MILITARY OCCUPATIONAL CODES CROSSWALK

Participant Guide December 2016
Capstone
Service members participate in Capstone to validate and verify that they are prepared to be successful following military service by producing documentation that they meet all Career Readiness Standards (CRS).

Accessing Higher Education Track
Guides and assists Service members pursuing college education with preparation for the college application process. Topics covered include identifying educational goals, finding education funding and researching and comparing institutions.

Career Technical Training Track
Guides and assists Service members pursuing career technical training with preparing for researching and selecting institutions and technical fields.

Entrepreneurship Track
Members pursuing self-employment in the private or non-profit sectors learn about the challenges faced by entrepreneurs, the benefits and realities of entrepreneurship, and the steps toward business ownership.

DOL Employment Workshop (DOLEW)
Informs and assists transitioning Service members with preparation of the tools and steps required for a successful transition to civilian employment.

VA Benefits Briefings I & II
Informs transitioning Service members of their Veterans benefits options.

MOC Crosswalk
Translates military skills, training and experience into civilian skills, education and credentialing appropriate for civilian jobs.

Financial Planning for Transition
Provides information and tools needed to identify financial responsibilities, obligations and goals after separation from the military.

Continuum of Military Service Opportunity Counseling
Informs Service members of the opportunity to continue their military service by joining a Reserve Component.

E-Benefits Registration
Provides web-based information to Service members, Veterans, and their family members on how to access Veteran benefits, resources, services, and support.

Pre-Separation Counseling
Introduces Service members to the full range of transition programs and services available.
Military Life Cycle Model
A Call to Serve:

At the end of previous conflicts, leaders like George Washington and Jonathan Wainwright challenged those who served under them to assume the mantle of leadership and become an integral part of their communities. The Call to Continued Service campaign began with a "32-Star Letter," signed by the Chairman and the Joint Chiefs, which challenges transitioning service members and veterans to continue serving their communities as civilians. This letter will be given to all transitioning service members and poses a similar challenge to today's post-9/11 generation of veterans. The goal of the letter and our subsequent outreach campaign is to help establish a positive narrative around this generation of veterans and inspire them to continued service to our great Nation. Today's veterans will be challenged to find meaningful purpose in their post-military careers and to tackle reintegration with the same degree of skill and motivation with which they took on their wartime missions. This endeavor will also encourage greater outreach and dialogue between veterans and the public they serve.

In the months ahead, related campaign efforts will focus on speaking engagements and coordinated outreach across the Services to reinforce and address service, education, resilience and employment as they relate to the successful transition of today's veterans into civilian life. This campaign should help put today's veterans on a path to establishing a generational legacy for which they, and all Americans, can be proud.

➢ Point out the letter on the next two pages and explain it is a letter prepared and signed by the Chairman and Joint Chiefs. It is their hope that all transitioning Service members will continue to serve their communities in a volunteer capacity. Explain that even skills gained as a volunteer have value on a resume and during the job search.

➢ Watch the PSA created by the Joint Chiefs of Staff
2 February 2015

To All Who Have Served in Uniform Since 9/11,

You and your families stepped forward as volunteers when our Nation needed you, and you excelled. For over a decade of war, you demonstrated the courage, resilience, and adaptability that are the hallmarks of the American military. Thank you for wearing our Nation’s uniform.

Your dedication to those serving on your right and left has been unwavering, and your commitment to a cause greater than yourself has been inspiring. Be proud of what you have done for your country and for those people in other countries who share in the dream of a better future.

Over the last 13 years, you have written a new chapter in American military history while honoring the legacy of the generations of veterans who served before you. Their sacrifices paved the way for our welcome home—we build our legacy on their shoulders. It is appropriate to recognize and thank them as we join their ranks.

It is also appropriate to follow the example they set when they took off the uniform. Those previous generations of veterans understood that they had an opportunity—and a responsibility—to continue serving. Your generation will also help guide our country’s destiny.

While the transition to civilian life brings new challenges, the American public stands ready to welcome you home. As a veteran, your country still needs your experience, intellect, and character. Even out of uniform, you still have a role in providing for the security and sustained health of our democracy. No matter what you choose to do in your next chapter, you will continue to make a difference. The opportunity for leadership is yours.

We trust that you will accept this challenge and join ranks with the business leaders, volunteers, and public servants in your communities. You have made your mark in uniform and represent the strength of our Nation. We know you will do the same as veterans, setting the example for the next generation of veterans to follow.

We thank you and your families for your service and for your continued dedication to the United States of America. It has been our greatest privilege to serve with you, and we look forward with pride to what your future holds. We know it will be extraordinary.
Sincerely,

JAMES A. WINNEFELD, JR.
Admiral, U.S. Navy
Vice Chairman of the Joint Chiefs of Staff

JOSEPH F. DUNFORD, JR.
General, U.S. Marine Corps
Commandant of the Marine Corps

MARK A. WELSH III
General, U.S. Air Force
Chief of Staff of the Air Force

PAUL F. ZUKUNFT
Admiral, U.S. Coast Guard
Commandant of the Coast Guard

MARTIN E. DEMPSEY
General, U.S. Army
Chairman of the Joint Chiefs of Staff

RAYMOND T. ODIERNO
General, U.S. Army
Chief of Staff of the Army

JONATHAN W. GREENERT
Admiral, U.S. Navy
Chief of Naval Operations

FRANK J. GRASS
General, U.S. Army
Chief of the National Guard Bureau
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Overview
The purpose of this module is to begin identifying skills, experience, credentials, and education obtained in the military and crosswalk them to civilian opportunities.

