



MILITARY OCCUPATIONAL CODES CROSSWALK

Translating Your Training and Experiences



Participant Guide 2019

Table of Contents

| | |
|---|----|
| MOC Crosswalk Overview | 1 |
| Introduction of Gap Analysis | 4 |
| Examine your Military Experience and Training Record | 5 |
| Hard vs. Soft Skills | 5 |
| Tools for Transition | 8 |
| Credentialing | 12 |
| Identify Civilian Careers | 16 |
| Document the Gap | 23 |
| Summary..... | 24 |
| ITP Update | 24 |
| Transition GPS Participant Assessment..... | 24 |
| Appendix..... | 25 |
| <i>Gap Analysis</i> | 26 |
| Part A: Filling in the Gap | 26 |
| Part B: Assessing the Salary and Labor Market for the Civilian Occupation..... | 27 |
| <i>RAND Corporation Results</i> | 28 |
| <i>Soft Skills Service Members Gain during Professional Military Training</i> | 28 |
| Transition GPS Participant Assessment Information | 30 |
| MOC Crosswalk Website Guide..... | 31 |

Military Occupational Codes (MOC) Crosswalk

MOC Crosswalk 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 conduct a Gap Analysis activity to crosswalk your individual MOC to civilian career opportunities and identify any gaps which need to be filled for you to be more marketable in the civilian sector.

The Participant Guide (with fillable PDFs) for this workshop is available online at <https://go.usa.gov/xQGf3>.

To assist in conducting the Gap Analysis, the following documentation is recommended:

- VMET or Record of Professional Development (CG-4082)
- JST or CCAF
- OER or Evaluations
- Skill assessment results (Interest Profiler or Kuder Journey)

Competencies

- Identify civilian jobs that are relevant to personal career goals.
- Research personally selected geographic locations and in-demand occupations by using employment outlook/labor market information (LMI) to make an informed career decision.

Learning Objectives

- Interpret the Verification of Military Experience and Training (VMET) transcripts to civilianize military terminology.
- Identify required credentials/education and compare to the Joint Service Transcript (JST) and Community College of the Air Force (CCAF) recommended credit.
- Identify gaps between civilian occupational requirements and current knowledge, skills, and education/training.

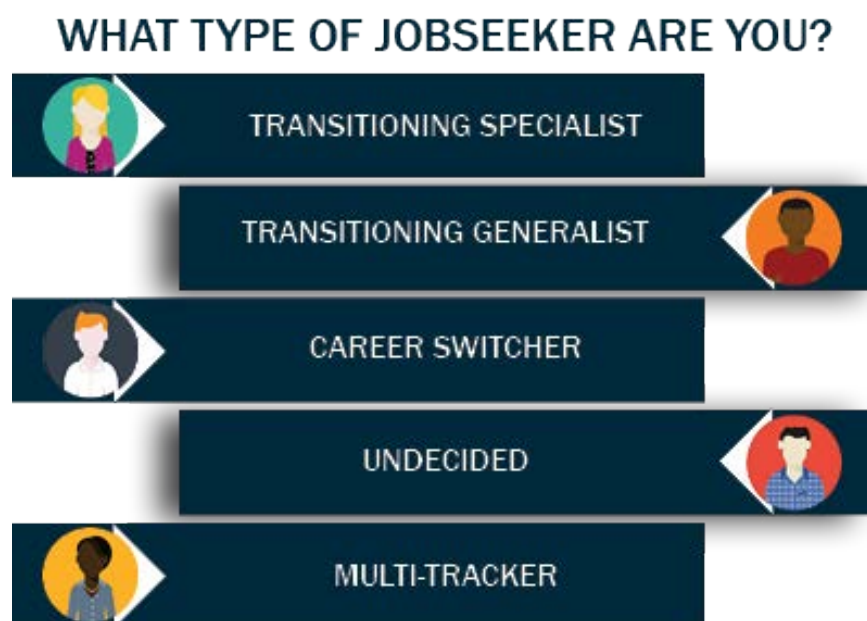
- Identify primary and alternative occupational goals based on LMI and individual qualifications.
- Identify and research career employment opportunities of interest.
- Update Individual Transition Plan (ITP) information, Block 1: Section I and II.

