



PEEP TALK BLUEPRINT

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Welcome to PEP Talk

What is PEP Talk and who benefits from it? Those are two excellent questions. PEP Talk stands for Personalized Employment Plan. PEP Talk consists of a simple 3 step process to develop a personalized employment plan. Step 1: Awareness. Step 2: Exploration. Step 3: The Plan. If you decide that you want to create a personalized employment plan PEP Talk is your tool.

Who needs a personalized employment plan?

- ✓ The unemployed
- ✓ The underemployed
- ✓ TANF recipients
- ✓ High school and college students
- ✓ Career changers
- ✓ Anyone unhappy with their current job

If you fall into any of these categories then PEP Talk can help you improve your employment situation. PEP Talk has been designed so you can go through it on your own or with the assistance of one of our PEP Talk partner agencies. Those agencies are the Job Service Workforce Center offices, One-Stop centers, Adult Basic Education centers, and 2-year schools. We have provided you with the tools you'll need to work on your plan with or without assistance.

How do you decide if you do this on your own or use one of the PEP Talk agencies? There are many programs available to help people who are unemployed, underemployed, receiving TANF benefits or are working with a case manager or coach. Access to these professionals may open up opportunities that many people are unaware of. You may choose to contact someone at the participating agencies to see if you might qualify for one of these programs.

How to use the blueprint

This publication contains the basic information you'll need to get started. There are worksheets, cards, and instructions for the Montana Career Information System (MCIS) inside the book. Detailed lessons on the specific tools within the MCIS program are available at www.careers.mt.gov. Click on PEP Talk to access the materials.

The following pages have the list of video lessons. You can use the first column to mark off the lessons you've reviewed. In the workbook the essential lessons will be noted with this symbol:



These essential video lessons are important to view in order to fully get the most out of the tool in MCIS. The other lessons will be helpful to understand the entire process for PEP Talk. If you are doing PEP Talk as part of Adult Basic Education, WIA, or the Worc program then you may be required to complete all of

the online lessons. The lessons are typically short, no longer than 5 minutes, and easy to understand. They can be replayed as many times as you like and they are available 24 hours a day, 7 days a week.

Completed	Lesson Titles	
	Unit 1 – Getting Started	
	Lesson 1.1	What is PEP Talk
	Lesson 1.2	MCIS Mini Tour
	Lesson 1.3	The MCIS Portfolio
	Lesson 1.4	Programs of study
	Lesson 1.5	Financial Aid
	Lesson 1.6	Job search
	Unit 2 - Awareness	
	Lesson 2.1	Awareness Interest assessments
	Lesson 2.2	PEP Talk SKILLS Worksheet
	Lesson 2.3	Pep Talk SKILLS Cards
	Lesson 2.4	Using SKILLS Online
	Lesson 2.5	Analyzing SKILLS
	Lesson 2.6	The Life Inventory Assessment
	Lesson 2.7	Reality check
	Lesson 2.8	Academic Assessments
	Lesson 2.9	Awareness Wrap up
	Unit 3 Exploration	
	Lesson 3.1	Searching for Treasure
	Lesson 3.2	Picking an occupation

	Unit 4 – The Plan	
	Lesson 4.1	PEP Talk Goal Setting Part 1
	Lesson 4.2	The Long and Short of it
	Lesson 4.3	The Goal Setting Template
	Lesson 4.4	Carla Makes a Plan
	Lesson 4.5	Plan Implementation
	Unit 5 – Resources	
	Lesson 5.1	Adult Basic Education Bright Idea
	Lesson 5.2	Workforce Services (Department of Labor & Industry)
	Lesson 5.3	Montana Careers Begin with 2-year Education

MCIS

The Montana Career Information System is an easy to use tool available via the Internet at no cost for all Montanans. If you are creating your own PEP Talk plan then use the general use option at www.careers.mt.gov and click on the Job Seekers link to access the MCIS program. You'll register and set up your own user name and password.

If you are participating in PEP Talk with one of the PEP Talk agencies you will need to get your user name and password from them before proceeding. It is very important not to set up two accounts if you are working with a case manager or coach. Your case manager will provide you with a user name and password.

Write down your user name and password:

- User name: _____
- Password: _____

Once you have your user name and password you can access MCIS from any location that has a computer.

The first thing you'll want to do when you log into MCIS is create your portfolio. By creating a portfolio everything you do in MCIS can be saved. That will save you work and time. The essential lessons on MCIS are:



- Lesson 1.2 - MCIS Mini Tour
- Lesson 1.3 - The MCIS Portfolio

The Montana Career Information System (MCIS) is a comprehensive Internet-based system that delivers accurate and useful local and national information to assist users in making career plans and learning how to achieve their educational and career goals.

MCIS provides unbiased information on more than 550 occupations, 640 programs of study, and current Montana wage, employment and outlook data. In addition, users can access pertinent data on all accredited Montana schools, and 3,500 other schools as well as over 12,000 financial aid opportunities.

The Montana Career Information System (MCIS) is available **free** to all Montanans.