You will learn about the different types of job seekers, and how to conduct a Military Occupation Code (MOC) Crosswalk. You will participate in an activity to crosswalk your individual MOC to civilian career opportunities identifying the gaps, which need to be explored in order to be more employable and marketable in the civilian sector.

Military Occupational Codes (MOC) Crosswalk

Module Purpose:
• By the end of this training, you will develop a MOC Gap Analysis that will help you identify the skills you have, compared with the skills you need, to obtain the civilian career you desire.

Outcome:
• To complete an initial Gap Analysis Activity

Competencies:
• Identify civilian jobs that are relevant to personal career goals.
• Research personally selected geographic locations and in-demand occupations according to employment outlook/labor market information in order to make an informed career decision.

Learning Objectives:
• Interpret the Verification of Military Experience and Training (VMET) transcripts to civilianize military terminology.
• Identify needed credentials/education and balance with the Joint Service Transcript (JST), and Community College of the Air Force (CCAF) recommended credit.
• Identify gaps between current knowledge, skills, and education/training as they relate to civilian occupational requirements.
• Identify primary and alternative occupational goals based on labor market information (LMI) and individual qualifications.
• Identify and research career employment opportunities of interest.
• Update Individual Transition Plan (ITP) information, Block 1: Section II and III
MOC Crosswalk

The purpose of drafting a crosswalk of your MOC is to identify and relate civilian career opportunities and requirements to your current military education, training, and experience. The MOC Crosswalk helps you identify your skills, experience, and abilities.

Some Service members know that they want to pursue education, a certain career, go into business for themselves, work part-time, or enter a technical field. Others are undecided and could use more exploration and assistance in their career search.

Regardless of your personal career situation, the MOC Crosswalk is a good way to increase your self-knowledge and to provide you with the first step toward making a successful transition. To begin, we will first determine which type of job seeker you feel you can relate to most.

Types of Job Seekers

Transitioning Specialist – A Service member who has held a technical military occupation and wants to continue in that occupational area in the civilian workforce. Example: An Air Traffic controller in the military who wants to continue as one in the civilian workforce.
**Transitioning Generalist** – A Service member who wants to utilize the general and leadership skills acquired through military Service in the civilian workforce. Example: A senior NCO with instructional/training background who wants to serve as a corporate trainer.

**Career Switcher** – A Service member who wants to pursue a specific civilian occupation that is unrelated to military occupation or experiences. Example: An electronics technician who wants to become a history teacher.

**Undecided** – A Service member who has not decided on a specific career path within the civilian workforce. Example: A Service member who wants to settle in a specific geographic location without a clear career path.

**Multi-Tracker** – A Service member who wants to pursue a combination of civilian opportunities that may include employment, education, technical training, entrepreneurship, or volunteerism. Example: A medical corpsman who is attending college to become a registered nurse while concurrently employed part-time as an emergency medical technician.

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**MOC Crosswalk Process**

Translating your education, training, experience, and skills into civilian career goals and jobs is a multi-step process that can have a variety of outcomes.

This process is as follows:

1. Examine your military experience and training record.
2. Identify civilian occupations and careers that correlate to your experience, abilities, and goals.
3. Identify the education, experience and credentials required.
4. Explore the labor market in the geographic area where you are interested in living.
5. Re-evaluate goals based on steps 2-4.
6. Document the gap between your current occupation and your chosen career field.
Introduction of GAP Analysis

The main tool of the MOC Crosswalk is the GAP Analysis. When completed, it will provide a visual representation of the ‘gaps’ in education, experience and credentials. The left column, ‘Where am I now?’ is for defining skills you currently have, either through the military or from the civilian sector. During this section the VMET, Service transcripts and evaluations will be very useful. We will also explore your current military occupation using O*NET Online to provide a list of essential and technical skills.

The right column, ‘Where am I going?’ is used to identify the skills, education, and certifications which are necessary to be successful in a profession or career.

Finally, the middle column, ‘What do I need to fill the Gap?’ will show the ‘GAP’ between what skills and education you currently possess and those you will need to acquire to be employed in this profession. An example from the Appendix is shown below:

<table>
<thead>
<tr>
<th>Where am I now?</th>
<th>What do I need to fill the Gap?</th>
<th>Where am I going?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current MOS: 6317 Aircraft Technician</td>
<td>Experience and skills I need to obtain: None</td>
<td>Civilian Occupation: Air Traffic Controller</td>
</tr>
<tr>
<td>Use VMET, IST, GAP and Professional Evaluations to complete this column.</td>
<td>Experience and skills this occupation requires:</td>
<td>Use MyNextMove for Veterans and O*Net to complete this column.</td>
</tr>
<tr>
<td>Education and training I have:</td>
<td>Education and training I need to obtain: None</td>
<td>Education and training this occupation requires:</td>
</tr>
<tr>
<td>Experience and skills I have:</td>
<td></td>
<td>May require a background in the following STEM disciplines: Engineering—Agricultural Mechanics and Equipment/Machine Technology; Aircraft Powerplant Technology/Technician; Airframe Mechanics and Aircraft Maintenance.</td>
</tr>
<tr>
<td>12 years. Installs, removes, inspects, tests,</td>
<td></td>
<td>Varies by employment opportunity</td>
</tr>
<tr>
<td>maintains, and repairs components, subsystems,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ancillary equipment on installed aircraft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communications, navigation, and deceptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>electronic countermeasures systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education and training I have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated avionics systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication/navigation maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antenna Construction and Propagation of Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See IST for additional information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentials (licenses, certifications,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>apprenticeships) I have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>none.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 certifications available on MyNextMove.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examine your Military Experience and Training Record

