



Using MCIS to Connect Clients and Agencies

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Montana Department of
LABOR & INDUSTRY
Research & Analysis Bureau

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All of us have had experience with medical professionals at one time or another. We also have certain expectations on how our medical needs are managed. For instance, you haven't been feeling well so you make an appointment with your doctor and sit in a waiting room with other sick people, sometimes much longer than you expected to wait.



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When you are called into the doctor's office, your vitals are taken and then you start to tell the doctor your symptoms. The expectation is that the doctor will listen to what you say and will ask questions to gather more information. He determines that you need additional tests.



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They do blood tests, schedule x-rays, or MRIs etc. to gather as much information as possible to determine the cause of your symptoms. This process often takes days or weeks to complete.



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You return for a follow up consultation, nervous about the news you may be receiving. But when the doctor comes into the office, he doesn't remember seeing you. He doesn't have any notes on the initial call, no results from all of the tests, nada. He tells you it isn't their usual procedure to keep records on each patient. How are you feeling about the service you've gotten so far? Not too good. You've wasted a bunch of time and money on tests and visits that yielded you no answers. You decide you need a different doctor, so you ask the doctor for a referral to a specialist.



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You meet with the specialist and find out that he does not have any of your records, no history, no test results, nothing. You start the process all over again telling him the symptoms and what tests the previous doctor ran, but that you don't know what the results were. The specialist tells you that he needs those test results in order to successfully treat you. What are your expectations now? Do you want to pay for all the tests again or do you want the specialist to contact the offices of the testing facility to locate the results?



Of course you want the specialist to run down those original tests so you don't have to go through that process again.



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Once the specialist has the diagnosis, you expect everyone on the medical team to all be on the same page working towards your successful recovery. In order for that to happen they need to all be able to access your medical records. Our expectations for our medical care are fairly universal. We want to be listened to, have the right tests to determine the cause of our symptoms, and a plan to fix the problem. We expect that records are kept of what was said and what tests were run, that all medical staff involved with your care can access your information and that you won't have to redo or repeat any tests and conversations so as to not waste time. You also want your treatment to be specific to your needs, taking into account all of your health needs and circumstances.



70,000
hours

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So why am I talking about health care expectations? We are here to talk about WIOA implementation. There are parallels between the professional services of doctors and the work you do. Think about what we are trying to do for our WIOA clients. We are offering professional services, helping them find gainful employment, something that we typically spend 30 to 40 years of our life at, 40 hours a week, over 70,000 hours of their life. How important is that to them?



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Without a good job, could they have the type of life they really want? Can they provide well for their families? Will they find enjoyment in their jobs? I argue that the services we provide are just as professional and as important as good health care. Yet, we often resist doing the things that our clients expect of business professionals. Let's look a little deeper at the medical analogy.

Doctor, I have a problem, I don't feel well.

I have a problem, I need some training and a better job.



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Patients go to the doctor to figure out why they don't feel good, it's a problem that needs a solution. <Click> Our clients typically come to us with a problem that needs to be solved such as finding a job with a good wage or assistance with training, food stamps, and housing. What is the first thing that a good doctor does when seeing his patient for the first time?



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He finds out basic information about the patient which fundamentally is what <click> we do with our clients. We all have some kind of intake process.



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He listens as the patient explains their reason for coming to see the doctor and a dialogue begins.



Isn't that exactly what we do when meeting a new client? We want to know why they have come to us and a bit about their history.



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Next the doctor decides what he or she needs to do to solve the patient's problem. Often tests are required and perhaps referrals to a specialist. Isn't that similar to what we do? <click> If the client can benefit from WIOA services don't we have them take assessments, do some career exploration work, and refer them to other agencies when necessary?



Rx

PRESCRIPTION

NAME:.....AGE:.....

ADDRESS:.....

DATE:.....

[Empty rectangular box for additional information]

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A doctor will put a treatment plan in place specifically designed for the patient. Often it could be medicine, change in diet and exercise, suggestion to stop smoking, surgery, etc.

**I need a job
NOW!**

**How can I
provide services
across multiple
agencies?**

**I don't
understand the
process!**



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Our clients expect us to help them make a plan to get them gainfully employed. But, <click> how do we provide that type of professional service when so many people from multiple agencies are involved? Our information systems don't talk to each other, our staff are housed in multiple locations, <click> and sometimes our clients just don't understand our processes.



Wouldn't it be great to
have
Multiple agency access to a
free internet based system
with a place to save client
work that can be used as a
case management tool?

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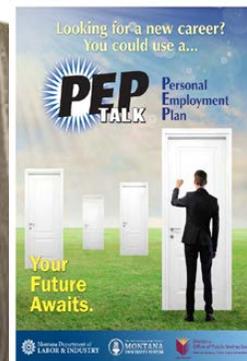
Wouldn't it be great if we had an established tool that everyone, clients and personnel from multiple agencies could access for free, from any computer with an internet connection? And, wouldn't it be great if everything a client did was saved in this tool? And, wouldn't it be great if every agency that interacts with that client could review all of the things the client has saved in that tool?

Wouldn't it be great
to be able to get
reports for
monitoring and staff
or client
accountability?



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And for those individuals who need reports on client and staff activities within the tool, wouldn't it be great to get those reports for monitoring purposes and staff and client accountability? Of course the answer to all of these is yes, it would be great.



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Of course you've probably already figured out by the title of this presentation that I'm talking about MCIS. Using MCIS together with PEP Talk we can help our clients put a plan in place to achieve the goal of a satisfying job that pays a decent wage. Many of you have heard of and have used PEP Talk and MCIS for years. For the rest of you this may be the first time you've ever heard of either one of these. Let me briefly explain both of them for those of you who haven't heard about them before.



Get Started



- Use these tools to manage your career development.
- Learn more about yourself and create a career plan.
- Map your high school classes.

[View](#)

Learn about Myself



- Answer questions about yourself and connect to occupations that may interest you.

[View](#)

Learn about Work



Annette
[My Portfolio >](#)
[Edit Image](#)

Check out fall test dates for the ACT.

1 2 3

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MCIS stands for the Montana Career Information System and is a career information delivery system that is chock full of information including assessments, labor market information such as wages and projected demand, state and national schools, financial aid, resume creator, course planner, and job search tips and resources. MCIS is currently used in almost 650 sites across the state and by 91,250 users. There is a version for middle school aged students, high school students, college students and adults.

MCIS is available over a lifetime



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MCIS is free for all Montanans to use for their entire lifetime. MCIS contains an e-portfolio that saves everything they do in the system. <click> They can start using it in middle school, transfer their account to high school and then transfer on to college. Once they've finished their schooling, the system is available for them to use to help them prepare for the job search. As adults progress through their careers, MCIS is still there for them if they lose a job, want to prepare for a better job, or want to help their children plan their careers.

Click on Tools, Comment and Share to access additional features.

Who Am I?

Career Cluster Inventory	SKILLS
Interest Assessments: IDEAS and Interest Profiler	Work Importance Locator
Reality Check	Self Employment Quiz

Where Am I Going?

Occupational Exploration	Big Sky Pathways Course Planner
Self employment	Non-traditional occupations
Military	

How Do I Get There?

