

## DLIR Volunteer Internship Program

# Developing Your Skills Portfolio



Department of Labor and Industrial Relations  
State of Hawai'i  
[www.hawaii.gov/labor](http://www.hawaii.gov/labor)

## **Disclaimer**

Web site addresses for information created and maintained by other public and private organizations are included to enhance public access to information. Please be aware that we do not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of these references is not intended to reflect their importance, nor is it intended to endorse any views expressed or products or services offered by the author of the reference or the organization operating the server on which the reference is maintained.

It is the policy of the Department of Labor and Industrial Relations that no person shall on the basis of race, color, sex, marital status, religion, creed, ethnic origin, national origin, age, disability, ancestry, arrest/court record, sexual orientation, and National Guard participation be subjected to discrimination, excluded from participation in, or denied the benefits of the department's services, programs, activities, or employment.



State of Hawai'i  
LINDA LINGLE, GOVERNOR

**February 2010**

Department of Labor and Industrial Relations  
Darwin L.D. Ching, Director  
Colleen Y. LaClair, Deputy Director  
Research and Statistics Office  
Francisco P. Corpuz, Acting Chief

Prepared by  
Career Kōkua  
The Hawai'i Career Information Delivery System  
Phyllis Dayao, HCIDS Program Specialist V  
LoriAnn Nishigaya-Chung, HCIDS Program Specialist III

## Agenda

[Total time required: 4 hours (2 2-hour workshops)]

## Materials/Resources

### I. The Career Kōkua Skills Analysis Process (1 hour)

- a. Identify your past experiences
- b. Identify skills you used in your past experiences
- c. Cluster your skills
- d. Prioritize your skills
- e. Rate your skills
- f. View your skills
- g. Interpret your SKILLS results

Skills Inventory Worksheet

Skills Cards

Skills Sorting Sheets

Expanded Skills List

Internet Career Kōkua

Skills Reports

### II. Career Exploration (1 hour)

- a. Explore occupations
- b. Self and Job Match
- c. Make a Choice

Career Kōkua Occupation Information

Career Kōkua Worksheets

### III. VIP (1 hour)

- a. VIP Orientation
- b. Research companies

Career Kōkua Industries Information

### IV. Your Skills Portfolio (1 hour)

- a. Develop Your Skills Phrases
- b. Start or Update Your Resume
- c. Tailor a Job Application

Career Kōkua Occupation Information

Resume Worksheet

Sample Job Application Form

## The High Five Career Management Principles

1. Know yourself, believe in yourself, and follow your heart.
2. Focus on the journey, not the destination - become a good traveler. (Stepping Stones)
3. Change is constant and always brings new opportunities.
4. Access your allies and be a good ally.
5. Learning is lifelong.



## Introduction

According to the U.S. Department of Labor, you may change careers 3-5 times during your lifetime. And sometimes the reason you have to change careers is because your company is downsizing. So if you find yourself in that situation and have been on unemployment insurance for a while and have not been able to find a job in your line of work; or have just become unemployed and would like to go into another career; think about what you would like to do and make sure that what you really want to do is to change careers.

The Hawai‘i Department of Labor and Industrial Relations has developed the Hawai‘i Internship Program (HIP) to direct you on a path toward career change success. Following the 10 steps of this program will help you gain some experience in a new career or industry. The program also benefits employers by providing pre-screened qualified workers.

- **Assessment of Likes and Dislikes.** A lot of people change careers because they disliked something about their job, their boss, or their company. So, identifying your dislikes is often the easiest part of this step. However, you will not know what direction to change your career unless you examine your likes. What do you really like doing when you’re at work, when you’re at home - in your spare time. What excites you and energizes you? What is your passion? If you are really unsure, consider taking a career assessment. The key is spending some time to rediscover yourself and to use your self-assessment to direct your new career search.
- **Transferable Skills.** Leverage some of your current skills and experiences to your new career. There are many skills (such as communications, leadership, planning, and others) that are transferable and applicable to what you want to do in your new career. You may be surprised to see that you already have a solid amount of experience for your new career. The Career Kōkua SKILLS assessment will help you identify your transferable skills that can be used in many occupations.
- **Researching New Careers.** Once you’ve discovered (or rediscovered) your passion, spend some time researching the types of careers that center around your passions. Don’t worry if you’re feeling a bit unsure or insecure -- it’s a natural part of the career change process. How much research you do also partly depends on how much of a change you’re making; for example, changing from a teacher to a company trainer versus switching from a health care aide to a Web designer. The Hawai‘i Department of Labor & Industrial Relations has several web sites such as [Career Kōkua](#) and [HireNetHawai‘i](#) that can provide career and skills-matching information.
- **Gaining Experience.** If you are considering going into an entirely new career, remember that, in a sense, you are starting your career again from square one. Enrolling in the Hawai‘i Internship Program not only can solidify your decision, but give you much needed experience in your new career.
- **Training and Education.** You may also find it necessary to update your skills and broaden your knowledge. You may want to take a course or two to ensure you really like the subject matter. If you are going for a new degree or certification, make sure that the skills you need to learn could be used in your new career. Check with your HIP employer if they would be willing to pick up the tab if they considering hiring you after your 8 weeks of internship are completed.

# SKILLS

The Career Kōkua SKILLS Assessment process uses a simple concept to produce valuable insights. You identify your skills; then a computerized program uses these skills to identify occupations which use your skills. You'll also learn which types of occupations best match your skills and which skills the occupations you are interested in use most.

## 1. What is the SKILLS assessment?

The SKILLS assessment is a skills analysis process that will help you identify and prioritize your skills.





## 2. What is the purpose of the SKILLS assessment?

The purpose of the SKILLS assessment is to help you:

- Identify skills used in past experiences
- Evaluate the skills you find are satisfying to use and want to use in future employment situations
- Link your past experiences to relevant occupational choices.

## 3. What will SKILLS list?

SKILLS will produce the following personalized reports for you:

-  Summary - A summary of the skills you selected and prioritized
-  Holland Personality Types - A summary of the Holland Personality Types which match the skills you selected
-  Ratings - A listing of the occupations which use the skills you selected and prioritized
-  View - A comparison of the your skills and the skills used in specific occupations

## 4. How does the SKILLS assessment aid the career counseling process?

The SKILLS assessment aids the counseling process by helping you to clarify feelings about past experiences. SKILLS identifies occupations for you based on reality and past experiences. It also provides a means of self-assessment while identifying a variety of transferable skills. SKILLS will also list occupations that you might not have thought of as possible options. You will have increased awareness of self and build a vocabulary of skills words that can be used to develop your resume.





## STEP 2: Examine Your Skills

The following is Career Kōkua’s Skills Inventory Assessment. This skills assessment tool will identify, match, and compare your transferable skills to Hawai‘i occupations. It also is a skills analysis process that will help you prioritize your skills.

Using this Skills Inventory can help you:

- Identify the skills you used in past experiences;
- Evaluate the skills you enjoy using and want to use in future employment situations; and
- Link your past experiences to relevant occupational choices.

