Introduction

*Career Skills* helps you select 30 work-related skills you may wish to use in future jobs and then matches those skills to over 600 occupations. This guide shows you the main screens you will see in *Career Skills*.

Starting the Program

To start *Career Skills*:
If you are running *Career Skills* within *Career Visions*, click the World of Work button on the Main Menu. Then click on the *Career Skills* button on the World of Work Menu.

To start a stand-alone version, double-click the *Career Skills* icon on the Desktop.
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The System Bar
An important feature of Career Skills is the System Bar. This is the strip at the left of each screen that tells you what module you are in. It also has five special buttons: My Plan, Print, Quit, Save, and Go Back. You can use these buttons at almost any time.

My Plan
Click on the My Plan button to print or view a copy of your career plan.

Print
Click on the Print button to print information related to the module you are in.

Quit
Quit gives you three choices:
• Quit Career Skills entirely
• Quit the module you are in and return to the main menu
• Cancel - don't quit after all

Save
This button lets you save your work so you can return to Career Visions at a later time and pick up where you left off.

Go Back
Click on the back arrow to return to the previous screen.
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Academic Skills
1. Arithmetic—Adding, subtracting, dividing, or multiplying fractions and whole numbers.
2. Language—Comprehending and articulating words used to communicate in one’s native tongue or a foreign language.
3. Mathematics—Solving problems involving unknowns as in algebra, geometry, and trigonometry.
4. Reading—Understanding the meaning of numerals and words formed by letters in written materials.
5. Science—Using systematic procedures and principles to solve problems, gather information and test hypotheses.

Communication Skills
6. Editing—(Revising or Deleting) Correcting written text by checking grammar, punctuation, and content.
7. Explaining—(Describing, Informing, or Briefing) Carefully and clearly telling people about things, so they easily understand you.
8. Listening—(Hearing or Paying Attention) Receiving, comprehending, and responding to audio signals, music, speech, or sign language.
9. Performing—(Entertaining) Conveying emotions, verbally or nonverbally, to an audience.
10. Public Speaking—(Addressing, Lecturing, or Orating) Making informational or instructional presentations to an audience.
11. Questioning—(Interviewing or Inquiring) Asking appropriate questions to get useful information from others or to help others to discover ideas.
12. Writing—(Drafting, Reporting, or Corresponding) Using proper grammar to make clear, meaningful sentences and paragraphs that can be easily understood by others.

Self-Management Skills
13. Accountable—Accepting responsibility for one’s actions and their effect on other individuals and organizations.
14. Dependable—Completing tasks, meeting deadlines, and conscientiously performing other duties as specified.
15. Efficient—Planning, organizing, and performing tasks accurately without wasting time or energy.
16. Flexible—Using different work skills to perform a variety of tasks or adopting new work skills to perform new or ongoing tasks.

Self-Initiative Skills
17. Determination—Persisting in one’s pursuit of excellence, competing with oneself and others commendably.
18. Endurance—Performing physically tiring work such as bending, stand-
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ing, or walking all day, without becoming exhausted.
19. **Risk-Taking**—Willing to participate in activities that are adventurous or exciting yet contain an element of risk or danger.
20. **Strength**—Lifting and/or carrying heavy objects continually or occasionally during the workday.
21. **Tenacity**—Committing one’s efforts totally to the completion of a task over an extended period of time.

**Interpersonal Skills**
22. **Negotiating**—Solving problems by working out mutually beneficial agreements or contracts with others.
23. **Serving**—Attending to the needs of others as required or when requested.
24. **Teaching**—Introducing people to new ideas, information, concepts, and methods of investigating complex systems.
25. **Teamwork**—Working cooperatively with others to reach a common goal or goals.
26. **Training**—Explaining, describing, and demonstrating the procedures/techniques utilized to accomplish specific tasks.
27. **Treating**—Applying appropriate tests, procedures, and treatments to relieve physical or emotional pain and restore function.
28. **Understanding**—Recognizing and accepting the feelings of others even if unfamiliar to you in your personal experiences.

**Leadership Skills**
29. **Advising**—Providing individuals or groups with suggestions to help them solve problems or directing them to resources for needed services.
30. **Asserting**—Stating one’s opinions and ideas positively without fearing reprimand or criticism.
31. **Confronting**—Addressing negative issues or activities in the workplace to create a healthier and more productive atmosphere.
32. **Directing**—Leading the work activities of others by assigning duties, evaluating performance, and implementing policies to create a more productive and efficient workplace.
33. **Initiating**—Developing new, innovative ideas, relationships, or programs, and soliciting support for them.
34. **Persuading**—Convincing others of the benefits or advantages of your ideas and/or proposed activities.

**Detail Skills**
35. **Budgeting**—(Allocating Expenditures) Managing money by limiting expenditures within an income and assessing financial investments.
36. **Estimating**—(Forecasting or Predicting) Projecting the value, worth, extent, significance, nature, or cost of something.
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37. **Measuring**—*(Gauging)* Finding the length, angle, volume, or weight of something by using the appropriate tool.