The first block on the Gap Analysis is experience and skills. As Veterans, you have received extensive, formal, in-residence training in technical skills, but it can be the non-technical skills – such as teamwork, oral and written communication, and continuous learning – that employer’s value.

One challenge you face as a Veteran will be to communicate these acquired skills and experiences into marketable civilian traits. One purpose of this module is to assist you in determining your list of essential skills. Use the VMET, JST, and credentials, you may have obtained while in the military, along with the COOL website and O*NET, to determine your technical, hard and essential skills. The process begins with understanding each of these Tools for Transition.
Tools for Transition

Verification of Military Experience and Training (VMET)

The VMET document is an “all-services” integrated form, which displays demographic, training, and experience information retrieved from various automated sources.

The purpose of the VMET report is to provide descriptive summaries of military work experience, training history, and language proficiencies. Additionally, VMET includes recommended college credit associated with an individual’s military experience and training, as assigned by the American Council on Education (ACE); and related civilian equivalent job titles, when such information is available. Military work experience and civilian equivalent job titles are only available on an enlisted Service member’s VMET. Officers should refer to their OER and ORB for this information.

If you do not have your VMET, you may download a copy from www.dmdc.osd.mil/tgps

The VMET provides a history of successfully completed military training and work experience dating back to FY 1985 (or earlier, when available). Data includes:

- Military occupations, titles, and pertinent dates.
- Occupation description.
- Additional skill codes with title and description.
- Training course title, date of completion, length, and description.
- Any associated ACE recommended credits
- Any off-duty education and foreign language proficiencies, as provided by your Branch of Service.
For crosswalk purposes, you should focus on the following areas:

- All titled “occupation” codes
- “Occupation description from Service file” information
- “Related civilian occupation” for related civilian occupation titles
- “Course description from American Council on Education” for consideration in any additional educational and certification requirements identified for career exploration
- “Additional qualification(s)” for review of additional skills sets you may have acquired
- Duty – Current position/duties
- Primary – Positions for which you received training
- Secondary – Positions for which you are qualified, but not currently performing

VMET Updates and Your Separation: (www.dmdc.osd.mil/tgps)
If your VMET document is not fully updated by the time you take your Transition classes and separate, that is still considered acceptable, since the Transition Counselors know that the VMET document has a lengthy lag time for update delays. The Date of Information (block 5) on your VMET document is the last date we received information from the Services for you, as it usually lags about three to six months behind the current date. What this means is that anything that occurred after that date will not appear on this VMET; you will have to wait for the next quarter of data to be loaded into VMET to see that information.
Service Transcripts

Service transcripts are education/training transcripts obtained online or through the base education office. They may be ordered and evaluated by the Service member and may apply to every Service member (enlisted, officer, and warrant officer). Transcripts downloaded by the Service member are considered unofficial.

Joint Services Transcript (JST)
- Identifies upper and lower level credit recommendations
- Identifies course hours and descriptions
- Identifies military experience related to college credit

The JST is a tool for institutions to compare military experience to their degree program requirements. JST replaces the Sailor Marine Corps American Council on Education Registry Transcript (SMART), the Army American Council on Education Registry Transcript System (AARTS), and the Coast Guard Institute (CGI).

Community College of the Air Force (CCAF)
- Identifies course hours and descriptions
- Identifies military experience related to college credit

The Air Force’s Community College of the Air Force (CCAF) is a regionally accredited institution of higher learning dedicated to the enlisted member.

These resources may overlap with Verification of Military Experience and Training (VMET).

The transcripts record all education courses and training – even when not in the “line of duty.” The transcripts identify competencies and strengths, along with how they might apply to various civilian career paths. When using TA, the school is required to provide the information on courses and grades to the Service who in turn will supply the information for the JST. If you paid for your classes or have previous college courses and wish to have them added to your JST, you must send an official copy to your Service’s JST office.

The transcripts assist with:
- Identifying skills to help guide you to a career field.
- Reinforcing career path/continuing education.
- Composing your resume.
- Determining your education path – you could pursue further education, or use what you have to pursue more education or a “degree” program.

Additionally, transcripts recommend college credit for prior experience and learning. You can use these recommendations to advocate for college credit at a learning institution.

For more information on college credits and education, attend the Accessing Higher Education (AHE) or the Career Technical Training Track (CTTT).

Credentialing

Introduction to Credentialing

Some occupations have certain professional and technical standards required to perform that job. The process of meeting these standards and earning official recognition of credentials – licenses, certifications, or apprenticeships – is called credentialing. Private and government organizations set credentialing standards, generally called credentialing boards. Some credentials have educational requirements as part of eligibility.
Credentials supply documented proof of your ability to perform in a certifiable career field. They help develop a more diversely skilled workforce, broaden professional development, and validate professional knowledge and skills gained through experience, technical education and training.