If you would like to get a list of the **skills you used in your past occupation**, go to [www.careerkokua.org](http://www.careerkokua.org), login with your assigned username and password, then:

- Step 2-1.** Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.
- Step 2-2.** Click on ‘SKILLS.’ You will get an introductory screen.
- Step 2-3.** Click on the ‘Begin Skills’ button. You are now in the ‘Skills Select’ module.
- Step 2-4.** Click on the ‘Occ Select’ button. You will get an alphabetical listing of occupations.
- Step 2-5.** Scroll through the list and click on an occupation title. You will get a message confirming your choice.
- Step 2-6.** Click on the ‘OK’ button. The Skills Selection screen will now display the ‘Very,’ ‘Moderately,’ and ‘Somewhat Satisfying’ skills for the occupation.
- Step 2-7.** Click on ‘Rate Skills.’
- Step 2-8.** Click on ‘Top 30 Occupations’ (on the left menu of your screen). This will list the 30 occupations which use the skills you use in the occupation you selected.



## SKILLS Inventory Worksheet

This worksheet will help you use the Career Kōkua SKILLS assessment. By identifying the satisfying and enjoyable activities in your work and life, you can begin to understand the skills that are important to you.

### Part I. Identifying Your Experiences/Activities

List three activities that you enjoy doing. Try to choose different types of activities; e.g., list a couple of activities from work and one activity from home or your spare time. You might include designing a poster or a new form for the office, or cooking dinner.

ACTIVITY 1: \_\_\_\_\_

ACTIVITY 2: \_\_\_\_\_

ACTIVITY 3: \_\_\_\_\_

### Part II. Identifying Your Skills

Read all of the 72 skills definitions and check (3) the skills that you used in each activity. See the [Expanded List of Skills Definitions beginning on page 34](#) if you need more information.

|                           |  | ACTIVITY |   |   |
|---------------------------|--|----------|---|---|
|                           |  | 1        | 2 | 3 |
| <b>A. PERSONAL SKILLS</b> |  |          |   |   |
| 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.                       |          |   |   |

|                             |  | 1                       | 2 | 3 |
|-----------------------------|--|-------------------------|---|---|
|                             |  | <b>B. SOCIAL SKILLS</b> |   |   |
| 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     |  | ACTIVITY |   |   |
|------------------------|--|----------|---|---|
|                        |  | 1        | 2 | 3 |
| 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     |  | 1                        | 2  | 3 |
|--------------------------|--|--------------------------|--|---|
|                          |  | 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    |   | 1                    | 2   | 3 |
|--------------------------|---|----------------------|---|---|
|                          |   | 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.        |                      |   |   |

| <b>F. PROCESSING SKILLS</b> |   | <b>ACTIVITY</b> |          |          |
|-----------------------------|---|-----------------|----------|----------|
|                             |   | <b>1</b>        | <b>2</b> | <b>3</b> |
| 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. |                 |          |          |

| <b>G. TECHNICAL SKILLS</b> |  | <b>1</b>       | <b>2</b>  | <b>3</b> |
|----------------------------|--|----------------|---|----------|
|                            |  | 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.   |                |   |          |

| <b>H. MATH AND SCIENCE SKILLS</b> |  | <b>1</b>        | <b>2</b>  | <b>3</b> |
|-----------------------------------|--|-----------------|---|----------|
|                                   |  | 45. Calculating | Adding, subtracting, multiplying, and dividing. |          |
| 46. Estimating                    | Approximating distances, quantities, time, costs, resources, or materials. |                 |   |          |

| <b>H. MATH AND SCIENCE SKILLS</b> <i>(continued)</i> |  | <b>ACTIVITY</b> |          |          |
|--|--|-----------------|----------|----------|
|  |  | <b>1</b>        | <b>2</b> | <b>3</b> |
| 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.   |                 |          |          |

| <b>I. COMMUNICATION SKILLS</b> |   | <b>1</b> | <b>2</b> | <b>3</b> |
|--------------------------------|---|----------|----------|----------|
| 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.                  |          |          |          |

| <b>J. PROBLEM SOLVING SKILLS</b> |  | <b>1</b> | <b>2</b> | <b>3</b> |
|----------------------------------|--|----------|----------|----------|
| 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         |  | ACTIVITY |   |   |
|------------------------------|--|----------|---|---|
|                              |  | 1        | 2 | 3 |
| 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.                                  |          |   |   |



**Part III. Prioritizing Your Skills**

1. Look over the list of skills. Some skills may have up to 3 (3) check marks, others may have none.
2. Look at the skills with the most check marks. Think about these skills and the activities in which you used them. Did you enjoy using these skills?
3. Choose the **5** skills that you most enjoy and list their numbers in the SKILLS Summary below as **Very Satisfying** skills.
4. Then choose **10** more skills and list these as your **Moderately Satisfying** skills.
5. Then list up to **20** more skills as **Somewhat Satisfying**. You can only list each skill once.

*Note:* Using the SKILLS cards for this part of the process makes prioritizing and selecting your skills easier. Ask your counselor for a deck of the Career Kōkua Skills cards.

**SKILLS Summary**

**5 Very Satisfying Skills**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

**10 Moderately Satisfying Skills**

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

**20 Somewhat Satisfying Skills**

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |



**STEP 3:** To enter the **skills from your worksheet**, go to [www.careerkokua.org](http://www.careerkokua.org), then:

**Step 3-1.** Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

**Step 3-2.** Click on ‘SKILLS.’ You will get an introductory screen.

**Step 3-3.** Click on the ‘Begin Skills’ button. You are now in the ‘Skills Select’ module. You now have to select and post the following by following:

- 5 Very Satisfying skills
- Up to 10 Moderately Satisfying skills
- Up to 20 Somewhat Satisfying skills

To post your skills, click on a skill, then click on the ‘Very,’ ‘Moderately,’ and ‘Somewhat’ buttons.

**Step 3-4.** After you have posted your skills, click on the ‘Rate Skills’ button. You will get your ‘Summary of Selected Skills.’

**Step 3-5.** Click on ‘Holland Codes.’ You will get scores and descriptions for the various HOLLAND personality types.

**Step 3-6.** Click on ‘Occupational Clusters.’ You will get Skills ratings for the 16 **Career Kōkua** occupational clusters.

**Step 3-7.** Click on ‘Top 30 Occupations.’ This will list the 30 occupations which received the highest ratings. These are the occupations that use the skills you selected. To see the ratings for all of the **Career Kōkua** occupations, click on ‘All Occupations.’

#### **STEP 4: How to Interpret the Career Kōkua Skills Inventory Reports**

As you took the SKILLS Inventory, you selected the skills you enjoy using. These skills are as good as money in the job market. You can cash them in on a good job. When you look for a job, employers will want to know that you have these skills. Then they will pay you to use these skills to do the work they need to have done.

#### **SUMMARY**

This is a summary of the skills you selected. This list is provided so you can see which skills the computer used to find occupations for you. You should use these skills in writing your resume, completing job applications, and in job interviews. Review your skills summary from time to time to see how you may have changed.

Ideally the skills you enjoy most will be the skills you use the most. The computer looks for occupations that use these skills like this:

### **Very Satisfying Skills**

These are the skills you will use constantly in your work. They will be very important in completing your tasks. You must use these skills very well and very often.

### **Moderately Satisfying Skills**

You will use these skills almost every day and spend quite a bit of time using them. You should be good at using these skills and enjoy using them.

### **Somewhat Satisfying Skills**

You will need to use these skills occasionally and your job will be easier if you can do them well. These skills are important for doing the job well, but you won't use them every day.

## **HOLLAND PERSONALITY TYPES**

This report lists your scores for the HOLLAND Personality Types. Look for your top three scores. Combine these three types to get a picture of the type of work you enjoy. A brief explanation of the personality types is provided here.