Programs of Study – includes apprenticeship programs, distance learning, and alternative education	Financial Aid – includes Montana, local, and U.S. financial aid
School Sort MT Schools including Tribal Colleges, 2-year programs, certificates, proprietary and U.S. schools	

Getting and Keeping A Job

Resume Creator	Job Search- includes where to find jobs, preparing for an interview	Keeping a Job
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MCIS Structure

- Everything done in MCIS can be saved to an electronic portfolio
- Access is available for a lifetime, and access to their portfolio is available as long as a person uses MCIS once every five years
- All information is updated at least once a year
- MCIS does not tell users what occupations to pursue, it provides information on all the options

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For those of you who have not heard of MCIS or haven't used it much here is a schematic of the content that is contained within the program. Career development is basically made up of three parts, Who Am I?, learning about yourself, Where Am I Going?, exploring options, and How Do I Get There, putting the pieces together and making a plan. Each of these are essential for good career development. We also add an additional component on Getting and Keeping a Job. Let me go over each of these briefly.

1



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In our medical analogy, assessments mean blood tests, x-rays, etc. to determine what is going on inside of the patient. In order to move forward the doctor must collect all the relevant information she can about the patient.

1

The screenshot shows the MCIS interface. At the top, there is a navigation bar with 'PATHWAYS', 'ASSESSMENTS', 'OCCUPATIONS', 'EDUCATION', 'EMPLOYMENT', and 'MY PORTFOLIO'. The 'ASSESSMENTS' tab is active. Below the navigation bar, the page title is 'CAREER CLUSTER INVENTORY'. There are buttons for 'Help & Tutorials', 'Español', and 'Save'. The main content area displays '1. Go fishing.' with an 'Explain' button. Below this, there are four buttons: 'Like Very Much', 'Like', 'Not Sure', and 'Dislike'. A progress bar shows '80 Remaining'. At the bottom, there are 'PREVIOUS' and 'RESULTS' buttons, with the text 'Select one to continue.' in the center.

Who Am I?

Career Cluster Inventory

SKILLS

Interest Assessments: IDEAS and Interest Profiler

Work Importance Locator

Reality Check

Self Employment Quiz

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In career development learning about oneself means assessments and intake. MCIS has several different types of assessments, each providing a different way of matching to occupations.

If you are interested in finding out your client's best career pathway, then the Career Cluster Inventory is the best assessment to use.

1

The screenshot shows the MCIS website with the 'INTEREST PROFILER' section active. The header includes the MCIS logo, navigation tabs (PATHWAYS, ASSESSMENTS, OCCUPATIONS, EDUCATION, EMPLOYMENT, MY PORTFOLIO), and user information (Annette, 0 Messages, Log Out). The main content area displays the title 'INTEREST PROFILER' and a progress indicator for '1. Build kitchen cabinets'. Below this are three buttons: 'Like', 'Unsure', and 'Dislike'. A progress bar shows 'PROGRESS' and '180 Remaining'. At the bottom, there are 'PREVIOUS' and 'RESULTS' buttons with the instruction 'Select one to continue.'



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There are two interest inventories, the Interest Profiler and IDEAS. The Interest Profiler is free, however, the IDEAS assessment is not. It costs \$100/year/site with unlimited use.

WORK IMPORTANCE LOCATOR - PLACE THE CARDS

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Shown below are five columns under the Importance Scale. Each column has a number from 5 (Most Important) to 1 (Least Important). Each column has 4 boxes.

Put each Work Value Card from the deck in the column that best matches how important it is for you to have a job like the one described on the card. Clicking on a box without a card puts the card in that box. Clicking on a box with a card puts the card back on top of the deck.

When you are done, your four most important statements should be in Column 5, your four next most important statements should be in Column 4, and so on. Your four least important statements should be in Column 1. You can then click Get My Results to explore occupations based on your choices.

On my ideal job it is important that...

...I make use of my abilities.

Work Value Cards

Importance Scale				
Most Important 5	4	3	2	Least Important 1
Click here to place a card				
Click here to place a card				
Click here to place a card				
Click here to place a card				

Who Am I?

- Career Cluster Inventory
- SKILLS
- Interest Assessments: IDEAS and Interest Profiler
- Work Importance Locator
- Reality Check
- Self Employment Quiz

SKILLS

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Select the skills that are satisfying to you. Then drag and drop the skills into the appropriate category.

Personal Skills	25. Creativity	49. Science Reasoning
01. Dependability	26. Aesthetic Judgment	Communication Skills
02. Flexibility	Situational Skills	50. Reading
03. Persistence	27. Stress Tolerance	51. Writing
04. Integrity	28. Hazards Tolerance	52. Speaking
05. Efficiency	29. Discomfort Tolerance	53. Listening
06. Competitiveness	30. Repetition Tolerance	54. Concentrating
Social Skills	Processing Skills	Problem Solving Skills
07. Social Perception	31. Following Procedures	55. Information Gathering
08. Independent Work	32. Categorizing	56. Evaluating
09. Teamwork	33. Record Keeping	57. Advising
10. Working with the Public	34. Attention to Detail	58. Synthesizing
11. Assisting/Caring	35. Verifying Information	59. Analyzing
12. Performing	Technical Skills	60. Planning
13. Instructing	36. Installing	61. Active Learning
Movement Skills	37. Inspecting	62. Using Knowledge
14. Finger Dexterity	38. Repairing	Management Skills
15. Manual Dexterity	39. Troubleshooting	63. Safety of Others
16. Motor Coordination	40. Controlling Machines	64. Persuading
17. Stamina	41. Operating Vehicles	65. Negotiating
18. Strength	42. Using Computers	66. Confronting
19. Rapid Response	43. Programming	67. Initiating
Perceptual Skills	44. Technology Design	68. Coordinating
20. Sound Discrimination	Math & Science Skills	69. Directing/Leading
21. Shape Discrimination	45. Calculating	70. Decision Making
22. Color Vision	46. Estimating	71. Managing Resources
23. Depth Perception	47. Budgeting	72. Impact of Responsibility
24. Visualizing	48. Math Reasoning	

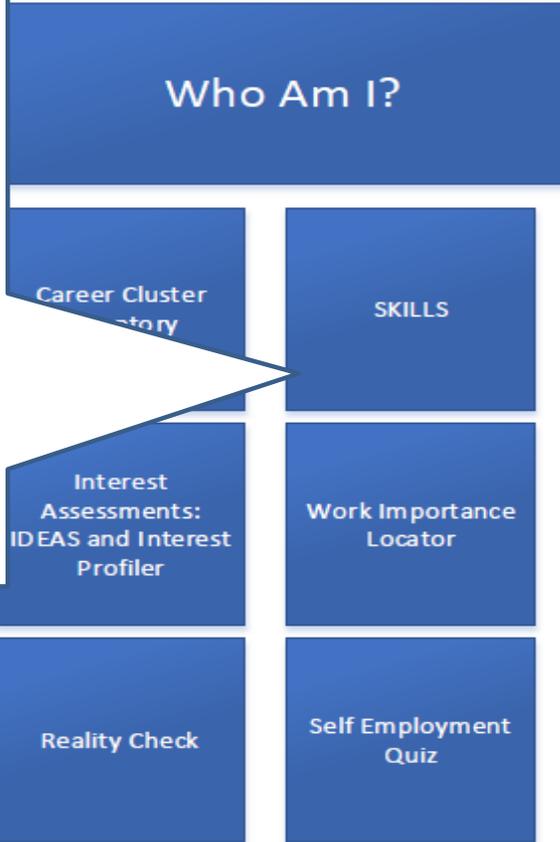
5 Add Remove
Very Satisfying Skills
0 / 5 skills added

10 Add Remove
Moderately Satisfying Skills
0 / 10 skills added

20 Add Remove
Somewhat Satisfying Skills
0 / 20 skills added

Drop one or more skills here for quick definitions

[SKILLS Home](#) [Occ. Select](#) [Skill Definitions](#) [Start Over](#) [Get My Results](#)



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Our favorite assessment to use with adults is the SKILLS assessment. I'll go into that a little bit later.