Sometimes when doing a crosswalk, multiple credentials are shown. There can be 20-30 related credentials to specific occupations. You will need to do research for the specific occupation and look at job listings to determine specific requirements.

**TIP:** Check with specific state or professional organizations for certification and licensure requirements. Federal, state, or local laws may require specific credentials to perform the duties in some occupations.

Employers may only choose to employ individuals with the appropriate credentials and the majority of employers hire the individual who best fits the criteria of the position.

If you have credentials in occupations you do not wish to pursue, they could prove to be very important in a related career, so do not discount their usefulness until you conduct thorough research.

Most credentials expire after a certain timeframe. In addition, many credentialing bodies require continuous learning and experience (Continuing Education Units or CEUs). They may also require re-certification to maintain the credential.

**Credentialing Opportunities Online (COOL) Websites**

The Credentialing Opportunities Online (COOL) Websites –Service members and Veterans and Guard/Reserve personnel – explains how you can meet civilian certification and licensure requirements related to your ratings, jobs, designators, and occupations.

NAVY: [www.cool.navy.mil/](http://www.cool.navy.mil/)

ARMY: [https://www.cool.army.mil](https://www.cool.army.mil)


AIR FORCE: [https://afvec.langley.af.mil/afvec/Public/COOL/Default.aspx](https://afvec.langley.af.mil/afvec/Public/COOL/Default.aspx)
Three Main Types of Credentials

1. **Licensure** – Governmental agencies—federal, state, or local—grant licenses to individuals to practice a specific occupation, such as a medical license for doctors. State or federal laws or regulations define the standards that individuals must meet to become licensed. Licenses are typically mandatory.

2. **Certification** – Non-governmental agencies, associations, and even private sector companies may grant certifications to individuals who meet predetermined qualifications. These qualifications are generally set by professional associations (for example, National Commission for Certification of Crane Operators) or by industry and product-related organizations (for example, Novell Certified Engineer). Certification is typically an optional credential; although some state licensure boards and some employers may require certification. For many occupations, more than one organization may offer certifications.

3. **Apprenticeship** – A registered apprenticeship program is an industry-based approach to training that combines paid on-the-job learning with job-related education. It is a written plan to move an employed apprentice from low or no skill level to the full performance level for occupationally identified skill sets. A registered apprenticeship program must meet program parameters established under the National Apprenticeship Act. The Act and its regulations are administered by the U.S. Department of Labor’s Office of Apprenticeship or a Secretary of Labor-approved State Apprenticeship Agency. ([https://www.dol.gov/featured/apprenticeship](https://www.dol.gov/featured/apprenticeship))
The Importance of Credentialing

Why is Credentialing Important?

- Could be required by law or by an employer for entry into employment.
- Could lead to higher pay or improved prospects for promotion.
- Demonstrates to civilian employers that training and skills attained in the military are on par with those gained through traditional civilian pathways.

Deciding Whether to Pursue a Credential

Licenses are typically mandatory, so if the civilian career you intend to pursue has an associated license, you will need to obtain that license in order to perform that job. Certifications, on the other hand, are typically voluntary – meaning you can get a job without them.

To determine whether to pursue a certification, consider:

- Does the employer require a certain certification? Look at a sample of a specific job advertisement and see whether employers are requiring certain certifications. If multiple employers require or recommend a specific certification, it would be wise to attain it.
- Will the certification give me a competitive advantage? Even if the certification is not required, having one might make your application or resume stand out. If you are pursuing a civilian career area that is unrelated to your military occupation or education, training, and experience, and a certification is available in that career field, it is probably worthwhile to attain it. If you plan to pursue a civilian career and there is a certification that is a direct match with the career, attaining it will also make you more competitive.
ACTIVITY: GAP Analysis - Where am I now?

1. Use the VMET, JST, Credentialing and COOL websites to find the following information:
   a. Experience and Skill
   b. Education and Training
   c. Credentials (license, certifications, apprentices)
2. Complete the ‘Where am I now?’ section of the GAP Analysis

<table>
<thead>
<tr>
<th>Current MOS: 6317 Aircraft Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience and skills I have:</td>
</tr>
<tr>
<td>10 years. Installs, removes, inspects, tests, maintains, and repairs components, subsystems, and ancillary equipment on installed aircraft communications, navigation, and deceptive electronic countermeasures systems.</td>
</tr>
<tr>
<td>Education and training I have:</td>
</tr>
<tr>
<td>aviation maintenance integrated avionics systems communications/navigation maintenance Antenna Construction and Propagation of Radio Waves Communications Security See JST for additional information.</td>
</tr>
<tr>
<td>Credentials (licenses, certifications, apprenticeships) I have:</td>
</tr>
<tr>
<td>none.</td>
</tr>
</tbody>
</table>
Identify civilian careers that align with your skills, ability and interests and Identify the education, experience and credentials required.

One way to seek new career options is to answer some career related interest questions in a career assessment, such as O*NET Interest Profiler. For this assessment, you will answer 60 questions about your skills, interests and abilities. Follow the directions to see what interesting career options are presented to you based on your likes and dislikes.