### **Realistic**

You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

### **Investigative**

You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

### **Artistic**

You enjoy art, dancing, acting and music. You like to express yourself freely and you enjoy variety and creativity.

### **Social**

You like to work with people. You enjoy solving problems by talking about them. You like helping, understanding and teaching others. You are friendly and you care about others' feelings.

### **Enterprising**

You like to lead others. You enjoy competition and like to be in control. You are willing to be responsible for getting your work done and for supervising others.

### **Conventional**

You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

**Write down your top 3 SKILLS HOLLAND Personality Type codes and scores here:**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## CLUSTER RATINGS

This report lists scores for the 16 Career Kōkua occupational clusters. Both high and low scores are listed so you can quickly see how your skills relate to all occupations.

Each occupational cluster consists of occupations with similar functions which use similar skills. The score for each cluster is an average score for the occupations in that cluster. The negative scores tell you which areas you would not like and the positive scores point to areas you would like. Look for your three highest and three lowest cluster scores. These cluster scores are very important because they point to types of work which you will find satisfying. Try to think of ways of combining your highest clusters into one very satisfying occupation.

## OCCUPATIONAL RATINGS

This report lists the 30 highest-scoring occupations. (The list may be longer than 30 because the occupations which tied for 30th place will be listed.) Some scores are higher than others, but all occupations on this list use the skills you want to use.

You may find some occupations on this list that surprise you. The computer selected these occupations based only on the 72 skills in the Inventory. These skills are general, easily transferable skills. You have many other skills, such as typing or welding, which are not on the Inventory. The computer also did not know any other information about you, such as your educational background (college degrees, etc.). That is why there are so many occupations on the list. You can cross off the occupations you know you don't like and still have many occupations from which to choose. But before you cross off an occupation, think about the skills it uses and why it is on your list. You may also want to go to the Career Kōkua Occupations file and get information about the occupation first.

Find the five occupations with the highest scores. Circle these occupations. The clusters in which these occupations are found should be from the clusters that had the highest cluster scores. Try to think of other occupations that are similar to your highest occupations but that might fit you even better.



You can also get lists of related occupations by checking the Cross References section of the occupational information. Look for these occupations on your list. Or, do a 'VIEW' for these occupations to learn about their ratings as compared to your skills.

The scores on your rated occupations list could range from +100 to -44. A high score for an occupation means you like the skills which are used in that occupation. The more varied your interests, the lower your scores will be. Scores above 62 are very rare because people, unlike robots, usually like many different skills and are not "made" to fit into specific slots exactly.

The average "highest score" is about 48. If your scores are higher than this, it means you are more sure than average about the kinds of work you like. Lower scores mean you like so many different skills that no one occupation is just right for you. If all of your scores are low, you may need a variety of hobbies in addition to your work. Or you may need a very special job which uses a wide variety of skills.

## VIEW

VIEW lists the skills needed for an occupation along with the required skill levels. Circle these skills if you really would like to use them more often.

VIEW skill levels are indicated by colored bars. Compare the  open blue bars (your skills) with the  solid blue bars (occupation skills) to learn how your skills compare with the levels needed for the occupation.

Don't be afraid to circle a lot of skills. This is the right time and place to be particular about your future. When you finish reviewing an occupation, look back to see how many skills you have circled. These could be potential problem areas for you in this occupation.

When you have finished "viewing" occupations, you should have some circles for each of them. But you will probably find that some occupations are clearly better matches than others.

Even in the most perfect occupation, we usually find some tasks we would rather not do or uncomfortable situations. Use VIEW to find these potential problem areas. The gauges call your attention to mismatches. But only you can decide if you care about the mismatches.

By now you have learned a lot about yourself, your skills, and occupations. You have learned about:

1. Skills you enjoy most and want to use in your work.
2. Personality types that suit you best.
3. Occupations which use the skills you enjoy using.
4. Specific skills which may cause you to be uncomfortable in an occupation you are now considering.

### STEP 5: Reflecting on your Skills Assessment Results

What are some of your strong skills found in the occupations on your top 30 list?

---

---

---

---

---

---

---

---

---

---



## INTEREST PROFILER

The INTEREST PROFILER instrument statements describe work activities that some people do at their jobs. Each statement should be read carefully and you should decide whether or not you would like to do the activity. You should not think about whether you have enough education or training to perform the activity, or how much money you would make performing the activity. You should simply think about whether you would “like” or “dislike” performing the work activity.

### To use the Internet-CK Interest Profiler:

- Step 1. Click on the ‘Career Assessment’ channel marker on the Navigation Bar. You will get a list of options.
- Step 2. Select and click on ‘Interest Profiler.’
- Step 3. Click on ‘Begin Interest Profiler.’ You will get some tips about how to answer the questions and the first page of questions. Please note that there are 180 questions so it may take some time to go through the entire assessment and get your results.
- Step 4. For each work activity, decide whether or not you would want to do the activity by selecting ‘Like’, ‘Dislike’, or ‘Unsure’.
- Step 5. Click on ‘View Your Results’ when completed. You will get your Question Summary.
- Step 6. Click on ‘Interest Area Summary.’ You will get your scores for the six occupational interest areas.
- Step 7. Click on ‘Job Zones.’
- Step 8. Select a ‘Current Job Zone’ if you want to explore occupations at your current “level of preparation.” In other words, select the Job Zone that best matches the amount of training, education, and experience you have now. Select a ‘Future Job Zone’ if you want to explore occupations based on a future level of preparation. Choose the Job Zone that best matches the experience, training, and education you expect to have in the future.
- Step 9. Click on ‘View Occupations.’ You will then get a list of the Career Kōkua occupations that are related to your primary interest area and your selected job zone.
- Step 10. Click on the Career Kōkua occupation title to get information about the occupation.

### Your Interest Profiler Results:

|                                       |       |                     |
|---------------------------------------|-------|---------------------|
| <b>My Primary Interest Area:</b>      | _____ | <b>Score:</b> _____ |
| <b>My Secondary Interest Area:</b>    | _____ | <b>Score:</b> _____ |
| <b>Other Secondary Interest Area:</b> | _____ | <b>Score:</b> _____ |
| <b>Other Interest Area Summary:</b>   | _____ | <b>Score:</b> _____ |
| <b>Other Interest Area Summary:</b>   | _____ | <b>Score:</b> _____ |
| <b>Other Interest Area Summary:</b>   | _____ | <b>Score:</b> _____ |

## STEP 6: Career Exploration

In this section of the workshop, you will utilize the Career Kōkua program to learn more about yourself in relation to the world of work. In this exercise, you will be exposed to some possible occupation selection and ways to prepare for employment in the field of your choice. The most important feature of this exercise is exposing you to careers and occupations, to the concept of preparation and to the fact that there are many avenues to training and to acquire the skills you and employers need.

Please follow the instructions below. (*Note: An important attribute for gaining and keeping employment is the ability to follow instructions.*) Be sure to follow the steps in the order they are presented.

Before we begin, you must realize that the information, the list of occupations that you receive, and the entire benefit you get from this exercise depends on what YOU put into it. You can change your answers at any time. And, you can always come back and do the activity over and over (if time allows). There is no absolute truth or promises coming from this activity. You will gain ideas about what you might like or be able to do based on how you complete the exercise.