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 provides you with the first step toward making a successful transition. To begin, we will determine which type of job seeker you 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 an infantry 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.

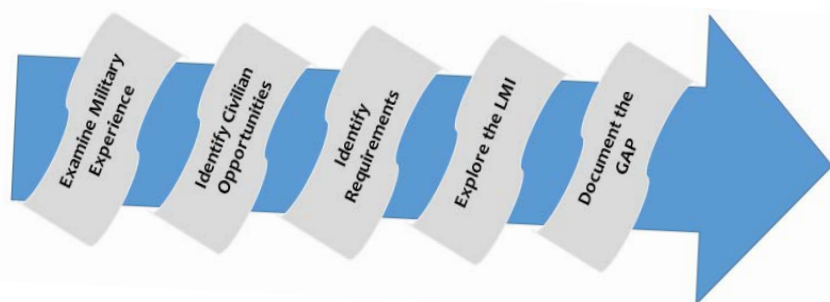
Multi-tracker – A Service member who wants to pursue a combination of civilian opportunities that may include employment, education, technical training, entrepreneurship, or volunteerism. Example: A medical corpsman who is attending college to become a Physician Assistant (PA) while concurrently employed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

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 presentation 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 extremely useful. We will also explore your current military occupation using O*NET Online to provide a list of hard and soft skills.

The right column, “Where am I going?” is used to identify the skills, education, and certifications required 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 the 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.

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.

| Where am I now? Current MOS: <u>6317 Aircraft Technician</u> Use V-MET, JST, CCAF and Professional Evaluations to complete this column. | What do I need to fill in the Gap? | Where am I going? Civilian Occupation: <u>Air Traffic Controller</u> Use Mynextmove for Veterans and O*Net to complete this column. |
|---|---|--|
| Experience and skills I have: 10 years. Installs, removes, inspects, tests, maintains, and repairs components, subsystems, and ancillary equipment on installed aircraft communications, navigation, and deceptive electronic countermeasures systems. | Experience and skills I need to obtain: None | Experience and skills this occupation requires: Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. |
| Education and training I have: aviation maintenance integrated avionics systems communications/navigation maintenance Antenna Construction and Propagation of Radio Waves Communications Security See JST for additional information. | Education and training I need to obtain: None | Education and training this occupation requires: May require a background in the following (STEM) educational disciplines: Engineering — Agricultural Mechanics and Equipment/Machine Technology; Aircraft Powerplant Technology/Technician; Airframe Mechanics and Aircraft Maintenance. |
| Credentials (licenses, certifications, apprenticeships) I have: none. | Credentials (licenses, certifications, apprenticeships) I need to obtain: 12 certifications available on MyNextMove. | Credentials (licenses, certifications, apprenticeships) or any other requirements for this occupation: Varies by employment opportunity |

Examine your Military Experience and Training Record

The first block on the Gap Analysis is experience and skills. This encourages you to think about your level of experience and the skills (hard and soft) that you have gained while in the Service.

Hard vs. Soft Skills

Hard skills, also referred to as technical skills, are defined as specific, teachable knowledge, or abilities which can be measured and defined. If you claim to speak a foreign language or can type 90 words a minute, these are skills an employer can test easily.

Soft skills, also called non-technical skills, are harder to define. These are characteristics which are based on personality and interpersonal interaction. Common soft skills include leadership, team building, and problem solving.

As a veteran, you have received extensive, formal, in-residence training in both hard and soft skills, but it can be the soft skills – such as teamwork, oral and written communication, and continuous learning – that employer's value.

