

Looking for a new career?
You could use a...

PEP
TALK

Personal
Employment
Plan



Your
Future
Awaits.



Montana Department of
LABOR & INDUSTRY



Montana Department of
LABOR & INDUSTRY
Career Resources



State of Montana

Steve Bullock, Governor

Montana Department of Labor and Industry

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April 2014

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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
- ➡ The underemployed
- ➡ TANF recipients
- ➡ High school and college students
- ➡ Career changers
- ➡ Anyone without a high school diploma or equivalent
- ➡ 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 Basic 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'll you 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 6). | <input type="checkbox"/> Complete the Interest Profiler, save the results (page 13). |
| <input type="checkbox"/> Complete the SKILLS worksheet (pages 8 & 33). | <input type="checkbox"/> Complete the Life Inventory (pages 15 & 57). |
| <input type="checkbox"/> Prioritize with SKILLS card sort (pages 9 & 37). | <input type="checkbox"/> Take the Reality Check (page 15). |
| <input type="checkbox"/> Write SKILLS numbers on last page of SKILLS worksheet (pages 9 & 36). | <input type="checkbox"/> Complete Soft Skills checklist (page 32). |
| <input type="checkbox"/> Input SKILLS results and save (page 10). | |

Step 2: Exploration

- | | |
|--|---|
| <input type="checkbox"/> Print off top 30 occupations list from SKILLS (page 11). | <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 20). |
| <input type="checkbox"/> Print off occupations from top 3 interest areas from the Interest Profiler (page 13). | <input type="checkbox"/> Narrow down your list (page 25). |
| <input type="checkbox"/> Compare lists and select occupations to explore (page 19). | <input type="checkbox"/> If selected occupations require post-secondary 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 58).

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.

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 on the Create My Portfolio Link.

- ➡ You can 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.
- ➡ You can write down your user name and password here:

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

- ➡ User name:
- ➡ Password:

Once you have your own user name and password, 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 transferrable skills. Transferrable 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 transferrable skills. The SKILLS assessment will help you identify your transferrable 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 33). 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

		ACCOMPLISHMENT							
		1	2	3	4	5	6	7	8
A. PERSONAL SKILLS									
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	8
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	8
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	8
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, artwork, or products.								
26. Aesthetic Judgment	Recognizing artistic or natural beauty.								

SKILLS WORKSHEET
SKILLS ASSESSMENT

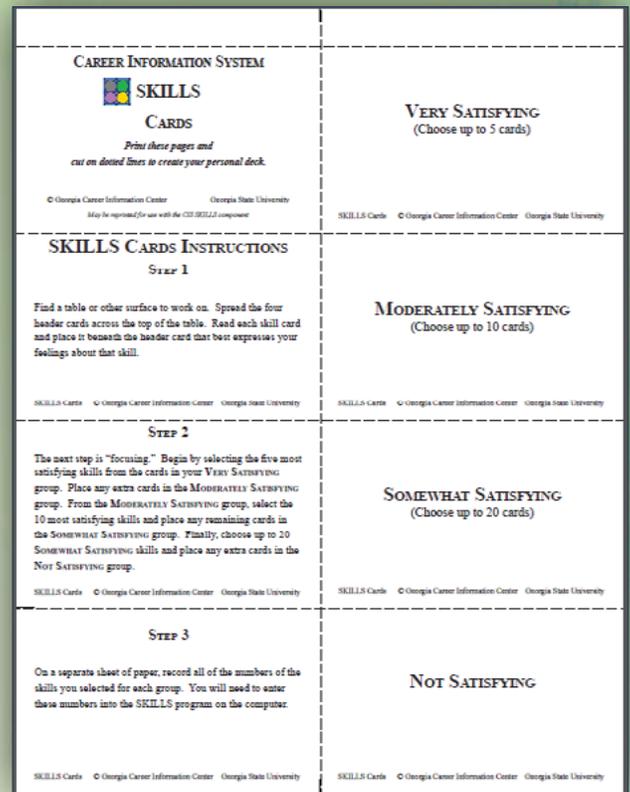
2

© 2007 Georgia Career Information Center, Georgia State University.

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.

SKILLS SUMMARY												
5 VERY SATISFYING SKILLS												
10 MODERATELY SATISFYING SKILLS												
20 SOMEWHAT SATISFYING SKILLS												

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

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:

- ➡ a. Select the skill
- ➡ b. 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.

View Skills [Back]

Farm and Home Management Advisors [Rating = 61]
The following list compares your skills to the skills required by the occupation Farm and Home Management Advisors. The skills are marked to show your skills and the skill levels needed for the occupation:

Your Skills
 Very Satisfying Skill
 Moderately Satisfying Skill
 Somewhat Satisfying Skill

A. Personal Skills

- 01. Dependability
- 02. Flexibility
- 03. Persistence
- 04. Integrity
- 05. Efficiency

B. Social Skills

- 07. Social Perception
- 09. Teamwork
- 10. Working with the Public
- 11. Assisting/Caring
- 13. Instructing

C. Movement Skills

- 14. Finger Dexterity
- 15. Manual Dexterity

D. Perceptual Skills

- 25. Creativity

*** 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 for that occupation.

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

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 out which occupations best match your interests. The Interest Profiler is quick to do. There are 180 activities such as the one shown here.

What's in it for you?

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

MCIS Montana Career Information System [Text Only Version](#)

HOME PLAN **ASSESSMENTS** OCCUPATIONS EDUCATION EMPLOYMENT MY PORTFOLIO

INTEREST PROFILER

1. Build kitchen cabinets

Like Unsure Dislike

Previous 180 remaining Get Results

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.	