- A. Answer the question “What occupations are you considering?” by writing your answers here. You will find a list of occupational titles in the Career Kōkua User Handbook or in the Occupations module on the [Career Kōkua web site](#). *Note: If you are using the User Handbook, list only occupation titles that are in bold type.*

Occupation Title \_\_\_\_\_

Occupation Title \_\_\_\_\_

Occupation Title \_\_\_\_\_

Occupation Title \_\_\_\_\_

Occupation Title \_\_\_\_\_

- B. Review the Top 30 list of occupations from your SKILLS reports. Decide what occupations sound interesting to you and which ones you would like to find out about. Write down the titles of jobs that you would like to pursue. Choose the two that are most interesting to you.

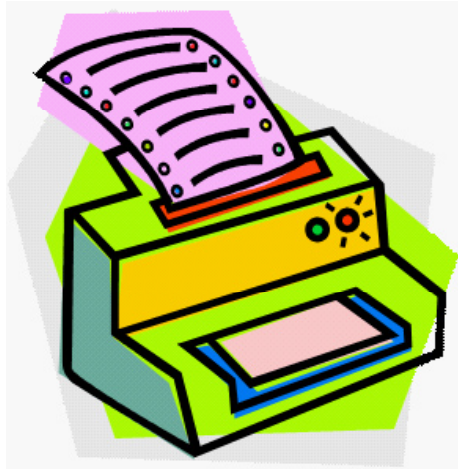
Occupation Title \_\_\_\_\_

Occupation Title \_\_\_\_\_

C. Review your occupation printouts and answer the following

- 1) Underline the things that you already knew about this occupation and things that sound interesting about the occupation.
- 2) Circle the things about the occupation that you did not know about.
- 3) Did you know this much about the occupation before you got the information?
- 4) Examine the high school subjects on the printout that you got. Underline the high school subjects that you have taken and a RED pen to underline the courses you have not taken.

E. Take your two occupation printouts and complete the following worksheets for each of them.



## EXPLORING OCCUPATIONS Worksheet 1

Occupation Title \_\_\_\_\_

What are some of the job duties performed? \_\_\_\_\_  
\_\_\_\_\_

What benefits are received by the worker? (challenge, personal satisfaction, interest in work, pay, etc.) \_\_\_\_\_  
\_\_\_\_\_

What are the working conditions for this occupation? \_\_\_\_\_  
\_\_\_\_\_

What are the advantages of this occupation? \_\_\_\_\_  
\_\_\_\_\_

What are the disadvantages of this occupation? \_\_\_\_\_  
\_\_\_\_\_

What opportunities are there for promotion? \_\_\_\_\_  
\_\_\_\_\_

What skills and abilities are needed? \_\_\_\_\_  
\_\_\_\_\_

Do you have the skills for this occupation? \_\_\_\_\_  
\_\_\_\_\_

What personal characteristics are helpful? \_\_\_\_\_  
\_\_\_\_\_

What education or training is required? \_\_\_\_\_  
\_\_\_\_\_

Where can the education or training be obtained? \_\_\_\_\_  
\_\_\_\_\_

Where else can these jobs be found? \_\_\_\_\_  
\_\_\_\_\_

On a scale from 1-10, how would you rate your interest in this occupation? \_\_\_\_\_  
\_\_\_\_\_

What do you need to do to go into this occupation? \_\_\_\_\_  
\_\_\_\_\_

## EXPLORING OCCUPATIONS Worksheet 2

Occupation Title \_\_\_\_\_

What are some of the job duties performed? \_\_\_\_\_  
\_\_\_\_\_

What benefits are received by the worker? (challenge, personal satisfaction, interest in work, pay, etc.) \_\_\_\_\_  
\_\_\_\_\_

What are the working conditions for this occupation? \_\_\_\_\_  
\_\_\_\_\_

What are the advantages of this occupation? \_\_\_\_\_  
\_\_\_\_\_

What are the disadvantages of this occupation? \_\_\_\_\_  
\_\_\_\_\_

What opportunities are there for promotion? \_\_\_\_\_  
\_\_\_\_\_

What skills and abilities are needed? \_\_\_\_\_  
\_\_\_\_\_

Do you have the skills for this occupation? \_\_\_\_\_  
\_\_\_\_\_

What personal characteristics are helpful? \_\_\_\_\_  
\_\_\_\_\_

What education or training is required? \_\_\_\_\_  
\_\_\_\_\_

Where can the education or training be obtained? \_\_\_\_\_  
\_\_\_\_\_

Where else can these jobs be found? \_\_\_\_\_  
\_\_\_\_\_

On a scale from 1-10, how would you rate your interest in this occupation? \_\_\_\_\_  
\_\_\_\_\_

What do you need to do to go into this occupation? \_\_\_\_\_  
\_\_\_\_\_

## SELF AND JOB MATCH WORKSHEET 1

Now that you've tied your skills assessment to occupations, look at the skills you would need for those occupations and the education or training you might require. You are now ready to compare your self-assessment with actual occupational profiles. Use your Career Kōkua printouts for the information you need.

| <u>Self profile</u>              | <u>Job profile</u>    | <u>Match? Comments</u> |
|----------------------------------|-----------------------|------------------------|
| Interests (Holland Codes)        | Occupation            |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Skills (technical; transferable) | Job duties/tasks      |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Traits (personal style)          | Job requirements      |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Work values                      | Working conditions    |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Physical condition               | Physical requirements |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Education obtained               | Education required    |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Past experience                  | Experience required   |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Budget/Financial needs           | Salary/benefits       |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |

## SELF AND JOB MATCH WORKSHEET 2

Now that you've tied your skills assessment to occupations, look at the skills you would need for those occupations and the education or training you might require. You are now ready to compare your self-assessment with actual occupational profiles. Use your Career Kōkua printouts for the information you need.

| <u>Self profile</u>              | <u>Job profile</u>    | <u>Match? Comments</u> |
|----------------------------------|-----------------------|------------------------|
| Interests (Holland Codes)        | Occupation            |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Skills (technical; transferable) | Job duties/tasks      |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Traits (personal style)          | Job requirements      |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Work values                      | Working conditions    |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Physical condition               | Physical requirements |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Education obtained               | Education required    |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Past experience                  | Experience required   |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| Budget/Financial needs           | Salary/benefits       |                        |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |
| _____                            | _____                 | _____                  |

## MY CAREER CHOICE

You've now reached decision time in your career search. You have matched yourself with one or more occupations. It's now time to ask yourself some very serious questions:

On the basis of what I have learned, I am interested in learning more about the following occupation(s):

---

---

---

Did I carefully match my aptitudes with the occupation(s) I've chosen?

- Don't choose animal caretaker if you don't like working with animals or are allergic to cat hair.
- Don't choose nursing if sick people make you sick.
- Don't choose engineering technician if you can't handle math.
- Do you have enough information to make a decision? What additional information do you need to collect?

Occupational outlook, wages, training and other considerations

- Are there openings for this type of work?
- Will your earnings be enough to support the lifestyle that you want?
- Do you have the training required?
- Do you have the special certifications or licensing required?
- Will you have to relocate to another island or state?
- Can you meet the physical demands of this job?

Along with choosing an occupation as your career choice, you may also have to consider:

- How tough is the competition in the occupation(s) you're considering?
- Are you being realistic when you evaluate your abilities and those of the competition?
- How well do you stack up?
- Do you have the skills to be successful?

What is the next step?

- Do you need to upgrade or add new skills?
- What support do you have in place? What type of support do you need to find?