38. **Planning**—*(Scheduling)* Determining the order and time frame of activities or events toward a final goal.

39. **Record Keeping**—*(Posting or Compiling)* Keeping track of money, objects, or facts in ledgers or computer databases.

40. **Sorting**—*(Filing or Cataloging)* Arranging items in a logical sequence or order.

41. **Verifying**—*(Auditing or Proofreading)* Checking numbers or text for accuracy and consistency.

**Reasoning Skills**

42. **Analyzing**—*(Defining or Examining)* Breaking a problem or job into its components so that each component can be dealt with individually.

43. **Decision Making**—*(Deciding)* Choosing a course of action and being responsible for outcomes.

44. **Evaluating**—*(Appraising)* Using data, one’s experience or training, or established standards to judge people, things, or ideas.

45. **Investigating**—*(Researching or Studying)* Collecting information by observing events, making inquiries, or conducting experiments.

46. **Problem Solving**—Identifying a problem, devising a plan, and determining the action(s) to resolve the area of concern.

**Creative Skills**

47. **Designing**—*(Inventing)* Using original or modifying existing techniques to develop a project, structure, product, or artistic presentation.

48. **Drawing**—*(Sketching or Drafting)* Representing concepts, people, or things by hand or by using special equipment.

49. **Imagining**—*(Picturing or Envisioning)* Using mental scenarios of people, things, or ideas to help decide what to do or to better understand others.

50. **Interpreting**—*(Deciphering or Translating)* Converting text, symbols, hand gestures, or the spoken word into understandable terms or language.

51. **Synthesizing**—*(Reconstructing)* Combining facts or ideas in new ways to create new ideas.

52. **Visualizing**—*(Conceptualizing)* Forming a mental image based on a drawing, verbal description, or text.

**Informational Skills**

53. **Converting**—*(Transforming)* Drawing charts or graphs by hand or using computer programs to illustrate or explain printed material.

54. **Locating**—*(Searching)* Using books, printed tables, card catalogs, or computer databases to locate information.

55. **Manipulating**—*(Storing or Retrieving)* Creating paper or computer files
to maintain correspondence, invoices, and other business records.

56. **Processing**—(*Generating*) Combining information from several sources into a more complex document by merging databases.

**Systematic Skills**

57. **Assembling**—(*Fitting*) Putting parts together or joining components of devices or products.

58. **Constructing**—(*Building or Setting Up*) Assembling components to form a complete structure, product, or system.

59. **Correcting**—(*Adjusting*) Identifying and rectifying malfunctions of mechanical devices or systems that have an impact on operations or performance.

60. **Maintaining**—(*Repairing*) Lubricating, cleaning, and aligning or removing and replacing defective parts of machines, electronic devices, or instruments.

61. **Operating**—(*Driving, Controlling, or Piloting*) Guiding the functions of a machine, vehicle, or electronic device manually or via a computerized control panel.

62. **Troubleshooting**—(*Diagnosing*) Investigating and resolving atypical or complex problems.

**Situational Skills**

63. **Accepting Repetition**—Performing the same task repeatedly on a routine basis without becoming bored or frustrated.

64. **Acting with Precision**—Consistently performing duties meticulously and concisely.

65. **Attending to Diverse Tasks**—Accurately performing a variety of duties that require distinctly different skills on a regular basis.

66. **Coordination**—Smoothly, accurately, and simultaneously moving several parts of the body to perform physical activities.

67. **Dexterity**—Precisely using one’s hands and/or fingers to grasp or manipulate objects.

68. **Following Procedures**—Observing the formal and/or informal social policies and procedures of a specific workplace.

69. **Remaining Alert**—Staying attentive and reacting quickly to correct something regardless of the nature of the task.

70. **Working Under Pressure**—Performing one’s duties accurately and quickly in emergency situations or to meet deadlines.
You can rate skills in two different ways: first, by clicking on the skill and then rating it; second, by clicking on one of these buttons and then clicking on the skill. For example, to rate all the skills you want to use very often, click on the Very Often button (the cursor will change to look like the button). Next, click on all the skills you want to use very often. To change the cursor, click on another button or somewhere outside the skill list.
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Finding Occupations Related to Your Current or Past Occupation

1. Click on the See Skills from an Occupation button to get a list of occupations.

2. From the list of occupations, choose an occupational title that is the same or equivalent to your current job. Close the popup.

3. When you return to this screen all the skills will be set.

4. Click on the See Matching Occupations button to see the list of occupations that are related to your current or past occupation.
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Rating a Skill

You can rate skills in two different ways; first, by clicking on the skill and then rating it. Second, you can click on one of the buttons and then click on the skill. For example, to rate all the skills you want to use very often, click on the Very Often button (the cursor will change to look like the button). Next, click on all the skills you want to use very often. To change the cursor, click on another button or somewhere outside the skill list.