MCIS is available in a high school/adult version or a junior/middle school version (MCIS Junior). Also, MCIS has several optional components that organizations can add, such as academic and civil service practice tests, and IDEAS assessment tool, Universal Encouragement Program, and Dependable Strengths. For more information about setting up an account, or changing your site type, please email us at mcrn@mt.gov or call us at (800) 541-3904 or fill out the [MCIS Site Request/Renewal Form](#).

[Testimonials](#) - [How MCIS Works for Us](#) Read how MCIS has helped teachers, students, counselors, and others.

Montana Career Information System (MCIS) Login

Middle School High School College Adult Administrative Tools General Use

SKILLS

Once you have created a portfolio in MCIS it is time to start with the first phase of PEP Talk – Awareness. The SKILLS assessment is probably one of the most important assessments in the system. Why are skills important? Employers want employees with the right skills for the job and often those skills are transferable between different occupations. For example computer skills are used in almost all occupations in one form or another. There may be different applications of those skills such as specific software used, but an employer may want someone who is comfortable with computers and can learn new software. Some jobs may require good eye-hand coordination. This is a skill common to many occupations such as equipment operators and nurses. Your skills are what make you marketable to an employer.

Finding an occupation that uses skills you enjoy using will make the fit between you and your perfect job that much better. You spend half of your waking hours working so having a job you enjoy will make that time worth the effort of getting up every morning.

The tools you'll need to do the SKILLS assessment are on the following pages and at the back of the packet of materials in your folder. They are the SKILLS worksheet and SKILLS cards. You will need to break the perforated cards apart prior to using them. The instructions for the SKILLS worksheet are on the first page of the worksheet.

The essential lessons for this topic are:



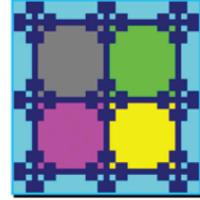
- Lesson 2.2 – PEP Talk Skills Worksheet
- Lesson 2.3 – PEP Talk Skills Cards
- Lesson 2.4 – Using SKILLS Online
- Lesson 2.5 – Analyzing SKILLS

SKILLS Cards

Once you have the worksheet filled out the next step is to use the SKILLS cards to prioritize your skills. Lesson 2.3 mentioned earlier will take you through the process of using the cards. Locate the perforated cards in your packet and break them apart. (If you have downloaded the Blueprint from MCIS you'll need to print out the SKILLS cards). Place the 4 header cards across a flat surface and place the 72 cards under these header cards. Your goal is to get 5 cards under the Very Satisfying header card, 10 under the Moderately Satisfying card and 20 under the Somewhat Satisfying card. Once you are satisfied with your final groupings transfer the numbers from the cards to the last page on the SKILLS worksheet. These numbers are what you will need to have completed prior to using the SKILLS program in MCIS.



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.								

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.								

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

Interest assessments

Interest assessments are another helpful tool in finding a career that you will find satisfying. In the MCIS program there are two interest assessments available. IDEAS provides a very easy to read and understand report when the assessment is completed, along with a list of occupations that match your highest interest areas. The IDEAS assessment is available at no cost from one of the PEP Talk agencies and is not available for home use. The O*Net Interest Profiler is available for home use and will also provide you with a list of occupations that match your interest areas. The results of both can be saved to your portfolio.

Essential lesson:



Lesson 2.1 - Awareness Interest Assessments

Life Inventory

The Life Inventory assessment was designed to help identify potential barriers to you achieving your occupational goal. Often life circumstances may dictate what decisions you make so it is wise to compile a list of things that need to be addressed in order to be successful. The Life Inventory assessment is on the following page.

Essential lesson:



Lesson 2.6 - The Life Inventory Assessment

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
-
-
-

Goal setting

This is the final part of PEP Talk, setting your goals and writing out your plan. We use the S.M.A.R.T. goal setting format.

Specific – you want your goal 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."

Measurable-you want to have measureable goals. In other words you need to be able to discern whether or not you met your goal. Instead of saying "I will study for my GED" you could say "I will take a GED practice test in MCIS by Thursday." This way you will have a specific statement of what you'll be doing to prepare for the GED test and you'll know what your deadline is.

Attainable- you want your goal to be attainable. If you have physical limitations that make it impossible for you to lift heavy objects then a goal of bricklayer may not be attainable for you.

Realistic- you want your goals to be realistic. If you have taken the TABE and scored low in math or reading, it isn't realistic to expect that you'll be able to attend school until you improve your math or reading scores. That doesn't mean that your goal can't be postsecondary education, it just means that there are some other short term goals that need to happen first.

Time bound- your goals should have some sort of timeline built in. In the examples above a certain day of the week is mentioned. With longer term goals it may be weeks, months, or years. Having a time-bound goal helps you be accountable to your goal and keeps you moving forward.

The following pages are your goal setting templates. Each page should have one long term goal and you may decide that you have several goals. Photocopy extra pages or download them from the MCIS program if you need more copies.

Essential Lessons:



Lesson 4.1 – PEP Talk Goal Setting Part 1

Lesson 4.2 – The Long and Short of It

Lesson 4.3 – The Goal Setting Template

Lesson 4.4 – Carla Makes a Plan

Lesson 4.5 – Plan Implementation

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:

NOTES:



Montana
Department of Labor and Industry

OCHE

Office of the Commissioner of Higher Education



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Montana University System



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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