### **STEP 7: Consider becoming a VIP!**

Now that you've completed the skills assessment and done some occupational research, you'll want to talk to your counselor about participating in the DLIR Volunteer Internship Program (VIP). Your and your counselor will determine which employer will be able to provide you with the opportunity to learn new skills and provide you with work experience in the career you are interested in. If there are no internships in the VIP program for the occupation you are interested in, use the following worksheets to research companies. After conducting your research, you and your counselor should approach the company about becoming a VIP employer.

## Researching a Company Worksheet 1

- Step 1. Go to the Cross-References page for the occupation you're interested in on the Career Kōkua web site.
- Step 2. Scroll down to Related Industries and click on one of the listed industries. You will be at the description of the selected industry.
- Step 3. Click on Employers (on the left System Bar.)
- Step 4. Click on one of the Telephone Book Yellow Pages categories listed. You will now be in a search window for superpages.com.
- Step 5. Decide which island you would like to limit your search to, then click on the Find It button. You will get a listing of companies.
- Step 6. Click on a company. You will now be at the company's web site.
- Step 7. If provided, record information about the company in which you are interested below.

|  |  |
|--|--|
| Company Name:  |  |
| What does the firm do?   |  |
| How did the business get started and when?                               |  |
| How many employees does the company employ?                              |  |
| What are its products or services?                                       |  |
| What are the entry level positions for my chosen career field?           |  |
| What is the starting salary for these full-time entry level positions?   |  |
| What are the chances for advancement within the department, the company? |  |
| What benefits does the company offer?                                    |  |
| Name of owner, manager and/or personnel officer:                         |  |
| Any other information necessary to acquire?                              |  |

## Researching a Company Worksheet 2

- Step 1. Go to the Cross-References page for the occupation you're interested in on the Career Kōkua web site.
- Step 2. Scroll down to Related Industries and click on one of the listed industries. You will be at the description of the selected industry.
- Step 3. Click on Employers (on the left System Bar.)
- Step 4. Click on one of the Telephone Book Yellow Pages categories listed. You will now be in a search window for superpages.com.
- Step 5. Decide which island you would like to limit your search to, then click on the Find It button. You will get a listing of companies.
- Step 6. Click on a company. You will now be at the company's web site.
- Step 7. If provided, record information about the company in which you are interested below.

|  |  |
|--|--|
| Company Name:  |  |
| What does the firm do?   |  |
| How did the business get started and when?                               |  |
| How many employees does the company employ?                              |  |
| What are its products or services?                                       |  |
| What are the entry level positions for my chosen career field?           |  |
| What is the starting salary for these full-time entry level positions?   |  |
| What are the chances for advancement within the department, the company? |  |
| What benefits does the company offer?                                    |  |
| Name of owner, manager and/or personnel officer:                         |  |
| Any other information necessary to acquire?                              |  |

## STEP 8: Update your Skills Portfolio and Resume

Using your Career Kōkua printouts:

Highlight or list all of the verbs and/or verb phrases that serve to describe what a person does in the occupation you are interested in. For example, architects design construction, monitor construction, provide cost information, prepare sketches, etc.

For each verb selected, write a paragraph or phrases on your ability to perform those tasks or use those skills. For example, “I have skill in drafting and artistic ability, enabling me to produce sketches which are technically correct and aesthetically pleasing.”

---

---

---

---

---

Create your resume or write statements to go with a job application which includes the paragraphs/phrases based on your skills and career exploration.

---

---

---

---

---

After you’ve completed your eight weeks of VIP internship:

Update your resume and your skills portfolio with information about the new skills you’ve learned and the experiences you’ve gained.

You may also want to re-take the Skills and other assessments from time to time as each year Career Kōkua adds new occupations and removes outdated occupations. This ensures that new and emerging occupations in our labor market and economy are included. This provides you with other options to consider that you might not have been aware of.

# RESUME WORKSHEET

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_

EMPLOYMENT  
GOAL: \_\_\_\_\_

SUMMARY OF  
QUALIFICATIONS: \_\_\_\_\_

WORK:  
EXPERIENCE: \_\_\_\_\_

EDUCATION: \_\_\_\_\_

SPECIAL  
SKILLS: \_\_\_\_\_

SAMPLE JOB APPLICATION FORM

NAME \_\_\_\_\_  
Last First Middle

ADDRESS \_\_\_\_\_  
Number and Street  
\_\_\_\_\_  
City State Zip Code

PHONE NO. (\_\_\_\_) \_\_\_\_\_ EMAIL ADDRESS \_\_\_\_\_  
Area

POSITION DESIRED \_\_\_\_\_  
 Full-time  Part-time  Temporary

| EDUCATION:<br>Name & Address<br>of School | Major | Graduated<br>Yes/No | Degree/<br>Diploma |
|---|-------|---------------------|--------------------|
| _____                                     |       |                     |                    |
| _____                                     |       |                     |                    |
| _____                                     |       |                     |                    |
| _____                                     |       |                     |                    |
| _____                                     |       |                     |                    |

SPECIAL SKILLS AND QUALIFICATIONS:  
List licenses and skills pertinent to the job.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EMPLOYMENT HISTORY: (Begin with present or last employment.)

Employer: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Position Title: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Salary: (first) \_\_\_\_\_ (last) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

Employer: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Position Title: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Salary: (first) \_\_\_\_\_ (last) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

Employer: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Position Title: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Salary: (first) \_\_\_\_\_ (last) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT ANY FALSE INFORMATION ON THIS APPLICATION MAY BE GROUNDS FOR NOT HIRING ME.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **STEP 9: Keep on Learning (optional but highly recommended!)**

**Update your skills:** Diversify your skills with additional training. Take classes, refresher courses, or job training courses. Keep your skills current. Get your degree or advance your degree before it becomes necessary. You will be more of an asset to your employer or business if you have the knowledge and skills that they need. Companies tend to keep people who can do more than one job.

**Decide where to get training:** Remember that you may need proof that you have new skills. Some skills need objective assessments from approved sources (like a degree, certificate, or grade from an existing school). Some skills just need a demonstration that you have mastered them. The time it takes, as well as any money you spend, should be taken into consideration when deciding where to pursue your training.

**Schools and other training providers:** Many community colleges, and universities, as well as other training providers, offer courses that can help you learn more skills for your job. Continuing education courses are often scheduled in the evenings or on weekends. Many computer equipment and supply stores may offer computer software courses. Make sure that the outside source you choose is legitimate and accredited. Career Kōkua provides information on all licensed and accredited postsecondary schools and training programs in the state. Be open to learning and you can continue to increase the value of your portfolio with the new skills and abilities you obtain.



**STEP 10:** In addition to the Career Kōkua Skills Inventory and information, there are books that can help you identify what skills you have. The following Bibliography may help you with assessing your skills and goals.