**O*NET – Interest Profiler**

**Web Exploration Activity: O*NET Interest Profiler Instructions**

[O*NET Interest Profiler](http://www.mynextmove.org/vets)

1. Click on the ‘Interest Profiler’
2. Click on the NEXT button at the bottom of the screen.
3. Click the Next button to advance through the Interest Profiler system; you must answer every question for the program to advance.
4. After the questions are completed click NEXT to see the results; the highest numbers are the basis for your results.
5. Click NEXT until ‘Select a Job Zone’; chose the job zone best suited for you needs
6. Click on a career title that interests you, this will take to the informational page located in O*NET showing the skills, abilities, education necessary for this career or occupation

**TIP:** for best results, try not to choose ‘Unsure’ as an answer.
O*NET – My Next Move for Veterans

Another option to research career options is with My Next Move. This works well if you have an idea of a career, industry or are interested in employment similar to your military occupation and would like more information or options.

Search by Keywords
This is for the type of job you know you want to pursue. You will type in your desired career, for example Event Planner and click search. Once you hit search you will receive a list of jobs that match up to your keyword. Click on any job in which you are interested. The next page provides information on knowledge, skills, abilities, personality and technology associated with this job title. If you scroll to the bottom of the page, you will be able to review education requirements and job outlook information, including salary and likelihood of available jobs in a specific location. Under ‘Explore More’, you will find other job titles that are similar to the one chosen and the industry.

Browse career by industry
On the drop down box, you will see a wide range of industries. Select one that interests you and click browse. You will see a list of jobs in that particular area you selected. Click on any that interest you. The next page provides information on knowledge, skills, abilities, personality and technology associated with this job title. If you scroll to the bottom of the page, you will be able to review education requirements and job outlook information, including salary and likelihood of available jobs in a specific location. Under ‘Explore More’, you will find other job titles that are similar to the one chosen and the industry.

Find careers like your military job
Select your branch and type in either your MOC/MOS code or job title. On the next page, you will see a list of jobs that match the job you did in the military. Click on any job that interests you. The next page provides information on knowledge, skills, abilities, personality and technology associated with this job title. If you scroll to the bottom of the page, you will be able to review education requirements and job outlook information, including salary and likelihood of available jobs in a specific location. Under ‘Explore More’, you will find other job titles that are similar to the one chosen and the industry.
Web Exploration Activity: My Next Move for Veterans
http://www.mynextmove.org/vets/

1. Search by keywords
2. Browse by careers or industry
3. Find careers like your military job
4. Choose one of the above search areas, type in your keyword, industry or military occupation/
5. From the list created, click on a career that interests you to view the skills, abilities, education, outlook, and more.

ACTIVITY: GAP Analysis – Where am I going?
1. Use the O*Net Interest Profiler and My Next Move for Veteran websites to find the following information on a chosen career:
   a. Experience and Skill
   b. Education and Training
   c. Credentials (license, certifications, apprentices)
2. Complete the ‘Where am I going?’ section of the GAP Analysis
Influences on Career Selections

Two common Influences on Career Selection: Labor Market Information (LMI) and Geographic Location

<table>
<thead>
<tr>
<th>Geographic Location</th>
<th>Labor Market Information (LMI)</th>
</tr>
</thead>
</table>
| Determine your potential priorities:  
  - Pursuing a location without your desired profession  
  - Pursuing your profession regardless of location  
  - Identifying an alternative profession because of your selected location | LMI can help you:  
  - Understand today's complex workforce  
  - Explore civilian occupations based on employment levels and trends  
  - Make informed career decisions |

- Research/explore which geographic locations:  
  - Cost of living and finding housing  
  - Moving costs  
  - Family relocation  
  - Reserve Component – continuum of service  
- Research/explore:  
  - National, state, and local employment statistics, job forecasts, wages, and demographics  
  - A military skills translator to identify a civilian occupation  
  - LMI data and compare geographic areas

While determining a career path it is important to consider two common influences that can affect your career selection; Geographic location and labor market information (LMI). Geographic location refers to where you plan to live, but you must examine the feasibility of pursuing your career in a chosen location, which is labor market information. To begin you will need to research and explore which geographic locations are hiring for your chosen career path. When contemplating relocation, strongly consider housing availability, associated moving costs, cost of living, and family adjustment.

If you are in the Reserve Component, and continuation of Service is included in your plan, it is strongly recommended you research interstate transfer and unit logistics when considering relocation.

On the other hand, if a location is your top priority, explore careers in your desired area. Consideration must be given to whether the community you want to live in will support your career choice. You might require additional training and education to be competitive and to find work in a certain area.
Some of the most important questions you should ask yourself:

**Should I:**
- Let my career choice dictate where to live?
- Choose a career based on where I would like to live?
- Choose a career/location based on where the jobs are most plentiful and/or lucrative?”

The Department of Labor Employment Workshop will discuss, in detail, exactly where to locate and how to interpret LMI. For now, just be aware of the questions you need to consider.
ACTIVITY: GAP Analysis - Labor Market Information

1. Use the O*Net Interest Profiler and My Next Move for Veteran websites to find the following LMI on your chosen career:
   a. Location
   b. Salary Range
   c. Job Outlook
2. Complete the GAP Analysis Part B: Salary and LMI

GAP Analysis
Part B: Assessing the Salary and Labor Market for the civilian occupation

After completing Part A: Filling in the Gap, complete the Labor Market Information (LMI) for the civilian occupation using My Next Move for Veterans.