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.

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	1 months to 1 year	\$34,310 - \$46,680	No
Meat Cutters	1 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 occupational 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.

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
- 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.				
	A	B	C	D
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.

The Life Inventory

The Life Inventory and Soft Skills Checklist 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

After you finish school, you will need to work to pay for housing, food, clothes, transportation, and other items. Find out how much money you will need to earn to cover your expenses. Then find out which occupations will support this lifestyle.

Get a Reality Check

Don't know how much money you will need to earn in the future? Don't know which occupation to choose? No problem.

[Get a Reality Check](#)

Future Salary

Already know how much money you want to earn? Great. Enter the amount to get information on which occupations pay that much or more.

Example: 45000 [Future Salary](#)

Occupation Direct

Already know which occupation you want to pursue? Click here to find out how much you can buy with the salary you will earn in your chosen occupation.

[Occupation Direct](#)



REALITY CHECK Start Over Save

Your Expenses for Southwestern Montana

Monthly Total	0
Housing	0
Utilities	0
Electricity	0
Heating	0
Phone	0
Cable	0
Internet	0
Cell Phone	0
Food	0
Transportation	0
Clothes	0
Health	0
Entertainment	0
Personal Care	0
Miscellaneous	0
Student Loans	0
Savings	0

HOUSING Help Previous Next

A big part of being an adult is providing your own housing. You decide how much space you need and how much money you will spend each month. Select one of the options or enter your own amount.

Live at home - \$0

1 bedroom apt. - \$550

2 bedroom apt. - \$690

3 bedroom apt. - \$940

House - \$700

Enter

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 \$29,881 will be needed to maintain this lifestyle.

REALITY CHECK Start Over Save Save

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

Your Monthly Expenses	Southwestern Montana
Housing	\$550.00
Utilities	\$120.00
Food	\$360.00
Transportation	\$350.00
Clothes	\$75.00
Health Care	\$124.00
Entertainment	\$125.00
Personal Care	\$75.00
Miscellaneous	\$100.00
Student Loans	\$80.00
Savings	\$98.00
Monthly Expenses	\$2,057.00
Annual Expenses	\$24,684.00
Federal Taxes	\$3,768.00
State Taxes	\$1,429.00
Annual Salary Needed	\$29,881.00

Family Costs Find out the additional monthly expenses of having a family.

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. Also, select an occupation cluster. The default is the first cluster.

Occupations Previous Next

Now that you know how much you want to spend each year, it's time to find an occupation that will pay you enough money to cover your expenses.

The city or region you selected: **Southwestern Montana**

Annual Salary Needed: **\$29,881.00**

Select the education level you plan to attain.
 A few hours to 3 months 4 months to 1 year 2 to 3 years 4 years 5 or more years

Select the occupation cluster that most interests you.

<input type="radio"/> Agriculture, Food, and Natural Resources	<input type="radio"/> Government and Public Administration	<input type="radio"/> Manufacturing
<input type="radio"/> Architecture and Construction	<input type="radio"/> Health Science	<input type="radio"/> Marketing
<input type="radio"/> Arts, Audio/Visual Technology, and Communications	<input type="radio"/> Hospitality and Tourism	<input type="radio"/> Science, Technology, Engineering, and Mathematics
<input type="radio"/> Business Management and Administration	<input type="radio"/> Human Services	<input type="radio"/> Transportation, Distribution, and Logistics
<input type="radio"/> Education and Training	<input type="radio"/> Information Technology	<input checked="" type="radio"/> I don't know, include all occupation clusters
<input type="radio"/> Finance	<input type="radio"/> Law, Public Safety, Corrections, and Security	

We recommend selecting the last option, I don't know, include all occupation clusters. That will yield you a more robust list.

Occupations Previous

Now that you know how much you want to spend each year, it's time to find an occupation that will pay you enough money to cover your expenses.

The city or region you selected: **Southwestern Montana**

Annual Salary Needed: **\$29,881.00**

Results
 These occupations meet your education and occupation cluster preferences and pay enough to meet your annual salary requirements. Click on an occupation to view a brief summary including preparation requirements and wage information.

Southwestern Montana 62 occupations

- Advertising Sales Agents
- Aircraft Mechanics and Service Technicians
- Architectural and Civil Drafters
- Automotive Service Technicians and Mechanics
- Brickmasons and Blockmasons
- Bus and Truck Mechanics and Diesel Engine Specialists
- Business Operations Specialists, All Other
- Cabinetmakers and Bench Carpenters
- Carpenters
- Cement Masons and Concrete Finishers
- Chemical Technicians
- Civil Engineering Technicians
- Computer, Automated Teller, and Office Machine Repairers

To find occupations at the state and/or national level that fit your budget and meet your preferences click the check boxes. Please note: a few occupations may not appear on city or state lists because no wage data is available for that area.

State
 United States

Select

We ended up with 62 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.