ENTREPRENEURIAL CAREER ASSESSMENT FORM

? Help & Tutorials

★ Save

↺ Start Over

1. I am willing to work 50 hours or more per week regularly.

👍 Strongly Agree

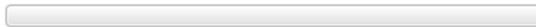
👉 Between Strongly Agree and Somewhat Agree

👈 Somewhat Agree

👇 Between Somewhat Agree and Strongly Disagree

👎 Strongly Disagree

PROGRESS



20 Remaining

◀ PREVIOUS

Select one to continue.

RESULTS ▶

Who Am I?

SKILLS

Work Importance Locator

Reality Check

Self Employment Quiz

Interest Assessments: Interest

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There is also the self employment quiz that helps your clients interested in being their own boss understand the traits that are common in successful entrepreneurs

REALITY CHECK Español Restore



Get a Reality Check
As an adult, you need to pay for housing, food, clothes, transportation, and other items. Find out how much money you need to earn to cover your expenses. Then find out which occupations support this lifestyle.

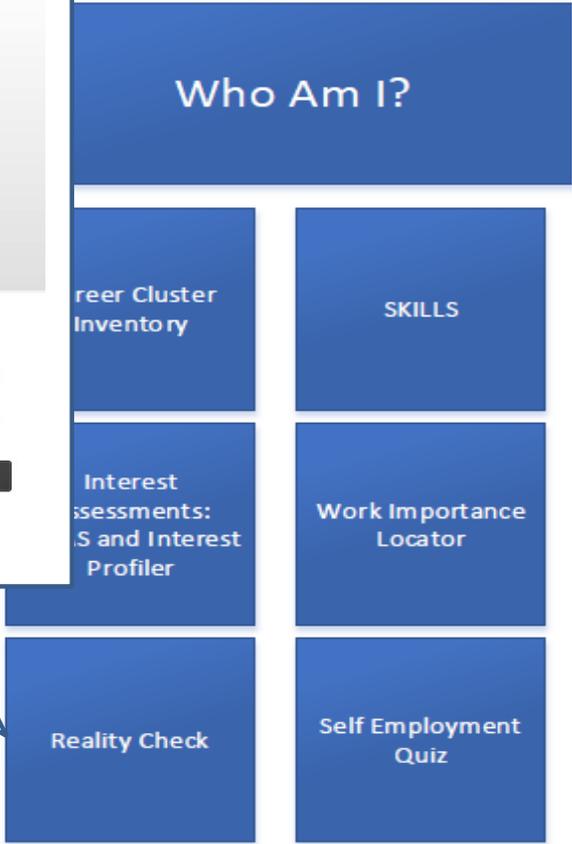
Start Your Reality Check

Know Your Occupation?
Know which occupation you want to pursue? Figure out if it can support your lifestyle.

Start With an Occupation

Know Your Salary?
Already know the salary you need? Find out which occupations provide this salary in your city or region.

Start With a Salary



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And then there is Reality Check, which takes an individual's lifestyle choices and matches that to occupations that can meet that lifestyle. It is an excellent budgeting tool.



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Once a physician has the results of all the tests, he has to consider what are the results telling him about the patient. Often, diagnosing a disease isn't always straight forward. Sometimes it requires eliminating certain diseases in order to come up with a definitive diagnoses.

Where Am I Going?

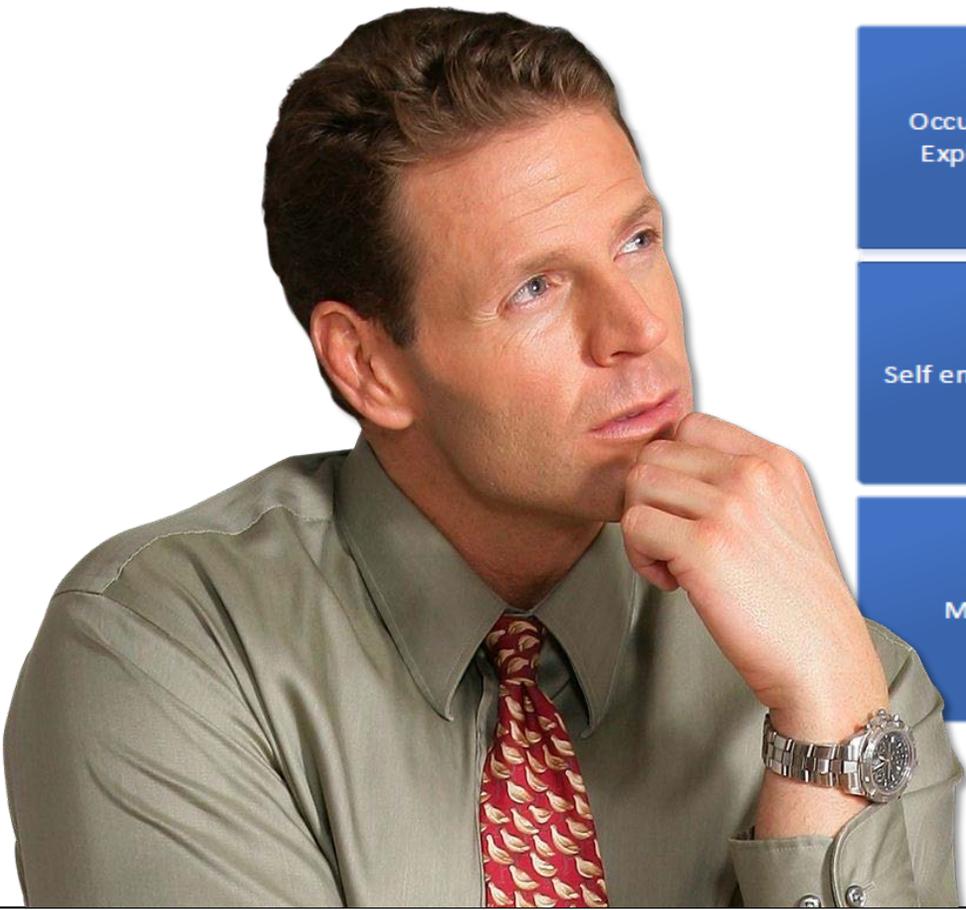
Occupational
Exploration

Big Sky Pathways
Course Planner

Self employment

Non-traditional
occupations

Military



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In career development the Where Am I Going? part is all about exploring options. With the results of the assessments in hand, your clients will look into the different occupational options and make decisions on which are possible occupations to pursue and which ones won't meet their needs. You'll notice that in this section we have information on Big Sky Pathways, non-traditional occupations, military occupations and self-employment.

1

Topics

At a Glance

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Helpful High School Courses

Work Activities

Working Conditions

Physical Demands

Skills and Abilities

Knowledge

Preparation

Licensing / Certification

Wages

Outlook

Interests and Values

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Programs of Study

Occupations

Military Occupations

Industries

Occupation Cluster

Real World Interviews

Real World Interviews

Videos

Occupation Videos

Overview

Accountants and auditors assemble, analyze, and check the accuracy of financial information.