RAND Corporation was commissioned to conduct research to quantify and describe the soft skills that Service members acquire during their military careers. Additional information from this study is located in the Appendix on pages 28-29.

| HARD SKILLS | SOFT SKILLS |
|-------------|-------------|
| | |

Review the list below created by the RAND Corporation study to determine which soft skills you possess.

| Skill Name | Definition | Synonyms |
|------------------------------------|--|--|
| Leadership | Influencing and inspiring others by providing purpose, direction, and motivation to accomplish the organization's goals. | Motivating Inspiring Mentoring |
| Decision Making | Choosing the best solution or option in a timely or decisive manner. | Evaluating Assessing |
| Persistence | Working hard to achieve a goal or accomplish an assigned task. | Perseverance Grit |
| Handling Work Stress | Functioning effectively under pressure; remaining composed under pressure and high-stress situations. | Resilience Coping |
| Dependable | Diligently following through on commitments and consistently meeting deadlines. | Getting the activity done |
| Attention-to-Detail | Diligently checking work to ensure that all essential details have been considered. | Conscientiousness Discipline Autonomy |
| Interpersonal Skills | Recognizing and accurately interpreting the verbal and nonverbal behavior of others. | Oral communication Intercultural skills |
| Teamwork | Establishing productive relationships with other team members to perform team tasks and improving performance. | Followership Cooperation Collaboration |
| Oral Communication | Persuasively presenting thoughts and ideas; attending to and interpreting verbal messages and other cues. | Persuasive speaking Active listening Two-way communication |
| Training Others | Planning, organizing, and conducting activities that increase the capability of individuals or organizations. | Developing Mentoring |
| Managing the Work of Others | Organizes, coordinates, and leads subordinates in work efforts to accomplish organizational goals. | Administering Organizing |
| Critical Thinking | Actively and skillfully conceptualizing, analyzing, synthesizing, and evaluating | Analytic thinking Problem solving |

| | | |
|------------------------------|---|--|
| | information to formulate options and to reach a conclusion. | |
| Written Communication | Communicates thoughts, ideas, and information in a logical, organized, and coherent written manner. | Writing |
| Project Planning | Identifying resources, planning, organizing, scheduling, and coordinating tasks and activities. | Project management Strategic planning |
| Situational Awareness | Perceiving, analyzing, and comprehending critical elements of information in one's environment. | Responsiveness Attentiveness |
| Adaptability | Responding quickly and effectively to uncertain and unpredictable work situations. | Active learning Situational flexibility |
| Continuous Learning | Taking the necessary actions to develop and maintain knowledge, skills, and expertise. | Adaptive learning Willingness to learn |
| Behaving Ethically | Behaving in an honest, fair, and ethical manner and encourages others to do so as well. | Integrity |
| Operating Safely | Identifying and carefully weighing safety risks in making decisions and adhering to safety rules. | Safety and Risk management |

For further information on soft skills you may have learned during military service, refer to the RAND information sheet on pages 29-30 in the Appendix.



**SOFT SKILLS SERVICE
MEMBERS GAIN
DURING
PROFESSIONAL
MILITARY TRAINING**

Tools for Transition

One purpose of this module is to assist you in identifying your skills. You started a list during the last activity and will next use your VMET, JST, credentials, the COOL website, and O*NET to determine even more hard and soft skills. The process begins with understanding each of these 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, the 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 <https://www.dodtapmil.login.html>.

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

| | |
|--|---|
| OCCUPATION: 7253, Air Traffic Controller-Radar | Title and Code |
| DUTY OCCUPATION: MARINE CORPS, ACTIVE: CORPORAL, Pay Grade E-4 SEP 2008 - AUG 2010 (1 Year 11 Months) MARINE CORPS, ACTIVE: LANCE CORPORAL, Pay Grade E-3 JAN 2007 - SEP 2008 (1 Year 8 Months) | Duty: Current position Dates of Experience |
| OCCUPATION DESCRIPTION FROM SERVICE FILE FOR: 7253 (Description dates JUL 2000 - OCT 2014) Air traffic controllers-radar perform various duties within a radar facility incident to the control of air traffic at an established air traffic control facility, expeditionary airfield, or remote landing areas. They coordinate aircraft movement information with associated facilities or agencies, coordinate current weather and airfield conditions as required, and perform air traffic control duties in both tactical and nontactical air traffic control organizations. This MOS may be assigned as a skill designator MOS only. | Occupation Description |
| RELATED CIVILIAN OCCUPATIONS FOR: 7253 Air Traffic Controllers (ONET 53-2021.00) Air-Traffic-Control Specialist, Station (DOT 193.162-014) Air-Traffic-Control Specialist, Tower (DOT 193.162-018) | Related Civilian Occupations, O*NET, and DOT Occupation Code |