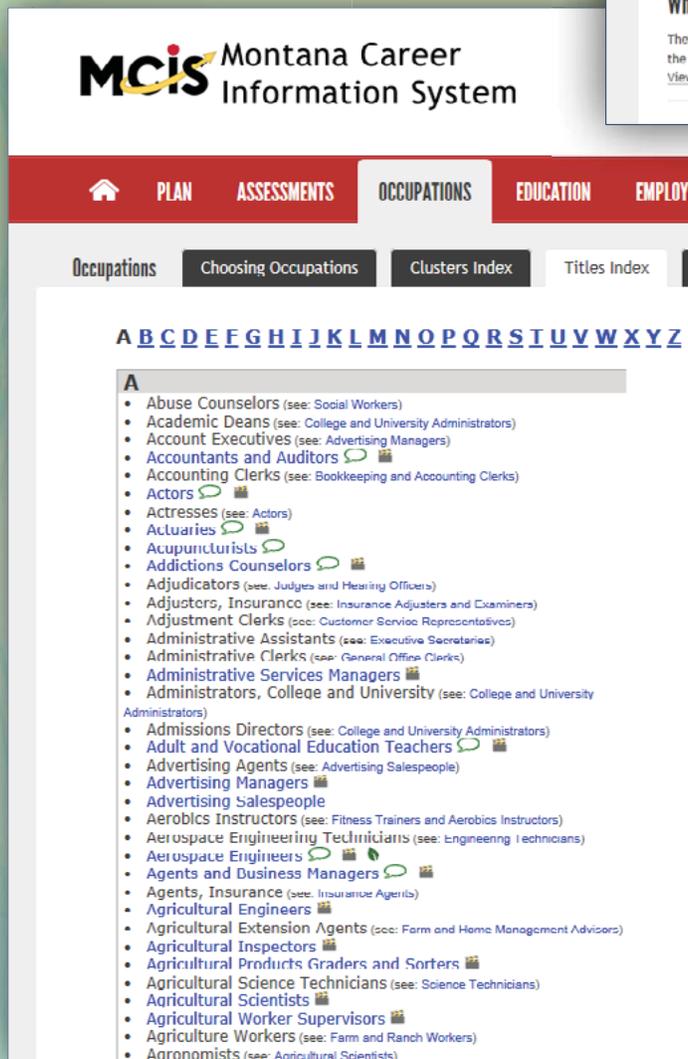
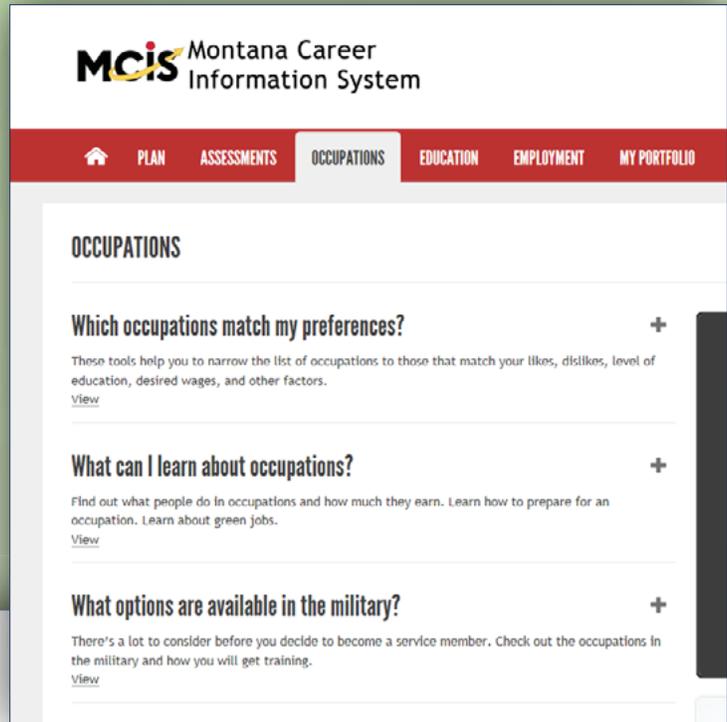


What's in it for you?

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.

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 will 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? heading.

➡ 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 →

→ **VIDEOS**

→ **INTERVIEWS**

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, 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.

This Montana specific wage information will 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.

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 14 openings annually in Montana and 2,160 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 21.8% which is faster than the growth rate for all occupations at 11.8%.

Wages

Nonfarm animal caretakers (SOC 39-2021)

Location	Pay Period	Wages		
		25%	Median	75%
Montana	Hourly	\$8.34	\$9.02	\$10.67
	Monthly	\$1,445	\$1,563	\$1,849
	Yearly	\$17,340	\$18,760	\$22,190
Billings	Hourly	\$8.42	\$9.19	\$10.45
	Monthly	\$1,459	\$1,593	\$1,811
	Yearly	\$17,510	\$19,120	\$21,730
Great Falls	Hourly	\$8.16	\$8.67	\$9.18
	Monthly	\$1,414	\$1,503	\$1,591
	Yearly	\$16,980	\$18,040	\$19,100
Missoula	Hourly	\$8.26	\$8.87	\$9.66
	Monthly	\$1,431	\$1,537	\$1,674
	Yearly	\$17,180	\$18,450	\$20,080
Southwestern Montana	Hourly	\$8.42	\$9.19	\$11.11
	Monthly	\$1,459	\$1,593	\$1,925
	Yearly	\$17,510	\$19,110	\$23,120
United States	Hourly	\$8.55	\$9.46	\$11.82
	Monthly	\$1,482	\$1,639	\$2,048
	Yearly	\$17,790	\$19,690	\$24,590

Montana's minimum wage is \$7.80 per hour. On January 1, 2014 Montana's minimum wage will be \$7.90 per hour.

