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

PEP TALK Personal Employment Plan

Your Future Awaits.
State of Montana
Steve Bullock, Governor

Montana Department of Labor and Industry
Galen Hollenbaugh, Commissioner

Workforce Services Division
Scott Eychner, Administrator

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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
- Anyone unhappy with their current job
- High school and college students
- Anyone without a high school diploma or equivalent

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**

- [ ] Create portfolio in MCIS (page 6).
- [ ] Complete the SKILLS worksheet (pages 8 & 32).
- [ ] Prioritize with SKILLS card sort (pages 9 & 36).
- [ ] Write SKILLS numbers on last page of SKILLS worksheet (page 35).
- [ ] Input SKILLS results and save (page 10).
- [ ] Complete the Interest Profiler, save the results (page 13).
- [ ] Complete the Life Inventory (pages 15 & 56).
- [ ] Take the Reality Check (page 15).
- [ ] Complete Soft Skills checklist (page 58).

**STEP 2: EXPLORATION**

- [ ] Print off top 30 occupations list from SKILLS (page 10).
- [ ] Print off occupations from top 3 interest areas from the Interest Profiler (page 13).
- [ ] Compare lists and select occupations to explore (list occupations on page 19).
- [ ] 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 20).
- [ ] Narrow down your list (page 25).
- [ ] If selected occupations require postsecondary education, explore school options and save to portfolio (page 23).

**STEP 3: CREATE THE PLAN**

- [ ] Review the Goal Setting information (page 25).
- [ ] Fill out the Goal Setting template (page 57).
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.

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.
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.

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.

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

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

3. 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.
The SKILLS Cards

The SKILLS cards make prioritizing your skills easy.

There are four header cards in the card set: Very Satisfying, Moderately Satisfying, Somewhat Satisfying, and Not Satisfying. Place these four cards in a row in front of you.

Place each of the 72 skill cards under one of the categories. Don’t worry about how many go under each category.

Once you’ve placed all the cards under one of the header cards, start with the Very Satisfying pile and narrow your choices down to the top 5 very satisfying skills.

Move the remainder of the cards to the Moderately Satisfying pile.

Prioritize the top 10 skills under the Moderately Satisfying pile, moving the remainder to the Somewhat Satisfying pile.

Complete the process by narrowing the Somewhat Satisfying pile down to 20 skills, putting the remainder under the Not Satisfying header.

Transfer the numbers for each skill in the boxes on the last page of the worksheet (page 35).

What’s in it for you?
The SKILLS cards are the easiest way to prioritize your skills. Don’t skip this step if you want to find occupations that match your skills.
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.

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.

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.

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

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

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.

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.

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.
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.

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.
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.

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

<table>
<thead>
<tr>
<th>Occupation</th>
<th>SKILLS (check if it appears in the list)</th>
<th>Interest Profiler (check if it appears in the list)</th>
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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?

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.

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 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.
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%.

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.
Explore job openings in Montana

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

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.

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

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.

SPECIFIC
MEASURABLE
ATTAINABLE
REALISTIC
TIME BOUND

What’s in it for you?
Without a plan your goals are just dreams. They become real when you write them down.
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.  
- 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.  
- 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.
A
TTAINABLE

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.

R
EALISTIC

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.**
- **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.
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.

<table>
<thead>
<tr>
<th>Long Term Goal:</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short term goal:</th>
<th>Short term goal:</th>
<th>Short term:</th>
<th>Short term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a portfolio in MCIS and take the Reality Check</td>
<td>Look up the pet groomers and read all the information</td>
<td>Visit several dog groomers and ask them about their jobs and education</td>
<td>Make a decision based on what I learn</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Action Steps</td>
<td>Action Steps</td>
<td>Action Steps</td>
</tr>
<tr>
<td>Go to the website and create my portfolio. Print out budget sheet from Reality Check</td>
<td>Go to the occupation list and click on dog groomers. Look at the duties, wages, outlook, and training information</td>
<td>Collect names and phone numbers for groomers. Develop questions to ask. Make appointments to meet with them.</td>
<td>Compare all of the information and decide if this is the best choice for me.</td>
</tr>
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<td>Target date</td>
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<td>By this weekend</td>
<td>Next Wednesday</td>
<td>Interviews scheduled 6-15</td>
<td>August 1</td>
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<td>Additional Information:</td>
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</tr>
<tr>
<td><a href="http://www.careers.mt.gov">www.careers.mt.gov</a> website to access MCIS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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)