Accountants often specialize in one of the four major fields of accounting:

- Public
- Management
- Government
- Internal auditing

All accountants and auditors must know the rules and regulations in their area. The rules change frequently. Accountants and auditors must regularly take training to keep their knowledge up to date.

Public accountants

Public accountants have their own businesses or work for accounting firms. Their clients are individuals or businesses. Public accountants provide accounting, auditing, tax, and consulting services. For example, they examine business operations such as revenues and costs. They go over financial records to make sure the information is correct. They may develop accounting systems for clients.

Management accountants

Management accountants work for corporations. These accountants work as part of their company's management team and help make decisions. They give the team advice about how certain financial changes may affect the company. They record and analyze the business's financial information. In addition, they create budgets, and manage costs and assets.

Government accountants

Government accountants maintain and examine the records of government agencies. They must follow special procedures and regulations. Accountants in this area may write reports for government officials. Government auditors check the tax records of businesses and individuals.

Internal auditing

Internal auditors generally work for a company. They check that the company's financial records are correct. They also check for waste or fraud, and help find ways to prevent financial loss.

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But occupational exploration is the meat of this section. Here is an example of the topics in each occupation. This example shows the accountants and auditors occupations. We will look at several of these more closely. Each occupation has information including a general overview, helpful high school courses, work activities, skills and abilities, knowledge, and a host of related information.

Topics

At a Glance

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Knowledge

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Licensing / Certification

Wages

Outlook

Interests and Values

Physical Demands

Accountants and auditors frequently:

- Sit for long periods of time.
- Repeat the same movements.
- Use their hands to handle, control, or feel objects, tools, or controls.

It is important for accountants and auditors to be able to:

- See details of objects that are less than a few feet away.
- Speak clearly so listeners can understand.
- Understand the speech of another person.

It is not as important, but still necessary, for accountants and auditors to be able to:

- Use fingers to grasp, move, or assemble very small objects.
- See details of objects that are more than a few feet away.
- See differences between colors, shades, and brightness.
- Hear sounds and recognize the difference between them.
- [[More](#)]

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The physical demands section provides detailed information on physical demands listed by the frequency and importance of those demands for each occupation. This section may be especially important for vocational rehabilitation clients.

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Real World Interviews

Real World Interviews

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Occupation Videos

Preparation

To work as an accountant or auditor, you typically need to:

- have a high school diploma or GED; and
- have a bachelor's degree in accounting.

To work as a certified public accountant (CPA), you typically need to:

- have a high school diploma or GED;
- complete a five-year, 150-credit hour accounting program (awards a bachelor's or master's degree);
- have public accounting experience; and
- pass the Uniform CPA Examination.

Education after high school

Depending on the type of accounting you want to do, you can study for two to five years. Two-year programs prepare you for bookkeeper jobs. These programs are available at community colleges and private business schools.

A bachelor's degree in accounting prepares you for entry-level accounting or auditing jobs. In your four years of study, you take one year of accounting courses and one year of general business courses. You also take two years of liberal arts courses. These programs are available at many colleges and universities.

If you want to be a CPA, you need to complete an additional 30 hours of study in accounting. The extra courses prepare you to take the Uniform CPA Exam and to work independently as a public accountant.

The table below lists the level of education attained by a subset of workers in this occupation. The workers surveyed were between age 25 and 44.

<u>Education level attained</u>	<u>Percentage of workers in this occupation*</u>
Less than high school diploma	0
High school diploma or equivalent	4
Some college, no degree	8
Associate degree	10
Bachelor's degree	57
Master's degree	19
Doctoral (PhD) or professional degree	

*National data for accountants and auditors (SOC 13-2011).

Work experience

While in college, you can gain experience through summer or part-time internship programs.

Beginning public accountants generally work for a licensed CPA for at least a year. They do this to gain the experience required for the CPA license.

On-the-job training

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Learning about the typical preparation methods is also important. Notice that for this occupation, typically 76% of those working in this occupation have a bachelor's degree or higher. That doesn't mean that a bachelor's degree is necessarily required, however, chances of finding employment in this field are higher with a bachelor's degree and if there is interest in advancing in the career to a CPA for instance the degree may be required.

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Industries

Occupation Cluster

Licensing / Certification

Certification is optional for some accountants. Beginning accountants are not required to have a license before they practice. These accountants, however, are limited in terms of the title they can use and the work they can do.

In all states, those who wish to use the term Certified Public Accountant (CPA) must be certified. Certification requirements vary by state.

The basic requirements for becoming a certified public accountant in Montana are:

Education Requirements for Original Certification:

- Baccalaureate degree with a concentration in accounting and completion of 150 semester hours (exceptions for licensure transfer may apply, i.e., acceptable work experience).
- An applicant must have completed 24 semester hours in upper division accounting including specific course content and 24 semester hours in business-related courses.

Experience Requirements:

2,000 hours with 500 of attest-oriented experience, or 4,000 hours of accounting work acceptable to the Board.

Examination Information:

A candidate must pass the Audit, FAR, BEC and REG sections of the [Uniform CPA Exam](#).

Other Special Certification Requirements:

Be of good moral character and successfully pass the Professional Ethics for CPAs course developed by the American Institute of Certified Public Accountants.

For information about exams, fees and renewal contact:

Board of Public Accountants

301 South Park, 4th Floor

P.O. Box 200513

Helena, MT 59620-0513

Telephone: 406.841.2389

Fax: 406.841.2323

E-mail: dlibsdpac@mt.gov

<http://www.publicaccountant.mt.gov>

Many occupations in Montana are licensed or require certification. The information is included in MCIS with direct links to the licensing authority.

ACCOUNTANTS AND AUDITORS

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Topics

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- Working Conditions
- Physical Demands
- Skills and Abilities
- Knowledge
- Preparation
- Licensing / Certification
- Wages**
- Outlook
- Interests and Values

Related Information

Wages

Annual Monthly Hourly

Annual Wages

Accountants and auditors (13-2011) ?

Location	25%	Median	75%
Montana	\$42,480	\$54,720	\$72,370
Billings	\$44,410	\$58,310	\$73,460
Eastern Montana	\$48,410	\$56,780	\$67,100
Great Falls	\$39,850	\$46,090	\$63,810
Missoula	\$37,200	\$49,790	\$69,410
Southwestern Montana	\$43,180	\$54,230	\$72,990
United States	\$51,130	\$65,940	\$87,530

[View graphic version](#)

Select different states

Pay varies with the employer's size, location, and type. For accountants, pay can vary by the time of year. Many accountants earn extra money by working overtime during the tax season. Pay also depends on the worker's education, experience, and responsibility. Partners and owners of firms earn more than their employees do.

Accountants and auditors who work full time usually receive benefits. Common benefits include paid vacation, health and dental insurance, and a retirement plan.

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Wages are typically one of the first bits of information people are most interested in. Our Bureau collects all of the labor market information for Montana and the wage information comes from our survey of Montana employers under the OES (Occupational Employment Survey) program. The wages displayed include statewide, 5 regions within the state, the US and all of the other 49 states. This information is updated when new data are released. We list the median wage instead of the mean wage. The median wage is less affected by outliers and is the best wage to use for career development purposes. Notice that we also list wages at the 25 percentile and the 75 percentile. These wage ranges make it easier for negotiating wages and for employers to use when setting wage rates to remain competitive.