Select different states

Outlook

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

Location	Employment	&	Growth		>>>>	Annual openings
			This occupation	All occupations		
Montana	417 Medium	&	21.8%	11.8%	>>>>	14 Moderate
United States	73,200 Medium	&	14.2%	14.3%	>>>>	2,160 Moderate

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

<p><u>PET CARE ATTENDANT</u> Montana Employer (Laurel, MT) first acquired 2013-12-5 11:06 PM</p>	<p>Share this job:    </p>
<p><u>PET DAYCARE</u> Montana Employer (Billings, MT) first acquired 2013-10-25 11:10 PM</p>	<p>Share this job:    </p>
<p><u>GROOMER</u> Montana Employer (Billings, MT) first acquired 2013-10-25 11:10 PM</p>	<p>Share this job:    </p>
<p><u>Dog Groomer Assistant</u> Montana Employer (East Helena, MT) first acquired 2013-12-16 11:05 PM</p>	<p>Share this job:    </p>
<p><u>Kennel Attendant</u> Montana Employer (Great Falls, MT) first acquired 2013-12-20 11:06 PM</p>	<p>Share this job:    </p>
<p><u>Vet Assistant / Kennel Aide</u> Montana Employer (Miles City, MT) first acquired 2013-12-5 11:07 PM</p>	<p>Share this job:    </p>
<p><u>Pet Stylist</u> Montana Employer (KalisPELL, MT) first acquired 2013-7-12 11:07 PM</p>	<p>Share this job:    </p>

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

★ Save
✉ E-mail
📄 Letter
🖨 Print

UNIVERSITY OF MONTANA WESTERN

Topics

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

Related Information

- Agriculture

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	http://www.umwestern.edu/
Virtual campus tour	http://my.umwestern.edu/campusinfo/tour/

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

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

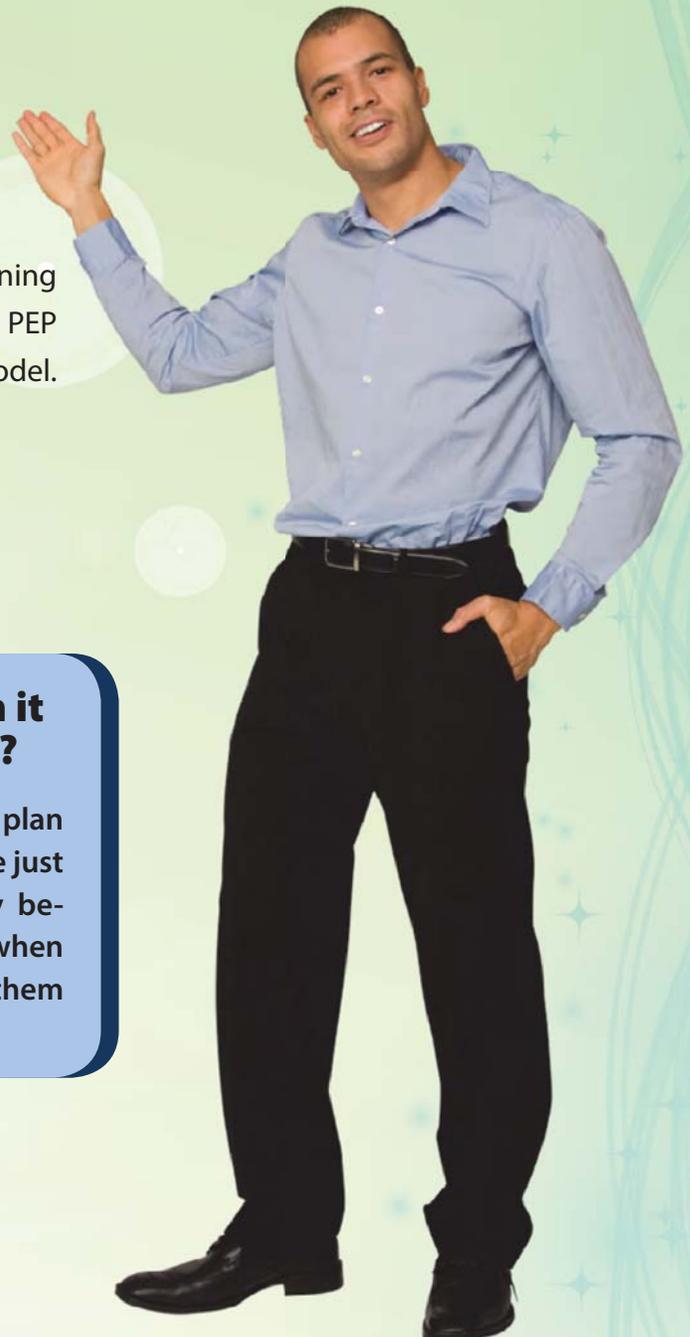
Attainable

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.



PEP TALK

S pecific

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.

M easurable

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.

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.

T ime 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 timeframes 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.



Long Term Goal:

Short term goal:	Short term goal:	Short term:	Short term:
Action Steps	Action Steps	Action Steps	Action Steps
Target date	Target date	Target date	Target date
Additional Information:			

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 timeframe, days and weeks instead of months and years.

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.

Long Term Goal:			
<div style="border: 1px solid black; padding: 5px;"> 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>			
Short term goal:	Short term goal:	Short term:	Short term:
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
Action Steps	Action Steps	Action Steps	Action Steps
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.
Target date	Target date	Target date	Target date
By this weekend	Next Wednesday	Interviews scheduled 6-15 Interviews completed 7-15	August 1
Additional Information:			
www.careers.mt.gov website to access MCIS			

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!