<table>
<thead>
<tr>
<th>Accomplishment 1:</th>
<th>Accomplishment 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishment 2:</td>
<td>Accomplishment 6:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishment 3:</td>
<td>Accomplishment 7:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishment 4:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SKILLS

A. Personal Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Dependability</td>
<td>Working in a reliable and responsible manner.</td>
</tr>
<tr>
<td>02. Flexibility</td>
<td>Accepting change and variety in the workplace.</td>
</tr>
<tr>
<td>03. Persistence</td>
<td>Working continuously despite interruption.</td>
</tr>
<tr>
<td>04. Integrity</td>
<td>Avoiding unethical behavior and being honest.</td>
</tr>
<tr>
<td>05. Efficiency</td>
<td>Effectively using resources.</td>
</tr>
<tr>
<td>06. Competitiveness</td>
<td>Striving to be the best</td>
</tr>
</tbody>
</table>

B. Social Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>07. Social Perception</td>
<td>Being aware of the needs and feelings of others.</td>
</tr>
<tr>
<td>08. Independent Work</td>
<td>Working with little or no supervision.</td>
</tr>
<tr>
<td>09. Team Work</td>
<td>Working cooperatively with others.</td>
</tr>
<tr>
<td>10. Working with the Public</td>
<td>Representing the organization and communicating with persons outside the organization.</td>
</tr>
<tr>
<td>11. Assisting/Caring</td>
<td>Providing assistance, care, or service to others.</td>
</tr>
<tr>
<td>12. Performing</td>
<td>Interacting with others to entertain or sell.</td>
</tr>
<tr>
<td>13. Instructing</td>
<td>Teaching, guiding, or motivating others.</td>
</tr>
</tbody>
</table>

C. Movement Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Manual Dexterity</td>
<td>Coordinating movements of the hands, arm and hand, or both hands.</td>
</tr>
<tr>
<td>16. Motor Coordination</td>
<td>Coordinating movements of two or more limbs together.</td>
</tr>
<tr>
<td>17. Stamina</td>
<td>Exerting one's self physically over long periods of time.</td>
</tr>
<tr>
<td>18. Strength</td>
<td>Exerting force repeatedly or continuously.</td>
</tr>
<tr>
<td>19. Rapid Response</td>
<td>Moving quickly and correctly between two different activities.</td>
</tr>
</tbody>
</table>

D. Perceptual Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Sound Discrimination</td>
<td>Detecting the difference between sounds, pitch, or loudness.</td>
</tr>
<tr>
<td>21. Shape Discrimination</td>
<td>Detecting the difference between sizes, shapes, and mass.</td>
</tr>
<tr>
<td>22. Color Vision</td>
<td>Detecting the difference between colors, shades, and brightness.</td>
</tr>
<tr>
<td>23. Depth Perception</td>
<td>Detecting the distance between objects.</td>
</tr>
<tr>
<td>24. Visualizing</td>
<td>Forming a mental image of how something will look after it is moved or when its parts are moved.</td>
</tr>
<tr>
<td>25. Creativity</td>
<td>Originating, designing, or creating new ideas, relationships, systems, artworks, or products.</td>
</tr>
</tbody>
</table>