Topics

At a Glance

Overview

Helpful High School Courses

Work Activities

Working Conditions

Physical Demands

Skills and Abilities

Knowledge

Preparation

Licensing / Certification

Wages

Outlook

Interests and Values

Related Information

US jobs

Programs of Study

Occupations

Military Occupations

Industries

Occupation Cluster

Real World Interviews

Outlook

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

Location	Employment	&	Growth		>>>>	Annual openings
			This occupation	All occupations		
Montana	3,529 Very large	&	19.3%	14.8%	>>>>	172 Very High
United States	1,275,400 Very large	&	13.1%	10.8%	>>>>	54,420 Very High

[View graphic version](#)

Select different states

Employment

Most accountants and auditors work in urban areas where accounting firms and central or regional offices of businesses are concentrated.

Major employers:

- Accounting, tax preparation, bookkeeping, and payroll firms
- Finance and insurance
- State and local government agencies

Common titles for accountants are Certified Public Accountant (CPA), Public Accountant (PA), Registered Public Accountant (RPA), or Accounting Practitioner (AP).

Outlook

Growth in this occupation is closely tied with growth in the economy. Stricter laws and regulations as a result of the financial crisis in 2008 has increased demand for accountants as organizations try to comply with new laws. In addition, stricter loan standards will increase the demand for auditors.

A large number of global businesses will need accountants with knowledge in areas such as international trade, mergers, and rules.

Accountants and auditors are expected to have good job prospects. CPAs will enjoy the widest range of job opportunities.

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Outlook (or demand) is another important piece of the puzzle. There may be occupations with high growth but few openings, or low growth with many openings each year. Here we see there are approximately 172 openings each year for accountants and auditors. This is another area that includes data from other states for comparison purposes. This information becomes especially important when trying to decide whether or not to provide tuition assistance to a client. Your clients want to be sure that once they get more education they'll be able to find a job and you want the best performance outcomes as well.

37 jobs found in Montana matching occupation title : Accountants

Jobs 1 - 10 of 37

Next >

Sort by: Relevance | Date

Controller, Full Time

North Valley Hospital (Whitefish, MT)
first acquired 2015-7-24 5:50 PM

Share this job:



Financial Analyst 3

Oracle (Bozeman, MT)
first acquired 2015-6-24 6:27 PM

Share this job:



Project Accountant

Montana Employer (Helena, MT)
first acquired 2015-7-23 11:41 PM

Share this job:



Accountant

Montana Employer (Helena, MT)
first acquired 2015-7-22 11:44 PM

Share this job:



ACCOUNTANT - SENIOR

Montana Employer (Missoula, MT)
first acquired 2015-7-20 11:41 PM

Share this job:



Accountant 3-Fin

Oracle (Bozeman, MT)
first acquired 2015-7-22 6:37 PM

Share this job:



Controller, Full Time

North Valley Hospital (Whitefish, MT)
first acquired 2015-3-25 5:29 PM

Share this job:



Senior Principal Consultant

Oracle (Bozeman, MT)
first acquired 2015-3-9 11:34 PM

Share this job:



Principal Consultant

Oracle (Bozeman, MT)
first acquired 2015-3-9 11:38 PM

Share this job:



Accountant

Montana Employer (Helena, MT)
first acquired 2015-7-13 11:40 PM

Share this job:



Jobs 1 - 10 of 37

Next >

Location

- Billings, MT (10)
- Bozeman, MT (5)
- Missoula, MT (4)
- Great Falls, MT (4)
- Helena, MT (3)

Company

- Montana Employer (25)
- Oracle (4)
- ExxonMobil (2)
- North Valley Hospital (2)
- Loenbro Inc. (1)

Time Range

- 1 day back
- 2 days back
- 3 days back
- 7 days back
- 14 days back
- anytime

Occupation Title

Posted By

Industry

Advanced Tools

- Save Search
- Create Job Search Agent
- Save as RSS feed
- Recent searches
- Saved Searches

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Speaking of finding a job, each occupation also contains a link to current job postings. This list is updated nightly. From this occupation we find that within the state there are 37 openings. We can see there are 10 in Billings, 5 in Bozeman, etc. We can see that North Valley Hospital has two openings and Oracle has 4 listed. Each of these links will take you directly to more information on how to apply. We are adding apprenticeship openings to the job bank as well. How cool is that?

Topics

- At a Glance
- Overview
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- Work Activities
- Working Conditions
- Physical Demands
- Skills and Abilities
- Knowledge
- Preparation
- Licensing / Certification
- Wages
- Outlook
- Interests and Values

Related Information

- US Jobs
- Programs of Study
- Occupations
- Military Occupations
- Industries
- Occupation Cluster

Real World Interviews

- Real World Interviews

Videos

Real World Interview Accountant

Lyn Michaels, Accountant

Lyn Michaels developed an interest in accounting while studying business in college. "I took a few business courses and, after doing some research, I found that accounting is a profession that provides you with lots of opportunities. It doesn't limit you to one industry or another," she says. "For example, you could work for the FBI investigating white-collar crime. You could work for a large corporation or in public accounting. You also have the ability to be self-employed."

After graduating from college three years ago, Michaels spent a year and a half working for a state department of revenue as a tax auditor. She then moved into her current job as a staff accountant for a public accounting firm.

"My work varies from day to day, but in a normal day I might work with anywhere from one to four clients," she says. Much of that work involves preparing tax returns for individual companies. Her clients include manufacturers and construction businesses.

"I also participate in audits of businesses, where I go to a client's office to evaluate their accounting records and sift through data they have prepared. I do this to make sure the business has reported its income and expenses, as well as its assets and liabilities correctly," she says. "I note any changes that have been made to the accounting records and draft the financial statements for the client. After that, we provide the client with a report. This report allows other parties, such as shareholders or creditors who have an interest in the business, to feel confident the financial information is accurate."

"Sometimes we do special projects to help businesses evaluate their operations and overall performance. We analyze their financial history and decision-making processes. We assess their situation and develop a business plan to help the company become more cost-effective in the future," she explains. "We put our suggestions into a presentation for their board of directors or management committees. These presentations help companies to decide if they should make changes in the business."

"We need to be able to relay information and knowledge to clients in a way they can understand."

What Michaels especially likes about her job is "following a project through from start to finish and seeing the end results," she says. She also likes the fact that "it's one of those careers where you face constant change. We're required to follow lots of rules and regulations that apply to tax laws and audits. And rules may change from year to year. They cover things like changes in deductions on tax returns, or changes in special credits that individuals may be allowed to take. For audits, the requirements for how we draft a financial statement could change. So you have to stay current and use your mind."

Accountants work long hours to meet deadlines, especially during tax season. "We work up to 50 hours a week at the end of January," she says. "By February, we are up to 55 hours a week. You can expect to work 60 hours a week from the end of February through the first part of April. After that, it slows back down."

"It doesn't limit you to one industry . . . you could work for the FBI investigating white-collar crime."

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There are also interviews with people in the occupation and short videos. These real world interviews give a job seeker a behind the scenes look at the occupation. For instance the first paragraph of this interview offers some interesting insights on the opportunities to work in different fields as an accountant such as working for the FBI to investigate white-collar crime.

How Do I Get There?

Programs of Study –
includes
apprenticeship
programs, distance
learning, and
alternative education

Financial Aid –
includes Montana,
local, and U.S.
financial aid

School Sort
MT Schools including
Tribal Colleges, 2-
year programs,
certificates,
proprietary and U.S.
schools

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Once your client has narrowed down the occupational choice they enter the How Do I Get There phase. MCIS links every occupation to potential programs of study and all of the state and national schools that offer those programs. There are also thousands of scholarships and grants available.