**Location:**

<table>
<thead>
<tr>
<th>What is your preferred geographic location of relocation (city/state)?</th>
</tr>
</thead>
</table>

**Salary:**

<table>
<thead>
<tr>
<th>What is the salary range for this occupation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the salary range for this occupation in my preferred location (city/state)?</td>
</tr>
<tr>
<td>Does the salary range fit my requirements?</td>
</tr>
</tbody>
</table>

**Job Outlook:**

<table>
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<tr>
<th>What is the outlook for this occupation in your preferred state?</th>
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<tr>
<td>What geographic locations (city/state) has a better outlook?</td>
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<tr>
<td>Where (city/state) would you be willing to relocate?</td>
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</tbody>
</table>
Document the GAP

GAP Analysis Activity:

1. Analyze your findings under ‘Where am I now?’ and compare to ‘Where am I going?’

2. Fill in the ‘What do I need to fill in the gap?’
   a. Experience and Skill
   b. Education and Training
   c. Credentials (licenses, certifications, apprentices)

3. Examine Part B: Final Analysis
   a. Is this a good job to pursue?
   b. List two alternative jobs you can explore
Summary
The information reviewed in this module was an overview. There are many other dimensions to consider when looking for your next career. The Department of Labor Employment Workshop (DOLEW) Module will help you further explore aspects to consider, and you are encouraged to conduct research on your own to ensure you are making the most informed decision possible.

ITP Update:
At this time, take a moment to update your ITP – Block 1 - Section II: A & B; Section III: A & B – with information you have researched, noting any alterations you made to your track selection. Identify and pursue the next steps you need to take in your transition process.

Transition GPS Participant Assessment: www.dmdc.osd.mil/tgpsp/

Please take a few minutes to complete the Transition GPS Participant Assessment located at the website above.

The Participant Assessment is an integral part of our curriculum review process. Every answer and comment provided by a Service member is reviewed during the curriculum review process. For FY 15 review, the following items were changed due to Service member feedback:

- Completing the GAP analysis as an activity during the class
- Adding examples of a completed GAP Analysis
- Provide an example of the VMET, JST, and CCAF

Please take the time to complete the assessment, provide any necessary feedback and know that your comments will make a difference.

Thank you!
YOUR FEEDBACK IS IMPORTANT

TELL US WHAT YOU THINK!

The Transition GPS Participant Assessment, located at https://dmdc.osd.mil/tgsp/, is a critical evaluation tool to gain Service members’ insight and feedback. Participants are able to provide input on the facilitators, facility, and course curriculum and materials. This feedback is read by an actual person. This information is then used to determine if modifications are needed within a module/track or to the overall program. Participant feedback is essential to ensure a high-quality Transition Assistance Program!

Assessments are available for all TAP modules/tracks:

- VA Benefits I
- VA Benefits II
- Resilient Transitions and Transition Overview
- Personal Financial Planning for Transition
- MOC Crosswalk
- Department of Labor Employment Workshop
- Accessing Higher Education Track
- Entrepreneurship Track
- Career Technical Training Track

Examples of updates made to the curriculum based on Service member feedback from the assessment include:

- Providing a list of website resources after each module
- Removing unnecessary or obsolete information
- Providing examples of a completed GAP Analysis and more time to complete the GAP Analysis during class
- Adding information on healthcare and life insurance options after transition
- Adding more hands-on activities and enhanced content on American Job Center (AJC) resources, social media, and resume samples

SCAN THE QR CODE BELOW WITH YOUR MOBILE DEVICE OR TABLET TO BEGIN THE ASSESSMENT NOW!

PLEASE NOTE:

- Each assessment should be completed at the end of each module
- Participation in the assessment is anonymous; therefore you will be asked to re-enter your background information for each assessment (such as component and time until separation)
GAP Analysis
Part A: Filling in the Gap

Complete the “Where am I now” column, the “Where am I going” column, and finally fill the Gap by completing the “What do I need to fill in the Gap” column.

<table>
<thead>
<tr>
<th>Where am I now?</th>
<th>What do I need to fill in the Gap?</th>
<th>Where am I going?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current MOS:_______________________</td>
<td>Experience and skills I have:</td>
<td>Civilian Occupation:____________________</td>
</tr>
<tr>
<td>Use V-MET, Service Transcripts, and Professional Evaluations to complete this column.</td>
<td>Experience and skills I need to obtain:</td>
<td>Use My Next Move for Veterans and O*Net to complete this column.</td>
</tr>
<tr>
<td>Experience and skills I have:</td>
<td>Education and training I need to obtain:</td>
<td>Experience and skills this occupation requires:</td>
</tr>
<tr>
<td>Education and training I have:</td>
<td>Education and training I need to obtain:</td>
<td>Education and training this occupation requires:</td>
</tr>
<tr>
<td>Credentials (licenses, certifications, apprenticeships) I have:</td>
<td>Credentials (licenses, certifications, apprenticeships) I need to obtain:</td>
<td>Credentials (licenses, certifications, apprenticeships) or any other requirements for this occupation:</td>
</tr>
</tbody>
</table>
GAP Analysis
Part B: Assessing the Salary and Labor Market for the civilian occupation

After completing Part A: Filling in the Gap, complete the Labor Market Information (LMI) for the civilian occupation using My Next Move for Veterans.