SKILLS Worksheet
SKILLS Assessment

© 2007 Georgia Career Information Center, Georgia State University.
<table>
<thead>
<tr>
<th></th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E. SITUATIONAL SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>27. Stress Tolerance</td>
<td>Dealing calmly and effectively with tense situations.</td>
</tr>
<tr>
<td>28. Hazards Tolerance</td>
<td>Working in potentially dangerous conditions.</td>
</tr>
<tr>
<td>29. Discomfort Tolerance</td>
<td>Working in unpleasant environmental conditions.</td>
</tr>
<tr>
<td>30. Repetition Tolerance</td>
<td>Continuously performing the same action.</td>
</tr>
<tr>
<td><strong>F. PROCESSING SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>31. Following Procedures</td>
<td>Correctly following a given set of rules to complete a task.</td>
</tr>
<tr>
<td>32. Categorizing</td>
<td>Identifying items by similarities.</td>
</tr>
<tr>
<td>33. Record Keeping</td>
<td>Entering, transcribing, recording, storing, or maintaining information.</td>
</tr>
<tr>
<td>34. Attention to Detail</td>
<td>Checking each item or task carefully.</td>
</tr>
<tr>
<td>35. Verifying Information</td>
<td>Evaluating information against a set of standards and ensuring that it is correct.</td>
</tr>
<tr>
<td><strong>G. TECHNICAL SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>36. Installing</td>
<td>Setting up equipment, machines, or structures to meet specifications.</td>
</tr>
<tr>
<td>37. Inspecting</td>
<td>Checking and evaluating equipment, structures, and products.</td>
</tr>
<tr>
<td>38. Repairing</td>
<td>Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment.</td>
</tr>
<tr>
<td>40. Controlling Machines</td>
<td>Using control mechanisms or direct physical activity to operate machines.</td>
</tr>
<tr>
<td>41. Operating Vehicles</td>
<td>Running, maneuvering, navigating, or driving vehicles or mechanized equipment.</td>
</tr>
<tr>
<td>42. Using Computers</td>
<td>Working with computers by using programs or entering data.</td>
</tr>
<tr>
<td>43. Programming</td>
<td>Writing computer programs.</td>
</tr>
<tr>
<td>44. Technology Design</td>
<td>Developing or adapting equipment and technology.</td>
</tr>
<tr>
<td><strong>H. MATH AND SCIENCE SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>45. Calculating</td>
<td>Adding, subtracting, multiplying, and dividing.</td>
</tr>
<tr>
<td>46. Estimating</td>
<td>Approximating distances, quantities, time, costs, resources, or materials.</td>
</tr>
<tr>
<td>47. Budgeting</td>
<td>Allocating financial resources.</td>
</tr>
<tr>
<td>48. Math Reasoning</td>
<td>Using mathematical methods to understand and solve problems.</td>
</tr>
<tr>
<td>49. Science Reasoning</td>
<td>Using scientific methods to understand and solve problems.</td>
</tr>
<tr>
<td><strong>I. COMMUNICATION SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>50. Reading</td>
<td>Understanding information and ideas presented in writing.</td>
</tr>
<tr>
<td>51. Writing</td>
<td>Communicating information and ideas in writing.</td>
</tr>
<tr>
<td>52. Speaking</td>
<td>Talking to others to convey information.</td>
</tr>
<tr>
<td>53. Listening</td>
<td>Listening to what people are saying and asking questions.</td>
</tr>
<tr>
<td>54. Concentrating</td>
<td>Focusing on a task without interruption.</td>
</tr>
</tbody>
</table>
### SKILLS

#### J. Problem Solving Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>55. Information Gathering</td>
<td>Locating and identifying information.</td>
</tr>
<tr>
<td>56. Evaluating</td>
<td>Judging the success or progress of an idea, work activity, or project.</td>
</tr>
<tr>
<td>57. Advising</td>
<td>Providing consultation or advice to others.</td>
</tr>
<tr>
<td>58. Synthesizing</td>
<td>Reorganizing information to get a better approach to problems.</td>
</tr>
<tr>
<td>59. Analyzing</td>
<td>Examining information and using logic to solve problems.</td>
</tr>
<tr>
<td>60. Planning</td>
<td>Developing approaches for implementing ideas.</td>
</tr>
<tr>
<td>61. Active Learning</td>
<td>Working with new material or information to understand the implications.</td>
</tr>
</tbody>
</table>

#### K. Management Skills

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

#### 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 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.

**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.

**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.

---

**Very Satisfying**

(Choose up to 5 cards)

**Moderately Satisfying**

(Choose up to 10 cards)

**Somewhat Satisfying**

(Choose up to 20 cards)