Soft Skills Checklist

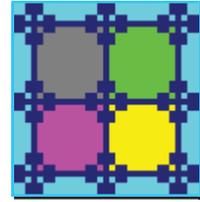
Put an X in the column that best matches your opinion of each statement.

	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.				
Add up the number of Xs in each column	A	B	C	D

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



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 now 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 headed ‘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 the **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 2: _____

Accomplishment 3: _____

Accomplishment 4: _____

Accomplishment 5: _____

Accomplishment 6: _____

Accomplishment 7: _____

SKILLS

A. PERSONAL SKILLS

		ACCOMPLISHMENT							S
		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

		ACCOMPLISHMENT							S
		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

		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	S
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							S
		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 WORKSHEET
SKILLS ASSESSMENT

E. SITUATIONAL SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
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		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
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 or ensuring that it is correct.								

G. TECHNICAL SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
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		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
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		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
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 WORKSHEET
SKILLS ASSESSMENT

J. PROBLEM SOLVING SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
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		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
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 outcome of decisions.								

SKILLS SUMMARY

5 VERY SATISFYING SKILLS										
10 MODERATELY SATISFYING SKILLS										
20 SOMEWHAT SATISFYING SKILLS										

CAREER INFORMATION SYSTEM

CAREER INFORMATION SYSTEM



SKILLS

CARDS

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

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May be reprinted for use with the CIS SKILLS component

VERY SATISFYING

(Choose up to 5 cards)

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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 card and place it beneath the header card that best expresses your feelings about that skill.

MODERATELY SATISFYING

(Choose up to 10 cards)

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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.

SOMEWHAT SATISFYING

(Choose up to 20 cards)

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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.

NOT SATISFYING

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01

DEPENDABILITY

Working in a reliable and responsible manner.

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05

EFFICIENCY

Effectively using resources.

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02

FLEXIBILITY

Accepting change and variety in the workplace.

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06

COMPETITIVENESS

Striving to be the best.

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03

PERSISTENCE

Working continuously despite interruption.

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07

SOCIAL PERCEPTION

Being aware of the needs and feelings of others.

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04

INTEGRITY

Avoiding unethical behavior and being honest.

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08

INDEPENDENT WORK

Working with little or no supervision.

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09

TEAMWORK

Working cooperatively with others.

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13

INSTRUCTING

Teaching, guiding, or motivating others.

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10 WORKING WITH THE PUBLIC

Representing the organization and communicating with persons outside the organization.

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14 FINGER DEXTERITY

Coordinating movements of the fingers.

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11 ASSISTING/CARING

Providing assistance, care, or service to others.

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15 MANUAL DEXTERITY

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

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12 PERFORMING

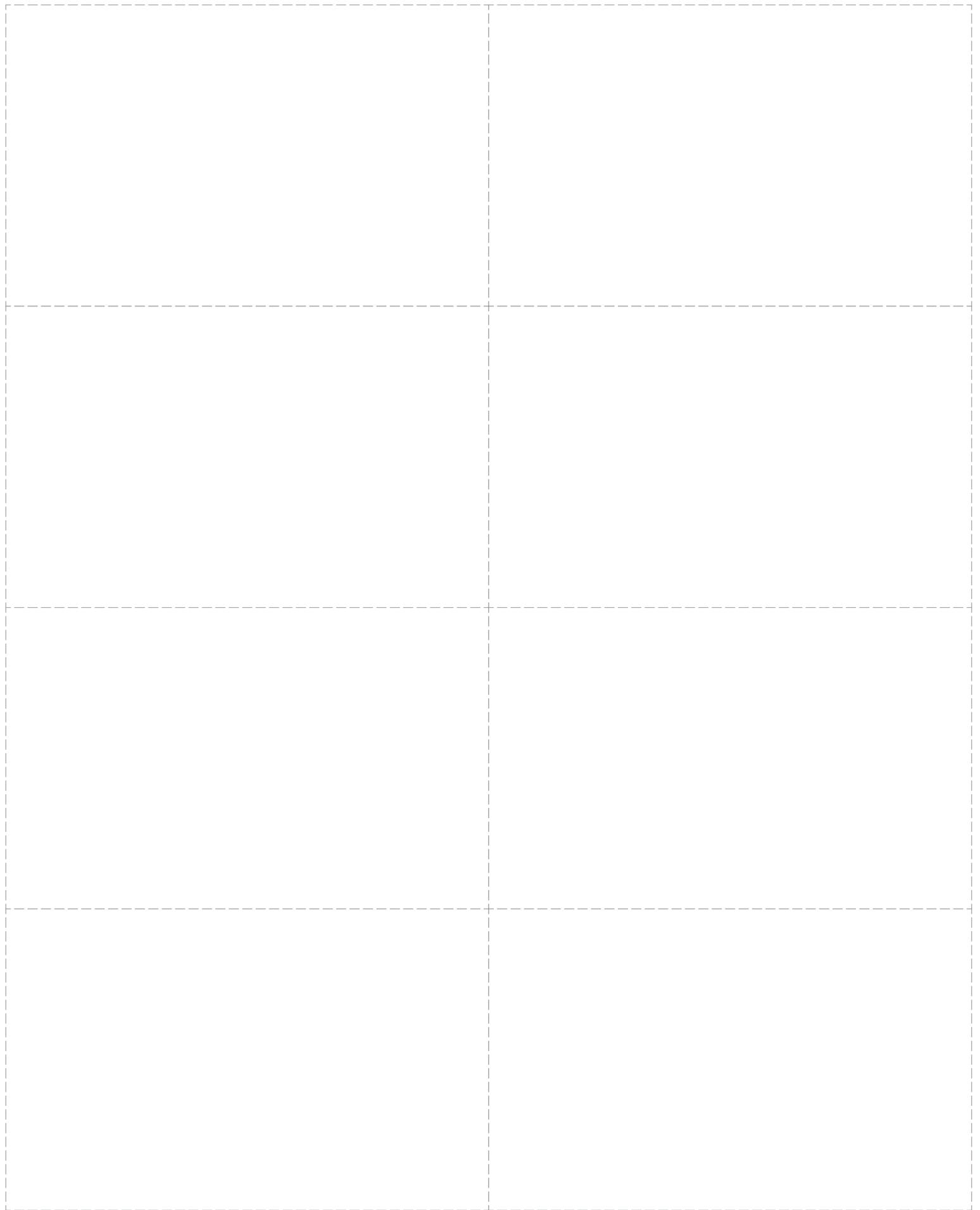
Interacting with others to entertain or sell.