- ☞ “What Color is Your Parachute?: A Practical Manual for Job-Hunters & Career-Changers”  
(\$18.95; 456 pages)  
by Richard Nelson Bolles  
Publication Date: August 2007  
ISBN 1580088678  
Ten Speed Press  
Phone: 800.841.2665  
<http://www.tenspeedpress.com>
  
- ☞ “What Color Is Your Parachute Workbook” (\$9.95, 48 pages)  
by Richard Nelson Bolles  
Publication Date: December 2005  
ISBN: 1580087299  
Ten Speed Press  
Phone: 800.841.2665  
<http://www.tenspeedpress.com>
  
- ☞ “Job Hunting Online” (\$12.95; 224 pages)  
by Richard Nelson Bolles and Mark Emry Bolles  
Publication Date: May 2008  
ISBN 1580088996  
Ten Speed Press  
Phone: 800.841.2665  
<http://www.tenspeedpress.com>
  
- ☞ “Career Change: Everything You Need to Know to Meet New Challenges and Take Control of Your Career, Second Edition” (\$14.95; 400 pages)  
by David Helfand  
Publication Date: Second Edition, 1999  
ISBN: 0844242691  
McGraw-Hill Professional Publishing  
Phone: 877.833.5524  
<http://www.mhprofessional.com>
  
- ☞ “Guide to Your Career” (\$19.95; 560 pages)  
by Alan B. Bernstein  
Publication Date: Sixth Edition, 2006  
ISBN: 0375765611  
Princeton Review  
<http://www.princetonreview.com>
  
- ☞ “Strategies for Successful Career Change: Finding Your Very Best Next Work Life” (\$16.95; 224 pages)  
by Martha E. Mangelsdorf  
Publication Date: July 2008  
ISBN: 1580088244  
Ten Speed Press  
Phone: 800.841.2665  
<http://www.tenspeedpress.com>

## Expanded Definitions of Skills

|   | WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:   |
|---|--|
| <b>A. PERSONAL SKILLS</b>   |  |
| <b>01. Dependability</b><br>Working in a reliable and responsible manner  | <ul style="list-style-type: none"> <li>• Showing up for work on time</li> <li>• Setting the security system and checking the locks when closing a business for the night</li> <li>• Providing daily care for animals in a clinic</li> </ul>          |
| <b>02. Flexibility</b><br>Accepting change and variety in the workplace   | <ul style="list-style-type: none"> <li>• Working with preschool children at a daycare center</li> <li>• Handling the daily activities of a police officer</li> <li>• Providing technical assistance for a radio station</li> </ul>                   |
| <b>03. Persistence</b><br>Working continuously despite interruption   | <ul style="list-style-type: none"> <li>• Teaching a science class</li> <li>• Dispatching service repairers</li> <li>• Auctioneering art works and collectibles</li> </ul>  |
| <b>04. Integrity</b><br>Avoiding unethical behavior and being honest  | <ul style="list-style-type: none"> <li>• Giving correct change at a grocery store</li> <li>• Setting prices and policies at a skating rink</li> <li>• Awarding job promotions based on merit</li> </ul>  |
| <b>05. Efficiency</b><br>Effectively using resources  | <ul style="list-style-type: none"> <li>• Organizing your own daily tasks</li> <li>• Preparing a supply list for monthly activities</li> <li>• Planning a travel agenda</li> </ul>  |
| <b>06. Competitiveness</b><br>Striving to be the best   | <ul style="list-style-type: none"> <li>• Selling the most cars in a single day</li> <li>• Playing in a baseball game</li> <li>• Defending a client in a trial</li> </ul>   |
| <b>B. SOCIAL SKILLS</b>   |  |
| <b>07. Social Perception</b><br>Being aware of the needs and feelings of others   | <ul style="list-style-type: none"> <li>• Recommending clothing and make-up for job interviews</li> <li>• Counseling employees during a corporate downsizing</li> <li>• Understanding how an emergency situation can affect group dynamics</li> </ul> |
| <b>08. Independent Work</b><br>Working with little or no supervision  | <ul style="list-style-type: none"> <li>• Working in a fire tower at a national park</li> <li>• Directing traffic at a busy intersection</li> <li>• Writing a novel</li> </ul>  |
| <b>09. Team Work</b><br>Working cooperatively with others   | <ul style="list-style-type: none"> <li>• Discussing car repairs with an auto mechanic</li> <li>• Working on a committee to develop a new human resource procedure</li> <li>• Cooperating with others to resolve contract negotiations</li> </ul>     |
| <b>10. Working with the Public</b><br>Representing the organization and communicating with persons outside the organization | <ul style="list-style-type: none"> <li>• Providing customer service for a utility company</li> <li>• Selling computer equipment and software</li> <li>• Designing an advertising campaign for a new product</li> </ul>                               |

## Expanded Definitions of Skills

|  | WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:  |
|--|---|
| <b>11. Assisting/Caring</b><br>Providing assistance, care, or service to others                | <ul style="list-style-type: none"> <li>• Collecting food and blankets for charity organizations</li> <li>• Helping a customer select purchases</li> <li>• Providing counseling in times of crises</li> </ul>                    |
| <b>12. Performing</b><br>Interacting with others to entertain or sell                          | <ul style="list-style-type: none"> <li>• Working as a concierge in a hotel lobby</li> <li>• Selling washing machines in a retail store</li> <li>• Hosting a game show on TV</li> </ul>  |
| <b>13. Instructing</b><br>Teaching, guiding, or motivating others                              | <ul style="list-style-type: none"> <li>• Training employees how to use a new phone system</li> <li>• Teaching students how to drive a car</li> <li>• Instructing programmers in the use of new software applications</li> </ul> |
| <b>C. MOVEMENT SKILLS</b>  |   |
| <b>14. Finger Dexterity</b><br>Coordinating movements of the fingers                           | <ul style="list-style-type: none"> <li>• Pushing a button to start or stop a machine</li> <li>• Counting change at a grocery store</li> <li>• Assembling cameras and other photographic equipment</li> </ul>                    |
| <b>15. Manual Dexterity</b><br>Coordinating movements of the hand, arm and hand, or both hands | <ul style="list-style-type: none"> <li>• Using a pen to write a letter</li> <li>• Packaging boxes for shipping</li> <li>• Playing the drums in an orchestra</li> </ul>  |
| <b>16. Motor Coordination</b><br>Coordinating movements of two or more limbs together          | <ul style="list-style-type: none"> <li>• Cleaning a hotel room</li> <li>• Moving freight using a hand truck</li> <li>• Competing in a track and field event</li> </ul>  |
| <b>17. Stamina</b><br>Exerting one's self physically over long periods of time                 | <ul style="list-style-type: none"> <li>• Leading a hike at a state park</li> <li>• Waiting tables at a busy restaurant</li> <li>• Playing in a professional basketball game</li> </ul>  |
| <b>18. Strength</b><br>Exerting force repeatedly or continuously                               | <ul style="list-style-type: none"> <li>• Lifting a computer and moving it to a new location</li> <li>• Pushing a lawn mower across the yard</li> <li>• Loading appliances onto a truck for delivery</li> </ul>                  |
| <b>19. Rapid Response</b><br>Moving quickly and correctly between two activities               | <ul style="list-style-type: none"> <li>• Coaching a soccer team during game time</li> <li>• Driving a truck in a rain storm</li> <li>• Providing medical treatment in an emergency room</li> </ul>                              |
| <b>D. PERCEPTUAL SKILLS</b>  |   |
| <b>20. Sound Discrimination</b><br>Detecting the difference between sounds, pitch, or loudness | <ul style="list-style-type: none"> <li>• Adjusting the volume of the TV</li> <li>• Detecting a machine malfunction based on engine noises</li> <li>• Mixing sounds to produce a music video</li> </ul>                          |

