing consultation or advice to others.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 61

## ACTIVE LEARNING

Working with new material or information to understand the implications.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 58

## SYNTHESIZING

Reorganizing information to get a better approach to problems.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 62

## USING KNOWLEDGE

Using work-related experience.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 59

## ANALYZING

Examining information and using logic to solve problems.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 63

## SAFETY OF OTHERS

Managing the work environment to provide for the health and safety of others.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 60

## PLANNING

Developing approaches for implementing ideas.

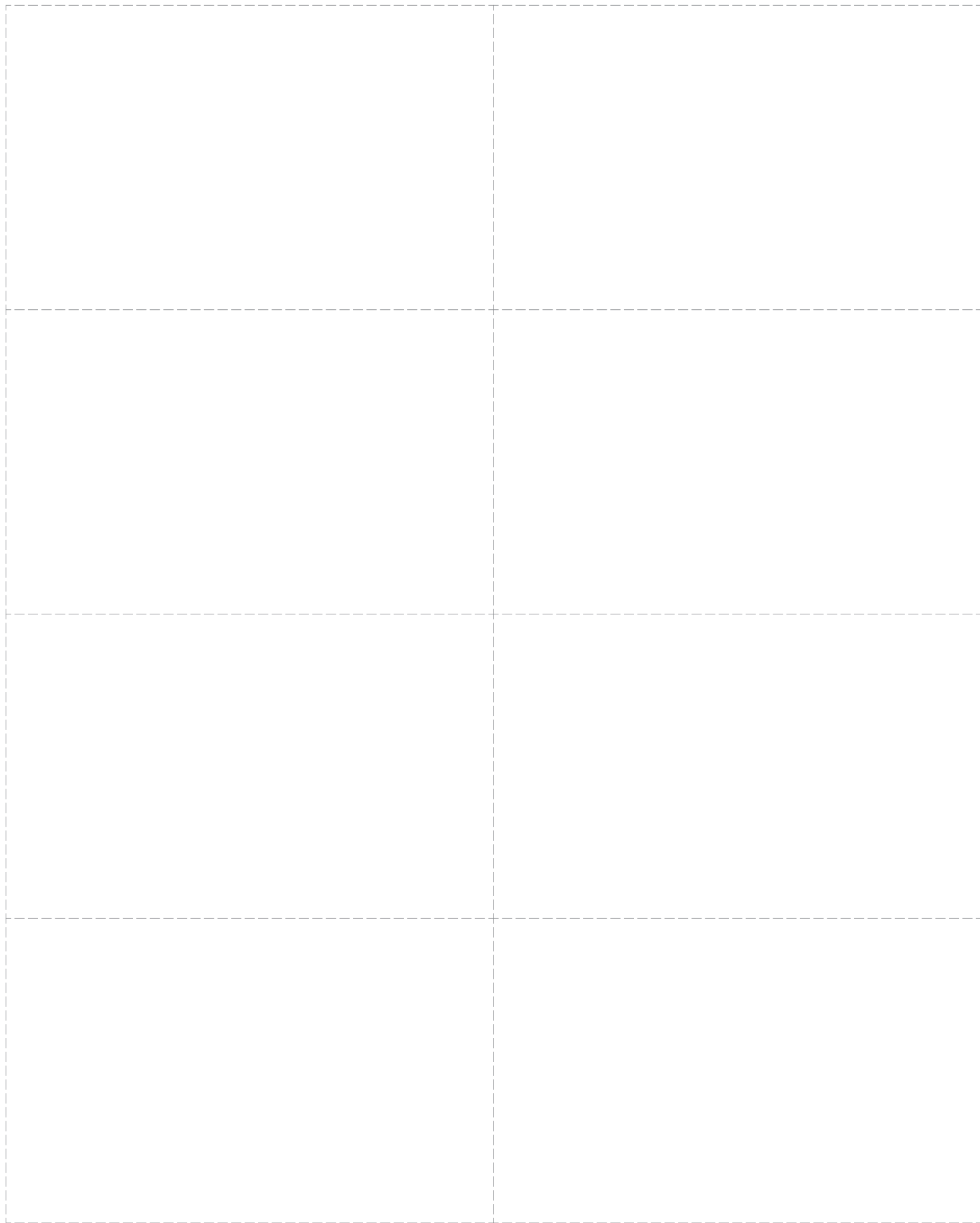
SKILLS Cards © Georgia Career Information Center Georgia State University

# 64

## PERSUADING

Convincing others to approach things differently.