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16 MOTOR COORDINATION

Coordinating movements of two or more limbs together.

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17

STAMINA

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

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21

SHAPE DISCRIMINATION

Detecting the difference between sizes, shapes, and mass.

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18

STRENGTH

Exerting force repeatedly or continuously.

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22

COLOR VISION

Detecting the difference between colors, shades, and brightness.

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19

RAPID RESPONSE

Moving quickly and correctly between two different activities.

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23

DEPTH PERCEPTION

Detecting the distance between objects.

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20

SOUND DISCRIMINATION

Detecting the difference between sounds, pitch, or loudness.

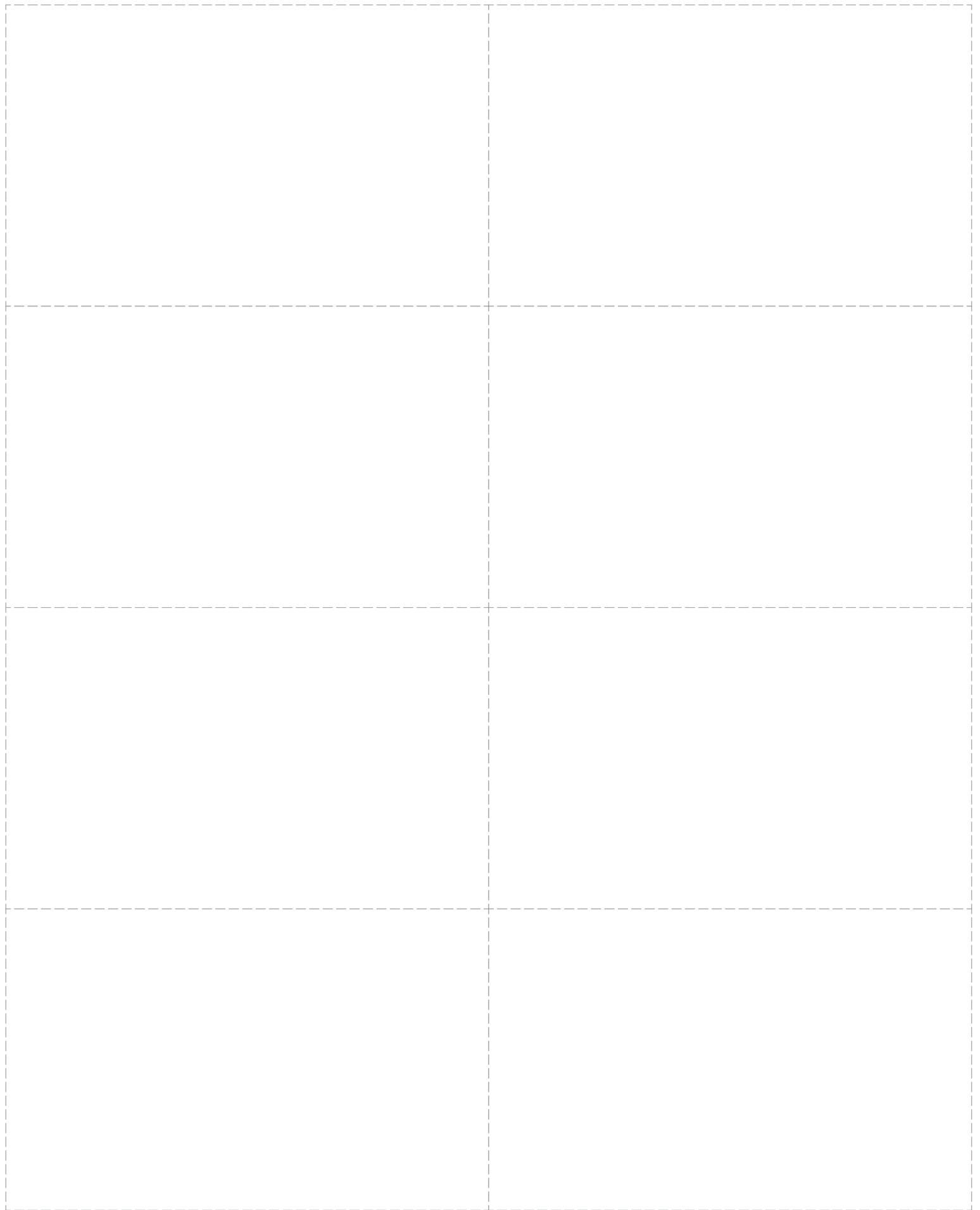
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24

VISUALIZING

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

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25

CREATIVITY

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

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29

DISCOMFORT TOLERANCE

Working in unpleasant environmental conditions.