## Expanded Definitions of Skills

|   | WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:  |
|---|---|
| <b>21. Shape Discrimination</b><br>Detecting the difference between sizes, shapes, and mass                               | <ul style="list-style-type: none"> <li>• Setting a table in a restaurant</li> <li>• Surveying the inventory of a car lot</li> <li>• Inspecting electronic components on a production line</li> </ul>                          |
| <b>22. Color Vision</b><br>Detecting the difference between colors, shades, and brightness                                | <ul style="list-style-type: none"> <li>• Choosing a matching hair color</li> <li>• Creating a decorating scheme for a hotel</li> <li>• Restoring an eighteenth century painting</li> </ul>                                    |
| <b>23. Depth Perception</b><br>Detecting the distance between objects   | <ul style="list-style-type: none"> <li>• Parking a school bus</li> <li>• Using a forklift to relocate stock</li> <li>• Determining pressure for scuba tanks</li> </ul>  |
| <b>24. Visualizing</b><br>Forming a mental image of how something will look after it is moved or when its parts are moved | <ul style="list-style-type: none"> <li>• Imagining new furniture in a room</li> <li>• Laying decorative flooring</li> <li>• Designing a threading pattern for a weaving loom</li> </ul>                                       |
| <b>25. Creativity</b><br>Originating, designing, or creating new ideas, relationships, systems, artworks, or products     | <ul style="list-style-type: none"> <li>• Choosing the colors of flowers in an arrangement</li> <li>• Designing a piece of sculpture</li> <li>• Writing a poem to celebrate a special occasion</li> </ul>                      |
| <b>26. Aesthetic Judgment</b><br>Recognizing artistic or natural beauty   | <ul style="list-style-type: none"> <li>• Judging a flower show</li> <li>• Arranging an art exhibit</li> <li>• Taking nature photographs for a publication</li> </ul>  |
| <b>E. SITUATIONAL SKILLS</b>  |   |
| <b>27. Stress Tolerance</b><br>Dealing calmly and effectively with tense situations                                       | <ul style="list-style-type: none"> <li>• Meeting work-related deadlines</li> <li>• Dealing with customers during a holiday sale</li> <li>• Managing a government relief program during a crisis</li> </ul>                    |
| <b>28. Hazards Tolerance</b><br>Working in potentially dangerous conditions   | <ul style="list-style-type: none"> <li>• Working on a bridge construction site</li> <li>• Working in a health clinic</li> <li>• Inspecting the containment of hazardous wastes</li> </ul>                                     |
| <b>29. Discomfort Tolerance</b><br>Working in unpleasant environmental conditions   | <ul style="list-style-type: none"> <li>• Stocking the food in the freezer section of a grocery store</li> <li>• Cooking in the kitchen of a popular restaurant</li> <li>• Building concrete into a road or highway</li> </ul> |
| <b>30. Repetition Tolerance</b><br>Continuously performing the same action  | <ul style="list-style-type: none"> <li>• Preparing a daily timesheet</li> <li>• Scanning purchases at a department store</li> <li>• Sewing shirts at an apparel factory</li> </ul>  |
| <b>F. PROCESSING SKILLS</b>   |   |
| <b>31. Following Procedures</b><br>Correctly following a given set of rules to complete a task                            | <ul style="list-style-type: none"> <li>• Taking a test</li> <li>• Completing an application for a job</li> <li>• Flying an airplane</li> </ul>  |

## Expanded Definitions of Skills

|   | WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:   |
|---|--|
| <b>32. Categorizing</b><br>Identifying items by similarities  | <ul style="list-style-type: none"> <li>• Sorting medical supplies for inventory</li> <li>• Organizing archival materials for an exhibit</li> <li>• Developing a system for encoding data</li> </ul>        |
| <b>33. Record Keeping</b><br>Entering, transcribing, recording, storing, or maintaining information                           | <ul style="list-style-type: none"> <li>• Tracking the number of newspapers sold</li> <li>• Keeping a play list for a radio station</li> <li>• Maintaining the personnel records for a business</li> </ul>  |
| <b>34. Attention to Detail</b><br>Checking each item or task carefully  | <ul style="list-style-type: none"> <li>• Balancing a checkbook</li> <li>• Re-assembling a motorcycle</li> <li>• Editing a technical manual</li> </ul>  |
| <b>35. Verifying Information</b><br>Evaluating information against a set of standards or ensuring that it is correct          | <ul style="list-style-type: none"> <li>• Proofreading the typesetting of a brochure</li> <li>• Balancing a bank statement</li> <li>• Evaluating a homeowner's policy to determine liability</li> </ul>     |
| <b>G. TECHNICAL SKILLS</b>  |  |
| <b>36. Installing</b><br>Setting up equipment, machines, or structures to meet specifications                                 | <ul style="list-style-type: none"> <li>• Placing a graphics card in a computer</li> <li>• Putting a sunroof in a car</li> <li>• Installing a cooling system for a building</li> </ul>                      |
| <b>37. Inspecting</b><br>Checking and evaluating equipment, structures, and products  | <ul style="list-style-type: none"> <li>• Checking a house for termites</li> <li>• Testing an aircraft engine for performance</li> <li>• Examining a production line for quality control</li> </ul>         |
| <b>38. Repairing</b><br>Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment | <ul style="list-style-type: none"> <li>• Fixing a toaster</li> <li>• Servicing a car engine</li> <li>• Repairing a television transmission system</li> </ul>   |
| <b>39. Trouble Shooting</b><br>Determining the cause and solution of an error   | <ul style="list-style-type: none"> <li>• Resolving customer complaints</li> <li>• Evaluating a mechanical failure</li> <li>• Debugging computer software problems</li> </ul>                               |
| <b>40. Controlling Machines</b><br>Using control mechanisms or direct physical activity to operate machines                   | <ul style="list-style-type: none"> <li>• Using a copy machine</li> <li>• Mowing a lawn</li> <li>• Operating a printing press</li> </ul>  |
| <b>41. Operating Vehicles</b><br>Running, maneuvering, navigating, or driving vehicles or mechanized equipment                | <ul style="list-style-type: none"> <li>• Riding a bicycle</li> <li>• Driving a car</li> <li>• Piloting a helicopter</li> </ul>   |
| <b>42. Using Computers</b><br>Working with computers by using programs or entering data                                       | <ul style="list-style-type: none"> <li>• Sending memos using word processing software</li> <li>• Maintaining electronic spreadsheets to track spending</li> <li>• Managing databases for a bank</li> </ul> |

## Expanded Definitions of Skills

|  | WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:   |
|--|--|
| <b>43. Programming</b><br>Writing computer programs  | <ul style="list-style-type: none"> <li>• Writing a program to search for a text string</li> <li>• Writing a program that compares two statistical tables</li> <li>• Writing a program that controls an electrical power plant</li> </ul> |
| <b>44. Technology Design</b><br>Developing or adapting equipment and technology                    | <ul style="list-style-type: none"> <li>• Adjusting the cooling setting on an air conditioning unit</li> <li>• Adapting bathrooms for wheelchair use</li> <li>• Custom designing computer software for a university</li> </ul>            |
| <b>H. MATH and SCIENCE SKILLS</b>  |  |
| <b>45. Calculating</b><br>Adding, subtracting, multiplying, and dividing                           | <ul style="list-style-type: none"> <li>• Counting the number of books on a shelf</li> <li>• Determining the change for a customer</li> <li>• Tracking stock market changes</li> </ul>  |
| <b>46. Estimating</b><br>Approximating distances, quantities, time, costs, resources, or materials | <ul style="list-style-type: none"> <li>• Determining the travel time for a trip</li> <li>• Estimating the materials needed to build a library</li> <li>• Determining the cost of a disaster</li> </ul>                                   |
| <b>47. Budgeting</b><br>Allocating financial resources   | <ul style="list-style-type: none"> <li>• Allocating funds for shopping</li> <li>• Determining pay raises for office staff</li> <li>• Handling the resources for a construction project</li> </ul>  |
| <b>48. Math Reasoning</b><br>Using mathematical methods to understand and solve problems           | <ul style="list-style-type: none"> <li>• Determining which cars get the best gas mileage</li> <li>• Deciding how to calculate unemployment rates</li> <li>• Determining the budget for a company</li> </ul>                              |
| <b>49. Science Reasoning</b><br>Using scientific methods to understand and solve problems          | <ul style="list-style-type: none"> <li>• Conducting an experiment in a classroom</li> <li>• Analyzing crop failures</li> <li>• Performing a test on tissue samples</li> </ul>  |
| <b>I. COMMUNICATION SKILLS</b>   |  |
| <b>50. Reading</b><br>Understanding information and ideas presented in writing                     | <ul style="list-style-type: none"> <li>• Reviewing a monthly report to determine personnel activities</li> <li>• Reading a technical manual and setting up a computer</li> <li>• Editing a medical textbook</li> </ul>                   |
| <b>51. Writing</b><br>Communicating information and ideas in writing                               | <ul style="list-style-type: none"> <li>• Completing an expense voucher</li> <li>• Preparing a technical brochure outlining the steps for using a camera</li> <li>• Writing a policy statement for an organization</li> </ul>             |