Getting and Keeping A Job

Resume Creator

Job Search-
includes where to
find jobs,
preparing for an
interview

Keeping a Job

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After all of the assessments and explorations and planning the final step is finding that job. MCIS has more tools to help a job-seeker do just that. The resume creator is a great feature for creating and saving multiple versions of resumes. As your client goes through MCIS, they will be building their resume. They can also upload a resume they have created outside of MCIS for safe keeping. This is all possible because you've had your clients create portfolios to save their information.

The Job Search section helps a job seeker prepare for the job search and interviews. And lastly, once they have a job, they can use the Keeping a Job section to learn how to become a valued employee and deal effectively with some of the situations that may come up in the workplace such as getting along with co-workers and supervisors, or dealing with harassment.



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I know that sounds like an overwhelming amount of information. MCIS is a COMPREHENSIVE career information system which means it is like an encyclopedia. What we hear a lot is there is just too much information. Think about how much medical information you can find on the internet. All of the information may not be relevant to any one person at any given point in time, but when you need specific information you can usually find it with a Google search. The same is true with career information, however, you don't have to use a Google search to find what you need, we've done all of the hard work for you. But you may be asking yourself how you can best use MCIS without creating more work for yourself. You just don't have time to add one more thing to your workload. We understand that and that's why we use PEP Talk to work with our clients.

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

PEP
TALK

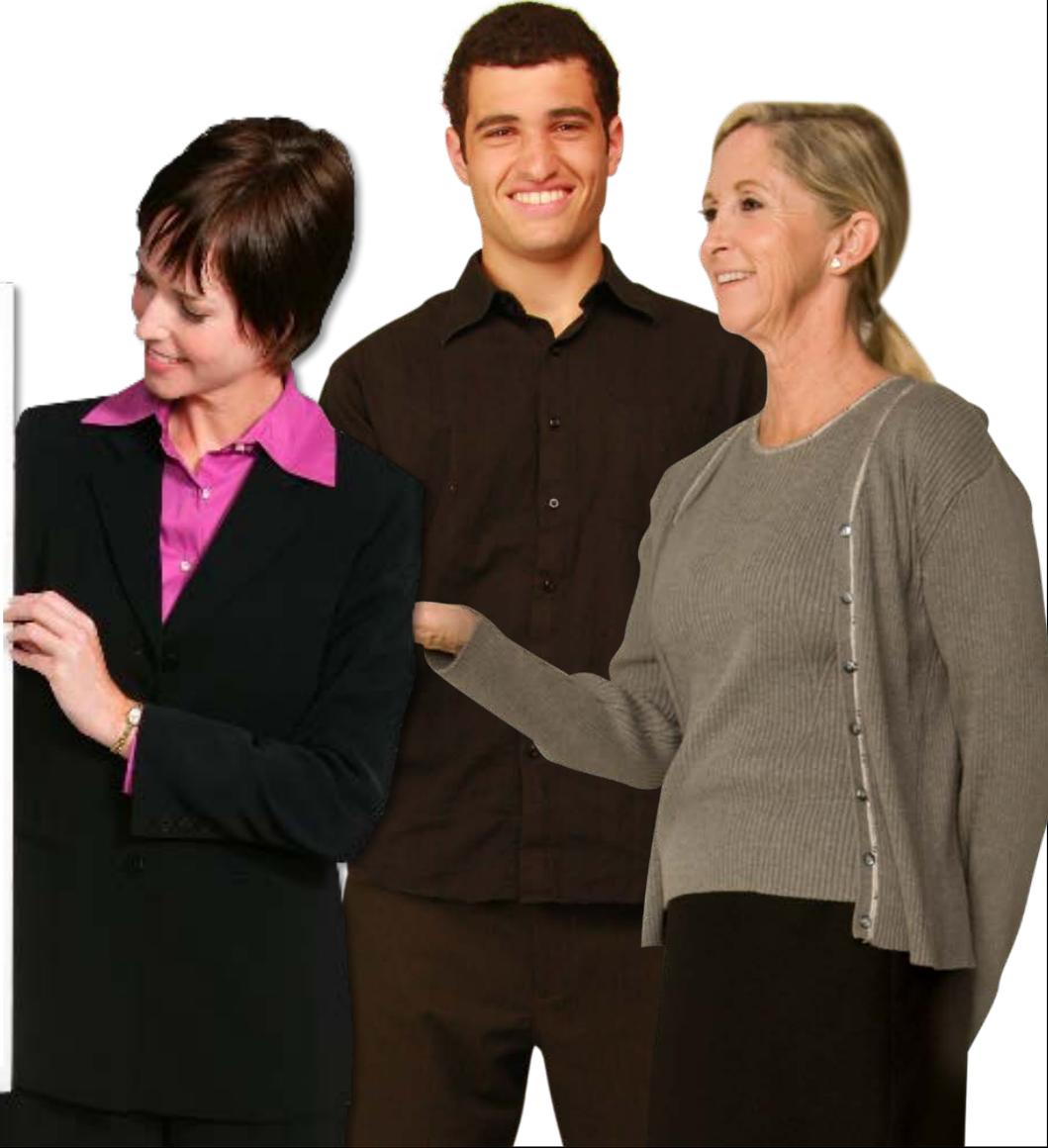
Personal
Employment
Plan

Your
Future
Awaits.

Montana Department of
LABOR & INDUSTRY

Montana
UNIVERSITY SYSTEM

Montana
Office of Public Instruction
Director Andrea, State Superintendent



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A group of people from DLI, OPI, and OCHE worked together in 2009 and 2010 to create PEP Talk, which stands for Personalized Employment Plan. The Talk part of PEP Talk is the career counseling/case management component that you bring to the table.

We received an incentive grant and the three agencies decided instead of dividing up the money and doing our own thing, we'd work together to create something that would stand the test of time and would meet the needs of some of our hardest to serve clients. Because MCIS is like an encyclopedia of career information that could overwhelm people, we decided to create a streamlined approach or curriculum if you prefer that term, to quickly help our adult clientele navigate through the career decision making process in the least amount of time, with the end result being a written Personalized Employment Plan. Without your professional expertise many of your clients would go through the motions of career development without really understanding how to put it all together.

You each should have a copy of PEP Talk in your materials.