### Location:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>What is your preferred geographic location of relocation (city/state)?</td>
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### Salary:

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</table>

### Job Outlook:

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<tbody>
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<td>What is the outlook for this occupation in your preferred state?</td>
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</tr>
</tbody>
</table>

### Final Analysis:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based upon “Filling in the Gap”, Salary, and Outlook, is this a good job to pursue?</td>
<td></td>
</tr>
<tr>
<td>List two alternative jobs that you can explore to expand your options. If needed, repeat GAP Analysis with each alternative job.</td>
<td></td>
</tr>
</tbody>
</table>

### My Next Steps, based upon Part A and B of Gap Analysis:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

MOC Crosswalk Participant Guide December 2016  page 24
# ESSENTIAL SKILLS SERVICE MEMBERS GAIN DURING PROFESSIONAL MILITARY TRAINING

Whether you know it or not, the military has given you a leg-up on your competition for a civilian job. The chart below lists the 14 essential skills that are in high demand in the civilian workforce and that most Service members obtain during their time in the military. Each skill listed in the chart is accompanied by a question you might encounter in a job interview, an example of how the skill was displayed, and a description of how you might respond to that question during an interview.

The examples below are to help you as you begin to think about your experiences and skills gained in the military. Use the Situation, Task, Action, and Result (STAR) method to think about your own background and experiences and create answers you can use with potential employers during the interview process.

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>Think about what skills the employer is looking for</th>
<th>STEP 2</th>
<th>Think about your examples that prove those skills</th>
<th>STEP 3</th>
<th>State your answer using the Situation, Task, Action, and Result (STAR) method</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEADERSHIP</td>
<td>Tell me about a time when you successfully led a team.</td>
<td>Leading your unit through a process change</td>
<td>For one of my first assignments as a supervisor, I was in charge of a 20-member unit conducting quality control inspections. My first week we were handled new inspection procedures, which changed the way we did business. We had tighter deadlines, monthly performance goals, and new reporting requirements. The change was going to be hard, but I stepped up and established training, prioritized duties, and set up a feedback loop to ensure we captured our lessons learned. We not only met our goals but set a new record for customer satisfaction by 25% that first year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECISION MAKING</td>
<td>What’s the most difficult decision you’ve made and why?</td>
<td>Making an unpopular decision that led to unit success</td>
<td>During a deployment my unit was given orders to establish communication with a mountain village. It was early fall and in a few weeks the roads would be impassible because of heavy snow. Along the way, we received intelligence that we might receive fire if we kept going. My unit wanted to turn around, but, as team leader, I made the unpopular decision to keep going. It was a good thing we did, because the village elder was able to point out a cache of weapons that we confiscated just before the roads became impassible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSISTENCE</td>
<td>Tell me about your work ethic.</td>
<td>Seeing work through to completion, even when others stop trying</td>
<td>I work hard and accomplish all my tasks. One time my unit was preparing to go back to the States from a deployment. I was ready to go home, but my unit just updated an old communications system and we were in the middle of performing preventive maintenance checks. Others in my unit felt that the checks weren’t necessary because we wouldn’t be responsible anymore. But I stayed late every night going over system performance because I didn’t want to leave a broken system with a new unit. The day we went home, I finished the last check and signed off on the system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HANDLING WORK STRESS</td>
<td>How do you deal with stressful situations?</td>
<td>Performing well during live-fire exercises in basic training</td>
<td>The military puts you through many dangerous and demanding exercises. During training one time, we had to accomplish a series of complex tasks while live rounds were fired. In every instance, I reminded myself to take deep breaths, remain calm, and to focus on the task at hand. It was stressful, but I completed my tasks every time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEPENDABLE</td>
<td>Have you ever been entrusted with great responsibility? If so, how did you handle it?</td>
<td>Preparing for deployment</td>
<td>Yes. Prior to my first deployment, everyone in my unit was given a task to ensure our unit was ready to deploy. If any one of us did not complete our task on time, the unit may not have deployed on time, which could have affected national security. My task was to ensure each member’s emergency contact info was in order. We had a tight timeline and people were scattered everywhere. But my unit depended on me, and through hard work and focus, I helped my team deploy on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENTION TO DETAIL</td>
<td>Do you consider yourself a detail-oriented person?</td>
<td>Ordering supplies</td>
<td>Yes. For my first assignment I was given the task of checking inventory and ordering more supplies. My predecessor showed me the ordering system she used and we placed an order together. The next day I went to brief my supervisor on the order and noticed that we had ordered one pallet of something when we only needed to order one box of it. I double checked the order, informed my supervisor of the error, and made a phone call to correct the order before it was sent, saving us money and a lot of hassle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STEP 1</strong></td>
<td><strong>STEP 2</strong></td>
<td><strong>STEP 3</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERPERSONAL SKILLS</strong></td>
<td>Tell me about a time when you displayed strong interpersonal skills.</td>
<td>Patrolling barracks in teams, creating team schedules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEAMWORK</strong></td>
<td>Are you a team player?</td>
<td>Resolving team conflict in field training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ORAL COMMUNICATION</strong></td>
<td>Have you ever had to give a presentation or speech? If so, how did it go?</td>
<td>Conducting public speaking training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRAINING OTHERS</strong></td>
<td>Have you ever trained a new hire? What about a superior?</td>
<td>Peer-teaching lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MANAGING AND SUPERVISING THE WORK OF OTHERS</strong></td>
<td>Have you ever had to manage others to accomplish a task? If so, how did it go?</td>
<td>Participating in small-unit leader exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRITICAL THINKING</strong></td>
<td>Describe a time when you had to use critical thinking skills.</td>
<td>Resolving challenging real-life situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN COMMUNICATION</strong></td>
<td>Give me a specific example about when you had to use your writing skills.</td>
<td>Writing decision briefs and award recommendations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROJECT PLANNING</strong></td>
<td>Tell me about a time when you had a tough project to execute.</td>
<td>Planning and executing operational combat missions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My unit in the military had to provide security to our barracks 24 hours a day. Some shifts were better than others. One time my supervisor assigned the same teammate to the nightshift for a few nights in a row. It wasn’t punishment, but to my buddy it seemed like it. No one spoke up, and my teammate’s low morale was dragging down the team. I mentioned my concern to my supervisor. He understood, changed the schedule, and included us in on scheduling decisions. My forthright approach helped not only this one person, but also the whole unit.