Workbook Entry

You get to this screen by clicking on this dial. Enter the skill numbers from your workbook on this screen.
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Matching Occupations

These are the scores of the top 25 occupations

Click on an occupation to get information on it
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Administrator's Guide

Overview

Career Skills is a career search program based on a personal skills analysis. As used in this program, skills are attributes, capabilities, or qualities that are valued in the world of work. From a group of 70 skills, users select a set of 6 skills they most want to use on the job, 12 they want to use often, 12 they want to use sometimes, and 4 they want to avoid.

The process of personal skills analysis required to select skills has as much, or more, value to the user as the results produced by the program. While users will benefit from using the program without professional assistance, when used with professional support, Career Skills produces numerous benefits.

The Career Skills program helps users:

1. Seriously consider the personal skills they have developed through their past experiences, both work related and otherwise.
2. Understand they have many skills they can use in future occupations.
3. Determine the names of 25 occupations they can explore further, based on their individual list of skills.
4. Learn that few occupations will allow them to use all of their skills and that most occupations (often desirable ones) will require skills they may not currently possess.
5. Learn the implications of compromise in their search for an "ideal" occupation.

While Career Skills is primarily designed for adults, it has proven successful for high school students who have paid or volunteer work experiences or who have given serious prior consideration to a career choice.

Career changers, displaced workers, and individuals re-entering the labor market find that being able to identify their skills is ideal preparation for resume writing, job interviewing, and job hunting. Completing this process not only identifies skills but increases self-awareness and self-esteem, two qualities that are beneficial to any job-hunter.

Time Required for Use

An experienced Career Visions user may take two or three minutes setup time, plus five to ten minutes per occupation accessed. An inexperienced user will need five to ten minutes setup time, plus five to ten minutes per occupation accessed.
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General Program Sequence
Methods for Entering Skills

Career Skills offers several methods to assist users in selecting skills to enter into the program. A counselor or advisor should be able to suggest the most appropriate method for users based upon their individual needs.

1. **Skill List**: Recommended for most adults who have previous work experience or who have spent some time thinking about the types of occupations they might enjoy.

2. **Show Skills from an Occupation**: Recommended for those with work experience. In this method, the user identifies one occupation and uses it to create an initial skills list. This list can be used to immediately find a matching list of occupations or the list can be edited before looking at a matching list. This method is ideal for a user who has lost a position that he or she liked a great deal and is searching for occupations with similar skill requirements.

Interpretation of Results

A list of 25 occupations that most closely match the skills entered by the user is produced, and a rating (considering the user's skills and the skills of the occupation) for each occupation is included on the list. The list of occupations and their ratings contains only 5% of the occupations in the Career Skills database. These occupations best match the user's skills.

The highest rating an occupation can receive is 100, but this score is only achieved if every skill chosen by the user exactly matches every skill required for the occupation. Users should be encouraged to view scores in the midranges as healthy and indicative of the complexity of their personalities.

**Above Average**: Users whose highest-rated occupation is above average are usually very enthusiastic and dedicated to their work and have been developing skills which are especially relevant to specific occupations.

**Below Average**: Users whose highest-rated occupation is below the average

<table>
<thead>
<tr>
<th>Comparing Results Obtained by Other Students/Clients</th>
<th>Highest Rated Occupation</th>
<th>Range of Difference Highest to Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptionally High</td>
<td>Above 62</td>
<td>Above 23</td>
</tr>
<tr>
<td>Above Average</td>
<td>55 to 62</td>
<td>19 to 23</td>
</tr>
<tr>
<td>Average</td>
<td>40 to 54</td>
<td>10 to 18</td>
</tr>
<tr>
<td>Below Average</td>
<td>32 to 39</td>
<td>6 to 9</td>
</tr>
</tbody>
</table>
may have selected less than the maximum number of skills permitted in Career Skills or they may have diverse skills which do not fit well into any one occupation. Not selecting the full number of skills may indicate a low sense of self-worth or apathy toward work in general. Many students who score low are not sure they want to work and/or have not tried to develop good work habits or skills which employers will value. Private counseling with these students may be helpful in identifying their fears.

An above average range of difference between the highest and lowest rated occupations on a user's list usually indicates a focused person (suited to a number of diverse occupations).

A below average range of difference between the highest and lowest rated occupations on a user's list usually indicates an unfocused person or a person who has skills in areas of the labor market where there is little differentiation among occupations. Many unskilled or semiskilled trades, for example, require similar skills and users who score high in these areas have narrow ranges with many similar occupations to choose from.

A below average range of difference is also observed when a user fails to differentiate. For example, a large number of social service occupations with similar ratings may indicate a socially concerned person with no specific area of interest.

Links to Education Data
[Does not apply to Stand-alone version.] The Education Path section in the Occupation Info module includes a link to the programs of study database. A user could begin by getting information about Agricultural Engineers, for example, jump from there to learn about different Criminal Justice programs of study, and could even jump from there to descriptions of colleges and universities that offer each program. At any time the user could back up to Career Skills and repeat these steps for a new occupation.

Education Path for an Occupation

This is a list of programs that relate to Advertising Managers. Click on a program title to get information on it.