**Not Satisfying**
<table>
<thead>
<tr>
<th></th>
<th>SKILLS Cards © Georgia Career Information Center Georgia State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>DEPENDABILITY</td>
</tr>
<tr>
<td>02</td>
<td>FLEXIBILITY</td>
</tr>
<tr>
<td>03</td>
<td>PERSISTENCE</td>
</tr>
<tr>
<td>04</td>
<td>INTEGRITY</td>
</tr>
<tr>
<td>05</td>
<td>EFFICIENCY</td>
</tr>
<tr>
<td>06</td>
<td>COMPETITIVENESS</td>
</tr>
<tr>
<td>07</td>
<td>SOCIAL PERCEPTION</td>
</tr>
<tr>
<td>08</td>
<td>INDEPENDENT WORK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Working in a reliable and responsible manner.</td>
</tr>
<tr>
<td>02</td>
<td>Accepting change and variety in the workplace.</td>
</tr>
<tr>
<td>03</td>
<td>Working continuously despite interruption.</td>
</tr>
<tr>
<td>04</td>
<td>Avoiding unethical behavior and being honest.</td>
</tr>
<tr>
<td>05</td>
<td>Effectively using resources.</td>
</tr>
<tr>
<td>06</td>
<td>Striving to be the best.</td>
</tr>
<tr>
<td>07</td>
<td>Being aware of the needs and feelings of others.</td>
</tr>
<tr>
<td>08</td>
<td>Working with little or no supervision.</td>
</tr>
<tr>
<td></td>
<td>Team Work</td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
</tr>
<tr>
<td>09</td>
<td>Team Work</td>
</tr>
<tr>
<td>10</td>
<td>Working with the Public</td>
</tr>
<tr>
<td>11</td>
<td>Assisting/Caring</td>
</tr>
<tr>
<td>12</td>
<td>Performing</td>
</tr>
<tr>
<td>13</td>
<td>Instructing</td>
</tr>
<tr>
<td>14</td>
<td>Finger Dexterity</td>
</tr>
<tr>
<td>15</td>
<td>Manual Dexterity</td>
</tr>
<tr>
<td>16</td>
<td>Motor Coordination</td>
</tr>
</tbody>
</table>

- **Team Work**: Working cooperatively with others.
- **Instructing**: Teaching, guiding, or motivating others.
- **Working with the Public**: Representing the organization and communicating with persons outside the organization.
- **Finger Dexterity**: Coordinating movements of the fingers.
- **Manual Dexterity**: Coordinating movements of the hands, arm and hand, or both hands.
- **Motor Coordination**: Coordinating movements of two or more limbs together.
- **Assisting/Caring**: Providing assistance, care, or service to others.
- **Performing**: Interacting with others to entertain or sell.
<table>
<thead>
<tr>
<th></th>
<th>SKILLS Cards © Georgia Career Information Center Georgia State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td><strong>STAMINA</strong></td>
</tr>
<tr>
<td></td>
<td>Exerting one’s self physically over long periods of time.</td>
</tr>
<tr>
<td>18</td>
<td><strong>STRENGTH</strong></td>
</tr>
<tr>
<td></td>
<td>Exerting force repeatedly or continuously.</td>
</tr>
<tr>
<td>19</td>
<td><strong>RAPID RESPONSE</strong></td>
</tr>
<tr>
<td></td>
<td>Moving quickly and correctly between two different activities.</td>
</tr>
<tr>
<td>20</td>
<td><strong>SOUND DISCRIMINATION</strong></td>
</tr>
<tr>
<td></td>
<td>Detecting the difference between sounds, pitch, or loudness.</td>
</tr>
<tr>
<td>21</td>
<td><strong>SHAPE DISCRIMINATION</strong></td>
</tr>
<tr>
<td></td>
<td>Detecting the difference between sizes, shapes, and mass.</td>
</tr>
<tr>
<td>22</td>
<td><strong>COLOR VISION</strong></td>
</tr>
<tr>
<td></td>
<td>Detecting the difference between colors, shades, and brightness.</td>
</tr>
<tr>
<td>23</td>
<td><strong>DEPTH PERCEPTION</strong></td>
</tr>
<tr>
<td></td>
<td>Detecting the distance between objects.</td>
</tr>
<tr>
<td>24</td>
<td><strong>VISUALIZING</strong></td>
</tr>
<tr>
<td></td>
<td>Forming a mental image of how something will look after it is moved or when its parts are moved.</td>
</tr>
<tr>
<td></td>
<td><strong>Creativity</strong></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>25</strong></td>
<td>Originating, designing, or creating new ideas, relationships, systems, artworks, or products.</td>
</tr>
<tr>
<td><strong>26</strong></td>
<td><strong>Aesthetic Judgment</strong></td>
</tr>
<tr>
<td></td>
<td>Recognizing artistic or natural beauty.</td>
</tr>
<tr>
<td><strong>27</strong></td>
<td><strong>Stress Tolerance</strong></td>
</tr>
<tr>
<td></td>
<td>Dealing calmly and effectively with tense situations.</td>
</tr>
<tr>
<td><strong>28</strong></td>
<td><strong>Hazards Tolerance</strong></td>
</tr>
<tr>
<td></td>
<td>Working in potentially dangerous conditions.</td>
</tr>
<tr>
<td><strong>29</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td><strong>Following Procedures</strong></td>
</tr>
<tr>
<td></td>
<td>Correctly following a given set of rules to complete a task.</td>
</tr>
<tr>
<td><strong>31</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifying items by similarities.</td>
</tr>
</tbody>
</table>
33 Record Keeping