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26

AESTHETIC JUDGMENT

Recognizing artistic or natural beauty.

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30

REPETITION

Continuously performing the same action.

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27

STRESS TOLERANCE

Dealing calmly and effectively with tense situations.

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31

FOLLOWING PROCEDURES

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

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28

HAZARDS TOLERANCE

Working in potentially dangerous conditions.

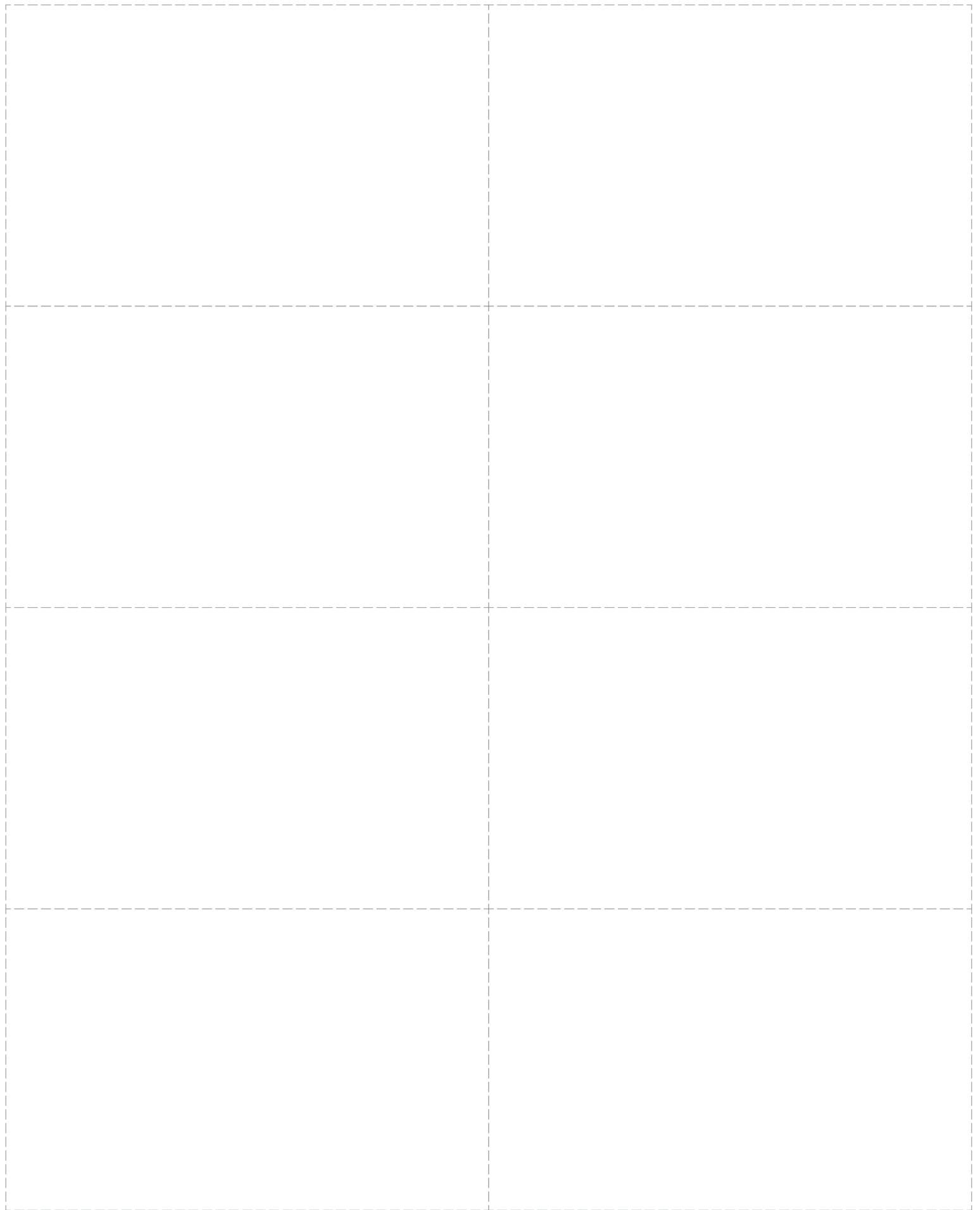
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32

CATEGORIZING

Identifying items by similarities.

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33

RECORD KEEPING

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

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37

INSPECTING

Checking and evaluating equipment, structures, and products.

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34

ATTENTION TO DETAIL

Checking each item or task carefully.

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38

REPAIRING

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

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35

VERIFYING INFORMATION

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

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39

TROUBLESHOOTING

Determining the cause and solution of an error.

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36

INSTALLING

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

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40

CONTROLLING MACHINES

Using control mechanisms or direct physical activity to operate machines.

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41

OPERATING VEHICLES

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

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45

CALCULATING

Adding, subtracting, multiplying, and dividing.

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42

USING COMPUTERS

Working with computers by using programs or entering data.

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46

ESTIMATING

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

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43

PROGRAMMING

Writing computer programs.

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47

BUDGETING

Allocating financial resources.

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44

TECHNOLOGY DESIGN

Developing or adapting equipment and technology.

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48

MATH REASONING

Using mathematical methods to understand and solve problems.

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49

SCIENCE REASONING

Using scientific methods to understand and solve problems.

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53

LISTENING

Listening to what people are saying and asking questions.