Absolutely, as part of basic training, my unit had to pass several field training exercises. One exercise was particularly complicated, with many tasks to accomplish. There was a big disagreement when we were dividing up responsibilities. But I stepped in to ensure everyone’s sides were heard and help our leader decide on a way ahead. I stressed the fact that we had to put the team before ourselves if we wanted to succeed. I also stressed that we should talk to each other openly to ensure we were functioning well as a group. My unit passed this exercise and I still talk to many of the people in that unit.

In one military course, we were asked to deliver speeches without preparation to show how we could think on our feet and be persuasive. I had recently been volunteering to lead my unit’s morning workout sessions, and I was surprised at how comfortable those sessions made me in front of a crowd. I only took a few seconds to think about what I was going to say, and I was able to present successfully.

During a military course, students with experience in one area had to work with students who needed improvement in that area. Since I was really strong in land navigation, I led my class, which included people who were out-ranked me, to ensure every student succeeded in that area. I worked to not only build others’ skills, but also to build their trust and respect. Together, we succeeded.

For a small-unit leader exercise, I was given an hour to solve a problem with my team. I took 15 minutes to develop some courses of action with my team. We selected the best one, and spent 45 minutes executing the plan together. We all bought into the plan, motivated each other throughout, and accomplished the mission while building camaraderie along the way.

During one military course, students were graded on our ability to teach lessons to each other. I wanted to take a more deliberate approach than others and had my students take a pre-test and post-test, which helped me prove to the instructors that the students learned what I set out to teach them.
Job seekers: Find your next mission

The Veterans Employment Center™ (VEC) connects transitioning Servicemembers, Veterans, and their families with employers that have made a commitment to hire them.

The U.S. Department of Veterans Affairs, Labor, and Defense collaborated to design and develop the VEC™ to incorporate the best features of online employment tools.

If you have any questions or need technical assistance with the site, call the eBenefits Help Desk at 800-983-0937 or email oeoe.support.vbavac@va.gov.

The VEC™ gives you access to skills-building and job search resources from our public-partners such as:

- **Veterans Job Bank**
  Search millions of jobs in the private sector and federal, state, and local government.

- **Skills Translator**
  Translate your military experience into skills that civilian employers are looking for.

- **Résumé Builder**
  Create and save different versions of your résumé, including private and government-style résumés, which you can download to share with employers.

- **Employer Commitments**
  See the hundreds of employers and organizations that have made a commitment to hire or train you.

- **Resources**
  Learn about government and partner programs and resources, including the American Job Center and the U.S. Department of Defense’s SkillBridge initiative.

Visit the VEC™ at www.vets.gov/veterans-employment-center

U.S. Department of Veterans Affairs
MOC Crosswalk Website Guide

- **Verification of Military Training and Experience (VMET):** To download a copy of the Service members VMET
  
  [https://www.dmdc.osd.mil/tgps/](https://www.dmdc.osd.mil/tgps/)

- **Joint Service Transcript:** To request an official copy of the JST be sent directly to the school or obtain an unofficial copy.
  
  [https://jst.doded.mil/](https://jst.doded.mil/)

- **Community College of the Air Force (CCAF):** To request an official copy to be sent directly to the school or obtain an unofficial copy of the CCAF transcript.
  

- **Credentialing Opportunities Online (COOL)**
  
  Army:  [https://www.cool.army.mil/](https://www.cool.army.mil/)
  Navy:  [www.cool.navy.mil](http://www.cool.navy.mil)

- **DOL Apprenticeship:** Information on apprenticeship opportunities
  
  [https://www.dol.gov/featured/apprenticeship](https://www.dol.gov/featured/apprenticeship)

- **O*NET My Next Move:** A resource to help you to research occupations, determine existing skills and find careers using those skills.
  
  [http://www.mynextmove.org/vets/](http://www.mynextmove.org/vets/)

- **Veterans Employment Center (VEC):** An online source for connecting veterans with employers who are seeking to hire veterans.
  
  [https://www.vets.gov/employment/](https://www.vets.gov/employment/)