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

37 Inspecting

Checking and evaluating equipment, structures, and products.

34 Attention to Detail

Checking each item or task carefully.

38 Repairing

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

35 Verifying Information

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

39 Troubleshooting

Determining the cause and solution of an error.

36 Installing

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

40 Controlling Machines

Using control mechanisms or direct physical activity to operate machines.
<table>
<thead>
<tr>
<th></th>
<th>Operating Vehicles</th>
<th></th>
<th>Calculating</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>Running, maneuvering, navigating, or driving vehicles or mechanized equipment.</td>
<td>45</td>
<td>Adding, subtracting, multiplying, and dividing.</td>
</tr>
<tr>
<td>42</td>
<td>Using Computers</td>
<td>46</td>
<td>Estimating</td>
</tr>
<tr>
<td></td>
<td>Working with computers by using programs or entering data.</td>
<td></td>
<td>Approximating distances, quantities, time, costs, resources, or materials.</td>
</tr>
<tr>
<td>43</td>
<td>Programming</td>
<td>47</td>
<td>Budgeting</td>
</tr>
<tr>
<td></td>
<td>Writing computer programs.</td>
<td></td>
<td>Allocating financial resources.</td>
</tr>
<tr>
<td>44</td>
<td>Technology Design</td>
<td>48</td>
<td>Math Reasoning</td>
</tr>
<tr>
<td></td>
<td>Developing or adapting equipment and technology.</td>
<td></td>
<td>Using mathematical methods to understand and solve problems.</td>
</tr>
</tbody>
</table>
49  **Science Reasoning**

Using scientific methods to understand and solve problems.

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.

55  **Information Gathering**

Locating and identifying information.

56  **Evaluating**

Judging the success or progress of an idea, work activity, or project.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>Advising</td>
<td>Providing consultation or advice to others.</td>
<td>61</td>
<td>Active Learning</td>
<td>Working with new material or information to understand the implications.</td>
</tr>
<tr>
<td>58</td>
<td>Synthesizing</td>
<td>Reorganizing information to get a better approach to problems.</td>
<td>62</td>
<td>Using Knowledge</td>
<td>Using work-related experience.</td>
</tr>
<tr>
<td>59</td>
<td>Analyzing</td>
<td>Examining information and using logic to solve problems.</td>
<td>63</td>
<td>Safety of Others</td>
<td>Managing the work environment to provide for the health and safety of others.</td>
</tr>
<tr>
<td>60</td>
<td>Planning</td>
<td>Developing approaches for implementing ideas.</td>
<td>64</td>
<td>Persuading</td>
<td>Convincing others to approach things differently.</td>
</tr>
<tr>
<td></td>
<td><strong>Negotiating</strong></td>
<td></td>
<td><strong>Directing/Leading</strong></td>
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<tr>
<td>65</td>
<td>Bringing others together and trying to reconcile differences.</td>
<td>69</td>
<td>Providing leadership and direction to others.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Confronting</strong></th>
<th></th>
<th><strong>Decision Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>Communicating a position opposed by others.</td>
<td>70</td>
<td>Understanding information and reaching a conclusion to solve problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Initiating</strong></th>
<th></th>
<th><strong>Managing Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>Taking on new responsibilities and challenges.</td>
<td>71</td>
<td>Determining the best use of human resources, finances, and material resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Coordinating</strong></th>
<th></th>
<th><strong>Impact of Responsibility</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>Organizing people and activities to complete tasks.</td>
<td>72</td>
<td>Accepting the long-term outcomes of decisions.</td>
</tr>
</tbody>
</table>
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: 