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50

READING

Understanding information and ideas presented in writing.

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54

CONCENTRATING

Focusing on a task without interruption.

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51

WRITING

Communicating information and ideas in writing.

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55

INFORMATION GATHERING

Locating and identifying information or ideas.

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52

SPEAKING

Talking to others to convey information.

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56

EVALUATING

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

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57

ADVISING

Providing consultation or advice to others.

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61

ACTIVE LEARNING

Working with new material or information to understand the implications.

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58

SYNTHESIZING

Reorganizing information to get a better approach to problems.

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62

USING KNOWLEDGE

Using work-related experience.

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59

ANALYZING

Examining information and using logic to solve problems.

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63

SAFETY OF OTHERS

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

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60

PLANNING

Developing approaches for implementing ideas.

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64

PERSUADING

Convincing others to approach things differently.

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65

NEGOTIATING

Bringing others together and trying to reconcile differences.

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69

DIRECTING/LEADING

Providing leadership and direction to others through a process of give and take.

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66

CONFRONTING

Communicating a position opposed by others.

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70

DECISION MAKING

Understanding information and reaching a conclusion to solve problems.

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67

INITIATING

Taking on new responsibilities and challenges.

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71

MANAGING RESOURCES

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

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68

COORDINATING

Organizing people and activities to complete tasks.

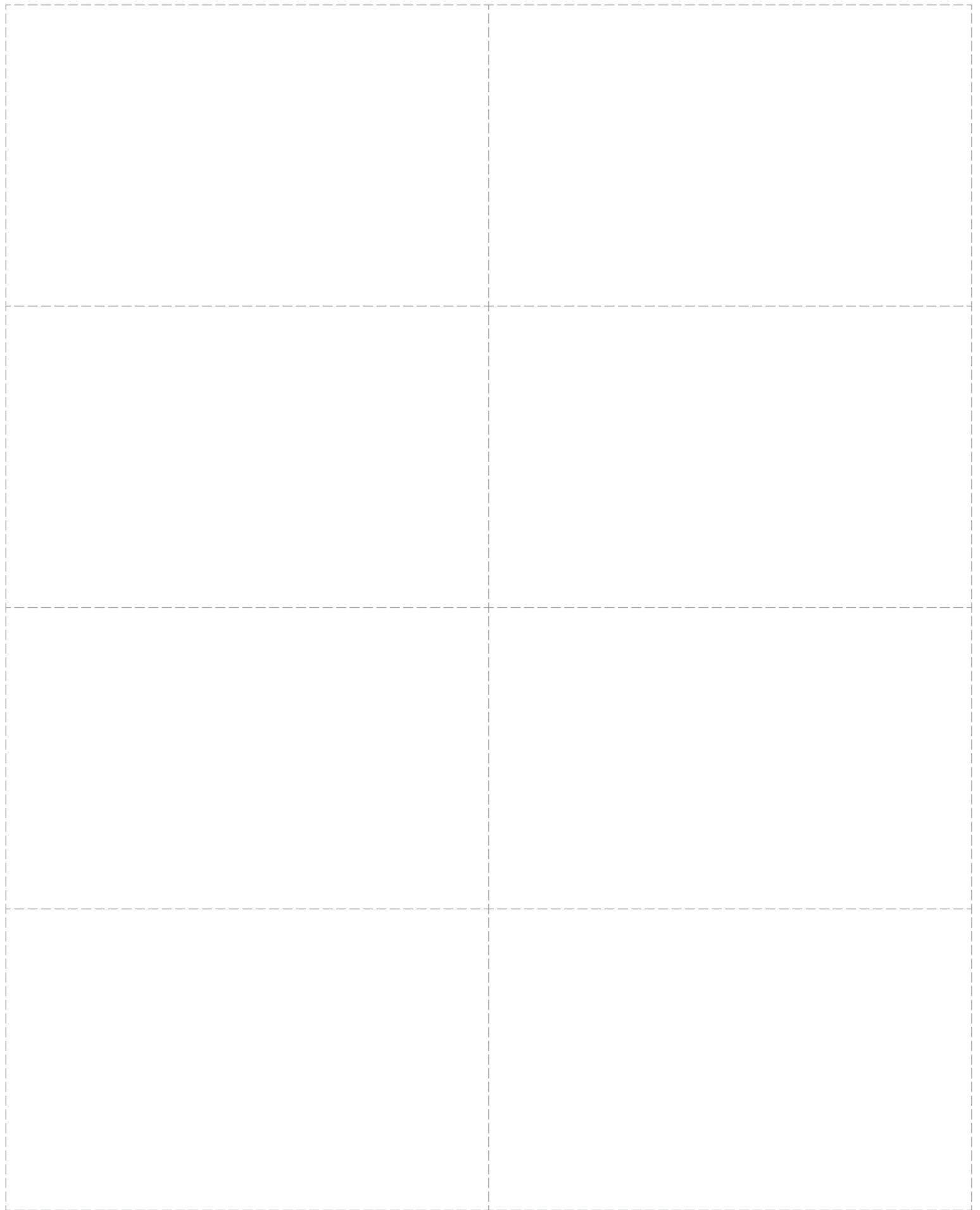
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72

IMPACT OF RESPONSIBILITY

Accepting the long-term outcome of decisions.

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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
 - 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:

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:



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3,000 copies of this public document were produced at an estimated cost of \$1.27 per copy, for a total cost of \$3,799.00, which includes \$3,799.00 for printing and \$0.00 for distribution.