SKILLS Cards © Georgia Career Information Center Georgia State University



# 65

## NEGOTIATING

Bringing others together and trying to reconcile differences.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 69

## DIRECTING/LEADING

Providing leadership and direction to others.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 66

## CONFRONTING

Communicating a position opposed by others.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 70

## DECISION MAKING

Understanding information and reaching a conclusion to solve problems.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 67

## INITIATING

Taking on new responsibilities and challenges.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 71

## MANAGING RESOURCES

Determining the best use of human resources, finances, and material resources.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 68

## COORDINATING

Organizing people and activities to complete tasks.

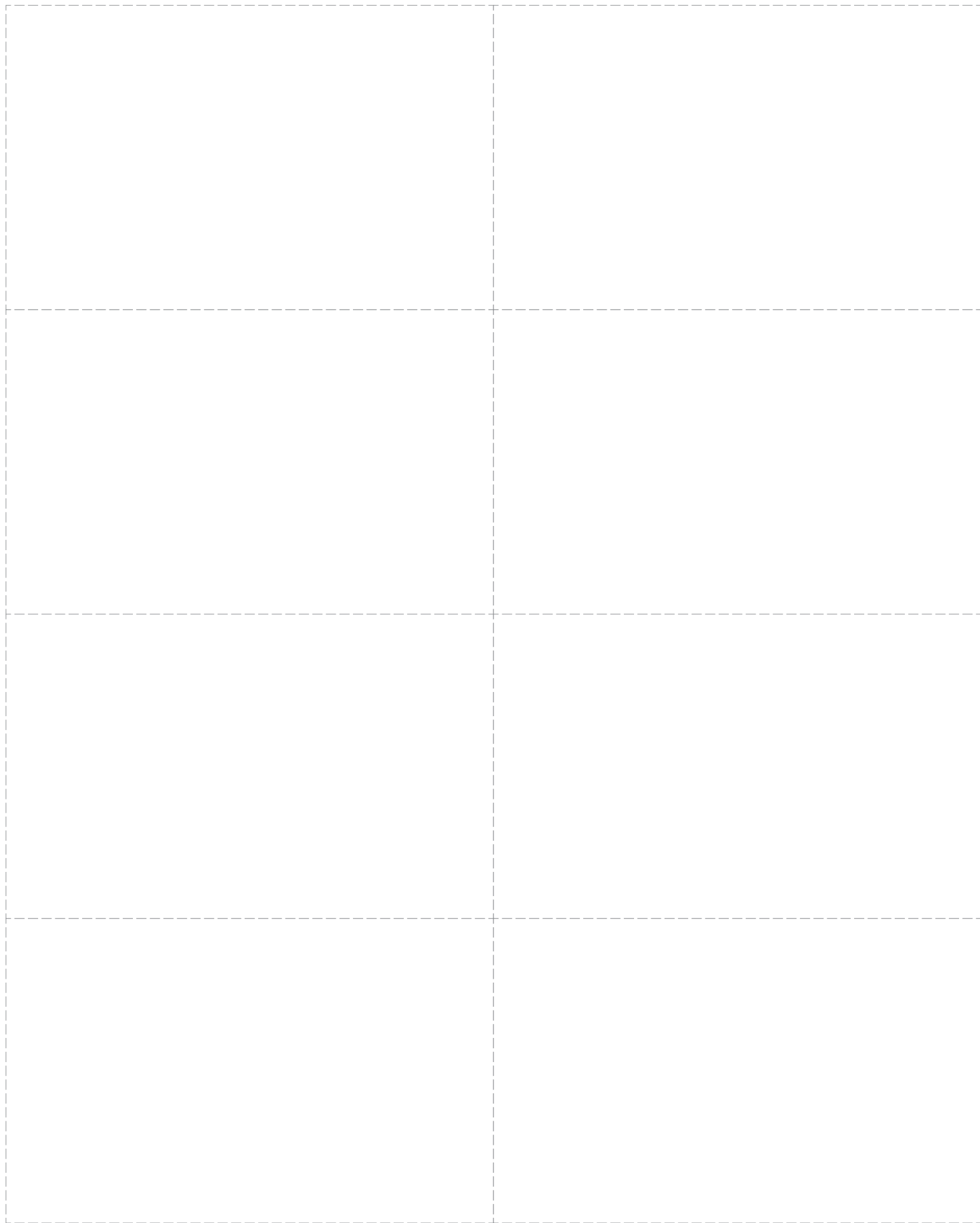
SKILLS Cards © Georgia Career Information Center Georgia State University

# 72

## IMPACT OF RESPONSIBILITY

Accepting the long-term outcomes of decisions.