## Expanded Definitions of Skills

|  | WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:   |
|--|--|
| <b>52. Speaking</b><br>Talking to others to convey information   | <ul style="list-style-type: none"> <li>• Greeting customers and seating them in a restaurant</li> <li>• Talking with clients to determine their business needs</li> <li>• Debating the issues during an election</li> </ul>              |
| <b>53. Listening</b><br>Listening to what people are saying and asking questions                       | <ul style="list-style-type: none"> <li>• Attending a class to learn about financial planning</li> <li>• Listening and reporting on a political debate</li> <li>• Interpreting a speech in a foreign language</li> </ul>                  |
| <b>54. Concentrating</b><br>Focusing on a task without interruption                                    | <ul style="list-style-type: none"> <li>• Giving small group tours in a crowded museum</li> <li>• Taking inventory during a storewide sale</li> <li>• Monitoring air traffic control during peak travel times</li> </ul>                  |
| <b>J. PROBLEM SOLVING SKILLS</b>   |  |
| <b>55. Information Gathering</b><br>Locating and identifying information                               | <ul style="list-style-type: none"> <li>• Downloading information from the web</li> <li>• Surveying residents for the census</li> <li>• Collecting forensic evidence at a crime scene</li> </ul>  |
| <b>56. Evaluating</b><br>Judging the success or progress of an idea, work activity, or project         | <ul style="list-style-type: none"> <li>• Judging employees for pay raises</li> <li>• Appraising the development of property</li> <li>• Analyzing the effect of a new public policy</li> </ul>  |
| <b>57. Advising</b><br>Providing consultation or advice to others                                      | <ul style="list-style-type: none"> <li>• Helping customers select a checking account</li> <li>• Counseling legal clients about a suitable course of action</li> <li>• Reviewing management techniques and recommending change</li> </ul> |
| <b>58. Synthesizing</b><br>Reorganizing information to get a better approach to problems               | <ul style="list-style-type: none"> <li>• Outlining a textbook to prepare for an exam</li> <li>• Reviewing a work process for efficiency</li> <li>• Reorganizing office staff in order to approach tasks differently</li> </ul>           |
| <b>59. Analyzing</b><br>Examining information and using logic to solve problems                        | <ul style="list-style-type: none"> <li>• Selecting the correct shoes for running a race</li> <li>• Determining the reasons for production delays</li> <li>• Reviewing a series of events and predicting trends</li> </ul>                |
| <b>60. Planning</b><br>Developing approaches for implementing ideas                                    | <ul style="list-style-type: none"> <li>• Planning a menu</li> <li>• Organizing an efficient delivery route</li> <li>• Arranging the activities of a conference</li> </ul>  |
| <b>61. Active Learning</b><br>Working with new materials or information to understand the implications | <ul style="list-style-type: none"> <li>• Using the information learned at a seminar in the workplace</li> <li>• Changing a production line to accommodate new technology</li> <li>• Using new medicines to effect a cure</li> </ul>      |
| <b>62. Using Knowledge</b><br>Using work-related experience  | <ul style="list-style-type: none"> <li>• Handling price changes to reflect a storewide sale</li> <li>• Advising customers about purchasing a new car</li> <li>• Knowing which medicines to prescribe for treatment</li> </ul>            |

## Expanded Definitions of Skills

|   | WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:  |
|---|---|
| <b>K. MANAGEMENT SKILLS</b>   |   |
| <b>63. Safety of Others</b><br>Managing the work environment to provide for the health and safety of others     | <ul style="list-style-type: none"> <li>• Driving a school bus</li> <li>• Inspecting the production line at a meat packing plant</li> <li>• Checking luggage at the airport for explosives</li> </ul>  |
| <b>64. Persuading</b><br>Convincing others to approach things differently                                       | <ul style="list-style-type: none"> <li>• Disciplining children at school</li> <li>• Creating an advertising campaign to promote public transportation</li> <li>• Persuading the public to endorse a political candidate</li> </ul>  |
| <b>65. Negotiating</b><br>Bringing others together and trying to reconcile differences                          | <ul style="list-style-type: none"> <li>• Discussing a pay raise</li> <li>• Working to complete the sale of a house</li> <li>• Determining the guidelines for a company merger</li> </ul>  |
| <b>66. Confronting</b><br>Communicating a position opposed by others  | <ul style="list-style-type: none"> <li>• Protesting a bill for services not received</li> <li>• Arresting a criminal</li> <li>• Announcing an unpopular government policy</li> </ul>  |
| <b>67. Initiating</b><br>Taking on new responsibilities and challenges  | <ul style="list-style-type: none"> <li>• Beginning a new job</li> <li>• Drafting a business plan for a new company</li> <li>• Starting the proceedings for contract negotiations</li> </ul>   |
| <b>68. Coordinating</b><br>Organizing people and activities to complete tasks                                   | <ul style="list-style-type: none"> <li>• Sharing information about machine problems during a shift change</li> <li>• Arranging for the delivery of food and flowers for a catered event</li> <li>• Organizing the activities of subcontractors at a building construction site</li> </ul> |
| <b>69. Directing/Leading</b><br>Providing leadership and direction to others                                    | <ul style="list-style-type: none"> <li>• Telling a shopper where to find a grocery item</li> <li>• Working as a youth counselor for a summer camp</li> <li>• Managing a research team developing a new product</li> </ul>   |
| <b>70. Decision Making</b><br>Understanding information and reaching a conclusion to solve problems             | <ul style="list-style-type: none"> <li>• Determining which classes to take in college</li> <li>• Deciding which job applicant to hire</li> <li>• Analyzing a community problem</li> </ul>   |
| <b>71. Managing Resources</b><br>Determining the best use of human resources, finances, and material resources. | <ul style="list-style-type: none"> <li>• Tracking the prices and availability of supplies for a print shop</li> <li>• Managing retirement benefits for a business</li> <li>• Coordinating the fiscal spending of a government agency</li> </ul>   |
| <b>72. Impact of Responsibility</b><br>Accepting the long-term outcome of decisions                             | <ul style="list-style-type: none"> <li>• Changing the health benefits available for company personnel</li> <li>• Relocating a factory</li> <li>• Designing a playground</li> </ul>  |