<table>
<thead>
<tr>
<th>Short term goal:</th>
<th>Short term goal:</th>
<th>Short term:</th>
<th>Short term:</th>
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</thead>
<tbody>
<tr>
<td>Action Steps</td>
<td>Action Steps</td>
<td>Action Steps</td>
<td>Action Steps</td>
</tr>
<tr>
<td>Target date</td>
<td>Target date</td>
<td>Target date</td>
<td>Target date</td>
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<tr>
<td>Additional Information:</td>
<td></td>
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</tbody>
</table>
# SOFT SKILLS CHECKLIST

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I show up on time.</td>
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<tr>
<td>I don’t call in sick unless I’m actually sick.</td>
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<tr>
<td>I meet my deadlines.</td>
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<tr>
<td>If I can’t meet a deadline, I tell my boss ASAP</td>
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<tr>
<td>I can prioritize tasks.</td>
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<tr>
<td>I go out of my way to help customers get just what they want.</td>
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<tr>
<td>I remain calm and professional, even when the client is not.</td>
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<tr>
<td>I take time to really listen to customers to understand what they want.</td>
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<tr>
<td>I treat my boss and coworkers with respect.</td>
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<tr>
<td>I dress appropriately.</td>
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<tr>
<td>I use appropriate language for the workplace.</td>
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<tr>
<td>I practice good personal hygiene.</td>
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<tr>
<td>I am eager to learn and to meet new challenges.</td>
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<tr>
<td>I face setbacks without spreading negativity.</td>
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<tr>
<td>I project a welcoming, eager-to-please demeanor.</td>
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<tr>
<td>I accept new tasks gladly.</td>
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<tr>
<td>I perform tasks to the best of my ability.</td>
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<td>I actively seek ways to improve my performance.</td>
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<tr>
<td>I practice good posture to project confidence.</td>
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<td>I make eye contact when speaking with others.</td>
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<tr>
<td>I never check my cell phone during a conversation.</td>
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<tr>
<td>I smile often, and mean it.</td>
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<tr>
<td>I avoid inappropriate nonverbal cues.</td>
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<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Somewhat Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>I speak clearly and enunciate my words.</td>
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<tr>
<td>My criticism is positive and constructive.</td>
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<tr>
<td>I avoid using sarcasm.</td>
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<tr>
<td>I write clearly and simply, but express myself fully.</td>
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<tr>
<td>I avoid overly long and complex sentences</td>
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<tr>
<td>I double-check my spelling and grammar</td>
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<tr>
<td>I avoid over-sharing, political incorrectness, and obscenities on social media</td>
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<tr>
<td>I take notes to remember important discussion points.</td>
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<td>I can assess problems, and find solutions</td>
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<tr>
<td>I use good judgment and make sound decisions</td>
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<tr>
<td>I can identify areas that need improvement and offer positive suggestions</td>
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<tr>
<td>I approach my supervisor with possible solutions rather than just problems</td>
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<td>I can change my mind when faced with new information.</td>
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<tr>
<td>I pull my own weight when working on a team</td>
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<tr>
<td>I look at situations from the other person’s perspective.</td>
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<tr>
<td>I adopt a “We’re all in this together” attitude.</td>
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<tr>
<td>I take criticism gracefully and use it to improve myself</td>
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<tr>
<td>I remain flexible and unafraid to change plans if something is not working</td>
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<tr>
<td>I give credit to others for their ideas and efforts</td>
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<tr>
<td>I act as the peacemaker when conflicts arise</td>
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<tr>
<td>I speak my mind, but phrase opinions positively</td>
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</tbody>
</table>

Add up the number of Xs in each column

A B C D

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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