SKILLS Cards © Georgia Career Information Center Georgia State University



# LIFE INVENTORY

## Transportation

---

- ☐ No vehicle
- ☐ No license
- ☐ Suspended license
- ☐ Vehicle not working or needs repairs
- ☐ No available public transportation or alternative transportation
- ☐ Other transportation issues \_\_\_\_\_

## Child Care

---

- ☐ No child care
- ☐ Can't afford child care
- ☐ Have special needs child
- ☐ Parenting skills
- ☐ Other child care issues \_\_\_\_\_

## Health

---

- ☐ Disability
- ☐ Addiction
- ☐ Limitations on physical activities  
(i.e. lifting, sitting or standing for long periods)
- ☐ Insurance issues
- ☐ Dental care
- ☐ Eye care
- ☐ Physical or emotional abuse
- ☐ Other health issues \_\_\_\_\_

## Financial

---

- ☐ Bankruptcy
- ☐ Credit Problems
- ☐ Food
- ☐ Housing
  - ☐ Inadequate
  - ☐ Can't afford current housing
  - ☐ Homeless
  - ☐ Need help with utilities

## Other personal needs

---

- ☐ Need interpretation services
- ☐ Clothing
- ☐ Family care (parents/siblings etc.)
- ☐ Legal issues
- ☐ Relocation needs
- ☐ Criminal record
- ☐ Other needs \_\_\_\_\_



**Long Term Goal:**

**Short term goal:**

**Action Steps**

**Target date**

**Short term goal:**

**Action Steps**

**Target date**

**Short term:**

**Action Steps**

**Target date**

**Short term:**

**Action Steps**

**Target date**

**Additional Information:**

# SOFT SKILLS CHECKLIST

Put an X in the column that best matches your opinion of each statement.

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I show up on time.				
I don't call in sick unless I'm actually sick.				
I meet my deadlines.				
If I can't meet a deadline, I tell my boss ASAP.				
I can prioritize tasks.				
I go out of my way to help customers get just what they want.				
I remain calm and professional, even when the client is not.				
I take time to really listen to customers to understand what they want.				
I treat my boss and coworkers with respect.				
I dress appropriately.				
I use appropriate language for the workplace.				
I practice good personal hygiene.				
I am eager to learn and to meet new challenges.				
I face setbacks without spreading negativity.				
I project a welcoming, eager-to-please demeanor.				
I accept new tasks gladly.				
I perform tasks to the best of my ability.				
I actively seek ways to improve my performance.				
I practice good posture to project confidence.				
I make eye contact when speaking with others.				
I never check my cell phone during a conversation.				
I smile often, and mean it.				
I avoid inappropriate nonverbal cues.				

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I speak clearly and enunciate my words.				
My criticism is positive and constructive.				
I avoid using sarcasm.				
I write clearly and simply, but express myself fully.				
I avoid overly long and complex sentences				
I double-check my spelling and grammar				
I avoid over-sharing, political incorrectness, and obscenities on social media				
I take notes to remember important discussion points.				
I can assess problems, and find solutions				
I use good judgment and make sound decisions				
I can identify areas that need improvement and offer positive suggestions				
I approach my supervisor with possible solutions rather than just problems				
I can change my mind when faced with new information.				
I pull my own weight when working on a team				
I look at situations from the other person's perspective.				
I adopt a "We're all in this together" attitude.				
I take criticism gracefully and use it to improve myself				
I remain flexible and unafraid to change plans if something is not working				
I give credit to others for their ideas and efforts				
I act as the peacemaker when conflicts arise				
I speak my mind, but phrase opinions positively				
<b>Add up the number of Xs in each column</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**If you have two or more Xs in columns C or D, you could benefit from some additional soft skills training.**



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