[\[Show Assessment Details\]](#)

Occupations on 4 lists:		CCI	Occ Sort	IP	WIL	SKILLS
<input type="checkbox"/>	Arbitrators and Mediators		✓	✓	✓	✓
<input type="checkbox"/>	Plumbers and Pipefitters	✓	✓	✓	✓	
Occupations on 3 lists:		CCI	Occ Sort	IP	WIL	SKILLS
<input type="checkbox"/>	Administrative Services Managers		✓	✓	✓	
<input type="checkbox"/>	Agricultural Worker Supervisors	✓	✓	✓		
<input type="checkbox"/>	Animal Breeders	✓	✓	✓		
<input type="checkbox"/>	Anthropologists	✓	✓			✓
<input type="checkbox"/>	Architectural and Engineering Managers	✓	✓	✓		
<input type="checkbox"/>	Bakers	✓	✓	✓		
<input type="checkbox"/>	Boilermakers	✓	✓	✓		
<input type="checkbox"/>	Bricklayers and Stonemasons	✓	✓	✓		
<input type="checkbox"/>	Carpenters	✓	✓	✓		
<input type="checkbox"/>	Cement Masons	✓	✓	✓		
<input type="checkbox"/>	Chefs and Dinner Cooks		✓	✓	✓	
<input type="checkbox"/>	Civil Engineers	✓	✓	✓		
<input type="checkbox"/>	Coin and Vending Machine Repairers		✓	✓	✓	
<input type="checkbox"/>	Commercial Divers	✓	✓	✓		
<input type="checkbox"/>	Commercial Fishers	✓	✓	✓		
<input type="checkbox"/>	Construction and Well Drillers	✓	✓	✓		
<input type="checkbox"/>	Construction Managers	✓	✓	✓		
	rs.org/portfolio/CombinedOccReport.aspx	✓	✓		✓	

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Using PEP Talk makes it easy for you to assist your clients in creating an employment plan that meets their needs. Many of the activities can be done in a group setting and others can be assigned as homework. The great part is that everything they do is saved in MCIS electronically and is available for you to review, follow up on and coach them through the process. It documents what you do to fulfill the career counseling components under WIOA. The PEP Talk booklet tells you exactly what features of MCIS to use and how to use them. Here I'm showing you a report that lists all of the assessments a client has taken and the occupations that show up on all or some of the lists. This list links the assessment results to the start of the exploration part of MCIS. We can see here that plumbers and pipefitters shows up in 4 of the assessment results.

PLUMBERS AND PIPEFITTERS

[? Help & Tutorials](#)
[★ Save](#)
[Print](#)

Topics

[At a Glance](#)
[Overview](#)
[Helpful High School Courses](#)
[Work Activities](#)
[Working Conditions](#)
[Physical Demands](#)
[Skills and Abilities](#)
[Knowledge](#)
[Preparation](#)

Wages

[Annual](#)
[Monthly](#)
[Hourly](#)

Annual Wages

Plumbers, pipefitters, and steamfitters (47-2152) ?

Location	25%	Median	75%
Montana	\$40,830	\$51,260	\$63,270
Billings	\$43,830	\$54,990	\$67,590
Eastern Montana	\$35,230	\$41,840	\$53,890
Great Falls	\$39,830	\$44,710	\$51,340
Missoula	\$36,850	\$47,880	\$60,110
Southwestern Montana	\$41,990	\$52,200	\$60,060
United States	\$37,790	\$50,660	\$68,160

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Going back to our occupational wage information you can see here that the median wages for plumbers, pipefitters and steamfitters in Montana is actually higher than the median wage for the United States. PEP Talk will walk you and your clients through the process of exploring all the career options using MCIS. You don't have to create anything yourself to supplement PEP Talk. It is all laid out and easy to use. Simply show your client how to explore the occupational information and have them do the exploration on their own time. They can come back to you with a narrowed down list of options to discuss.

You have to hear about the professional help I received that has changed my life!



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There are several agencies throughout the state that have really embraced PEP Talk and MCIS and have had great success. One individual that stands out was introduced to PEP Talk and MCIS as she started working with the agency and ended up going to school in eastern Montana and later transferred to Helena to complete her degree. She spoke at a conference I attended a few years ago about how going through the program changed her life. Of course, it wasn't just the PEP Talk and MCIS that helped her, it was the entire package and the team that worked with her. I can tell you she believed she got professional services from these folks and she was telling everyone she knew about it.

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However, let's look at what happens more often than not. We have a client take an assessment in MCIS but we don't have them create a portfolio first. This is the same as going to a physician who records no notes on a patient. With no portfolio, the client has no record of the assessment and the occupations that match her interests or skills. They basically come away from the assessment empty handed.



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If she is referred to another partner, the partner has no way to know what the client has already done and will likely have to have the client redo the assessments. If you were that client, how would you view this scenario?



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How do we change this scenario? We all need to understand how to use MCIS and PEP Talk, believe that when we use it the client outcomes are better and so will our performance measures. We need to be trained as a group, working together to understand how to use it across agencies, pull reports, and how to market the importance of it to clients.

“Individual talents get magnified many times over through the collective lens of an effective team.”

Dalal Haldeman



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We have several communities who have done just that. Pulled all the community partners together and as a team gotten in-depth training and then talked about how they would work together to serve clients using MCIS. The enthusiasm these folks came away with was amazing and contagious. Hopefully as you break out into your regions you will be lucky enough to have some of these folks in your group.

SKILLS

[? Help & Tutorials](#)[= Español](#)

Select the skills that are satisfying to you. Then drag and drop the skills into the appropriate category.

Personal Skills	25. Creativity	49. Science Reasoning
01. Dependability	26. Aesthetic Judgment	Communication Skills
02. Flexibility	Situational Skills	50. Reading
03. Persistence	27. Stress Tolerance	51. Writing
04. Integrity	28. Hazards Tolerance	52. Speaking
05. Efficiency	29. Discomfort Tolerance	53. Listening
06. Competitiveness	30. Repetition Tolerance	54. Concentrating
Social Skills	Processing Skills	Problem Solving Skills
07. Social Perception	31. Following Procedures	55. Information Gathering
08. Independent Work	32. Categorizing	56. Evaluating
09. Teamwork	33. Record Keeping	57. Advising
10. Working with the Public	34. Attention to Detail	58. Synthesizing
11. Assisting/Caring	35. Verifying Information	59. Analyzing
12. Performing	Technical Skills	60. Planning
13. Instructing	36. Installing	61. Active Learning
Movement Skills	37. Inspecting	62. Using Knowledge
14. Finger Dexterity	38. Repairing	Management Skills
15. Manual Dexterity	39. Troubleshooting	63. Safety of Others
16. Motor Coordination	40. Controlling Machines	64. Persuading
17. Stamina	41. Operating Vehicles	65. Negotiating
18. Strength	42. Using Computers	66. Confronting
19. Rapid Response	43. Programming	67. Initiating
Perceptual Skills	44. Technology Design	68. Coordinating
20. Sound Discrimination	Math & Science Skills	69. Directing/Leading
21. Shape Discrimination	45. Calculating	70. Decision Making
22. Color Vision	46. Estimating	71. Managing Resources
23. Depth Perception	47. Budgeting	72. Impact of Responsibility
24. Visualizing	48. Math Reasoning	

5

Add Remove

Very Satisfying Skills

-
-
-
-
-

0 / 5 skills added

20

Add Remove

Somewhat Satisfying Skills

-
-
-
-
-
-
-
-
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-
-
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-
-
-
-
-
-
-

0 / 20 skills added

10

Add Remove

Moderately Satisfying Skills

-
-
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-
-

0 / 10 skills added

? Drop one or more skills here for quick definitions

SKILLS Home
 Occ Select
 Skill Definitions

Start Over
Get My Results

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It's also more than just understanding how to use the tools we have, it's about using them correctly. For example, one of the assessments that is the most valuable, especially for our adult job seekers, in MCIS is SKILLS. SKILLS takes the hobbies and accomplishments of a client and matches the skills used in those with occupations.

ACCOMPLISHMENTS (List at least 3)

Accomplishment 1: _____ Accomplishment 5: _____
 Accomplishment 2: _____ Accomplishment 6: _____
 Accomplishment 3: _____ Accomplishment 7: _____
 Accomplishment 4: _____

SKILLS

A. PERSONAL SKILLS

	ACCOMPLISHMENT	ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
01. Dependability	Working in a reliable and responsible manner.								
02. Flexibility	Accepting change and variety in the workplace.								
03. Persistence	Working continuously despite interruption.								
04. Integrity	Avoiding unethical behavior and being honest.								
05. Efficiency	Effectively using resources.								
06. Competitiveness	Striving to be the best.								

B. SOCIAL SKILLS

	ACCOMPLISHMENT	ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
07. Social Perception	Being aware of the needs and feelings of others.								
08. Independent Work	Working with little or no supervision.								
09. Team Work	Working cooperatively with others.								
10. Working with the Public	Representing the organization and communicating with persons outside the organization.								
11. Assisting/Caring	Providing assistance, care, or service to others.								
12. Performing	Interacting with others to entertain or sell.								
13. Instructing	Teaching, guiding, or motivating others.								

C. MOVEMENT SKILLS

	ACCOMPLISHMENT	ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
14. Finger Dexterity	Coordinating movements of the fingers.								
15. Manual Dexterity	Coordinating movements of the hand, arm and hand, or both hands.								
16. Motor Coordination	Coordinating movements of two or more limbs together.								
17. Stamina	Exerting one's self physically over long periods of time.								
18. Strength	Exerting force repeatedly or continuously.								
19. Rapid Response	Moving quickly and correctly between two different activities.								

D. PERCEPTUAL SKILLS

	ACCOMPLISHMENT	ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
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.								

01

DEPENDABILITY

Working in a reliable and responsible manner.

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05

EFFICIENCY

Effectively using resources.

© Georgia Career Information Center, Division of Student Affairs, GSU

02

FLEXIBILITY

Accepting change and variety in the workplace.

© Georgia Career Information Center, Division of Student Affairs, GSU

06

COMPETITIVENESS

Striving to be the best.

© Georgia Career Information Center, Division of Student Affairs, GSU

03

PERSISTENCE

Working continuously despite interruption.

© Georgia Career Information Center, Division of Student Affairs, GSU

07

SOCIAL PERCEPTION

Being aware of the needs and feelings of others.

© Georgia Career Information Center, Division of Student Affairs, GSU

04

INTEGRITY

Avoiding unethical behavior and being honest.

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08

INDEPENDENT WORK

Working with little or no supervision.

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It has three parts, a worksheet to write down each accomplishment and check off each skill used, cards that are then sorted to prioritize the skills, and lastly the skills are entered into MCIS. This is the way we train people to use MCIS and this assessment. But back at the office often clients are just put in front of the computer and asked to do the assessment on line without the other steps. Can you imagine as a patient going to a physician that the doctor would go from intake to surgery without doing the necessary assessments first? You would certainly question whether or not the doctor's choice of surgery was correct without any evidence to support it. It's the same with the SKILLS assessment.



* Top 30 Occupations

The occupational ratings can go from +100 to -44. The higher the rating, the better the match. The occupations on your * Top 30 list are good matches with your skills. Click  next to an occupation to compare your skills to the skill requirements for that occupation.

Rate * Top 30 Occupations

Rate	*		Top 30 Occupations
Agriculture, Food, and Natural Resources			
30	*		Food Processing Workers
29	*		Loggers
30	*		Meat Cutters
36	*		Recycling and Reclamation Workers
29	*		Trash Collectors
Architecture and Construction			
32	*		Construction and Well Drillers
30	*		Construction Helpers
43	*		Explosives Workers
29	*		General Construction Workers
29	*		Mining Machine Operators
30	*		Rock Splitters
36	*		Roof Bolters
29	*		Roustabouts
Arts, Audio/Visual Technology, and Communications			
38	*		Bookbinders and Bindery Workers
Hospitality and Tourism			
38	*		Food Preparation Workers
36	*		Kitchen Helpers
Law, Public Safety, Corrections, and Security			
34	*		Forensic Science Technicians
Manufacturing			
32	*		Airplane Assemblers



* Top 30 Occupations

The occupational ratings can go from +100 to -44. The higher the rating, the better the match. The occupations on your * Top 30 list are good matches with your skills. Click  next to an occupation to compare your skills to the skill requirements for that occupation.

Rate * Top 30 Occupations

Rate	*		Top 30 Occupations
Business Management and Administration			
70	*		Employee Training Specialists
70	*		Interviewing Clerks
60	*		Job Benefits and Analysis Specialists
Education and Training			
61	*		Farm and Home Management Advisors
60	*		High School Teachers
60	*		Interpreters and Translators
60	*		Middle School Teachers
72	*		School Counselors
60	*		Special Education Teachers
Government and Public Administration			
67	*		Government Benefits Interviewers
Health Science			
76	*		Genetic Counselors
65	*		Nurse Midwives
65	*		Nurse Practitioners
63	*		Occupational Therapist Assistants
69	*		Occupational Therapists
69	*		Psychiatrists
60	*		Recreational Therapists
63	*		Speech Pathologists and Audiologists
Hospitality and Tourism			
60	*		Concierges

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Research has shown that the occupational matches of someone who has gone through the assessment the way it was designed are much better than the results of someone who just sat down at the computer. The results on the left are from someone who just sat down at the computer to do the assessment and the results on the right are from someone who did the process correctly. Notice that the ratings are higher for the one on the right, which means that the skills matches are closer to the individuals skills set. Sure it takes longer to do it the right way, but we are talking about spending WIOA dollars on these folks and we want them to be spent wisely. Remember, we are also talking about 70,000 hours of their life spent in either a good job or one that doesn't meet their needs. The SKILLS assessment is the only assessment that can identify the skills that our clients have that stem from activities they enjoy, skills that are often "hidden". It builds self-esteem at the same time we are helping them find occupations that match those skills. We also want our clients to come away with great jobs with great pay and spreading the news about the great professional services we provide them.



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So now that you know a little more about MCIS and PEP Talk there remains the question, How do we use MCIS and PEP Talk to connect with the other partner agencies?



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MCIS has an administrative side. Every agency has one individual who is assigned the role of site administrator. Each site administrator has the ability to create staff accounts, run reports and monitor activity. They also provide MCIS staff with a staff list of advisors. These advisors can then access the portfolio of clients across multiple agencies. For example, if a client starts to work with voc rehab and is referred to some services with ABE, the ABE teacher will be able to see any assessments the client has already completed in MCIS. When the time comes to start working with Job Service the case manager will also be able to see everything the client has done and can assist with training options, improving a resume etc. For your client, it will be seamless, like the different agencies are actually working as a team. Just as in our medical analogy, no need to repeat things over and over again to each specialist. Everyone has access to the same information. MCIS is the only electronic tool we currently have available that every agency can access for case management purposes.



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There is no way I can go into detail about everything there is to say about MCIS. I hope that the illustration of a visit to a medical doctor somehow resonates with you and you can understand why what you do is so important to your clients. You are the professionals they need to make their lives better, all you have to do is use the tools we already have more effectively. Ask those who have done that and have become convinced that using MCIS and PEP Talk makes sense.



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Please contact our office to bring one of our trainers to your area to train staff in your communities and get you started. If you've had MCIS training before, please join your community's training session anyway. The training we will be doing for WIOA implementation will add components that highlight how to view client career development progress using the advisor feature in MCIS.

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Questions?



Montana Department of
LABOR & INDUSTRY
Montana Career Resources

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Does anyone have questions or want to relate their personal experiences with MCIS and PEP Talk?