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

| | |
|--|---|
| MILITARY TRAINING: AUG 2006 - NOV 2006, 2006 NAVY COURSE: C-222-2010, Air Traffic Controller LENGTH: 14-16 weeks (560-640 hours) | Training Dates, Course Number and Length |
| COURSE DESCRIPTION FROM AMERICAN COUNCIL ON EDUCATION: (NV-1704-0004, Exhibit dates JUL 1994 - OCT 2008) Upon completion of the course, the student will be able to fulfill apprentice-level technical requirement for an air traffic controller eventually leading to FAA certification in control tower operations. Lectures and practical exercises in basic air navigation and navigational aids; aviation meteorology; airport traffic control; and air traffic rules and regulations, communication procedures, and radar use. | Course Description according to ACE |
| CREDIT RECOMMENDATION FROM AMERICAN COUNCIL ON EDUCATION (NV-1704-0004, Exhibit dates JUL 1994 - OCT 2008) In the lower-division baccalaureate/associate degree category, 3 semester hours in national airspace system, 2 in aviation meteorology, 2 in Federal Aviation Administration (FAA) regulations, and 2 in navigation principles. In the upper-division baccalaureate degree category, 6 semester hours in air traffic control (1/96)(10/00). (MARINE CORPS TRAINING HISTORY COURSE: 67A) (NAVY TRAINING HISTORY COURSE: C-222-2010) | Credit recommendation from ACE |

VMET Updates vs. Your Separation/Retirement

As you examine your VMET, you may notice recent information is not included. Typically, there is a 3-6 month lag between the date of an activity and when it appears on your VMET. The Date of Information (block 5) on your VMET document indicates the last date your information was received from the Services and added to your VMET. An incomplete VMET will not delay enrollment in transition classes or your separation/retirement from the military as transition counselors are aware of the delayed updates.

As a member of the Coast Guard, you may or may not have a VMET. Your equivalent document for the Coast Guard is the Employee Summary Sheet.

Employee Summary Sheet (U. S. Coast Guard)

- Provides a complete history of positions held within the Service
- Lists ranks and dates attained
- Lists job titles and unit assignments with dates
- Lists complete history of Training Management Tool (TMT), Direct Access, and other training courses
- Shows competencies, specialties, and qualifications attained
- Provides a complete list of awards and dates received

To obtain a current copy of your ESS, use your CAC to access <https://cgbi.osc.uscg.mil/>. A CAC is required to access your ESS, which means it will not be available after separation/retirement.

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 are available for all ranks (enlisted, officer, and warrant officer). Transcripts downloaded by the Service member are considered unofficial.

Joint Services Transcript (JST)

- Identifies upper and lower credit recommendations
- Identifies course hours and descriptions
- Identifies military experience related to college credit

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.

CG 4082 (U. S. Coast Guard Record of Professional Development)

- Identifies all academic courses, military courses, and qualifications completed
- Provides grades (if applicable)
- Identifies dates of completion
- Can supplement the JST

These resources may overlap with Verification of Military Experience and Training (VMET) or with the CG Employee Summary Sheet.

JST: <https://jst.doded.mil/>

CCAF: <http://www.airuniversity.af.mil/Barnes/CCAF/>

CG 4082: Request from admin

Transcripts record all education courses and training – even when not in the “line of duty.” They identify competencies and strengths along with how they might apply to various civilian career paths. When using Tuition Assistance (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 of your college transcript to your Service's JST or education office.

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 – 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 learning institutions.

For more information on college credits and education, attend the Accessing Higher Education (AHE) or the Career Exploration and Planning Track (CEPT).



Credentialing

Introduction to Credentialing

Some occupations have certain professional and technical standards required to perform the 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 and testing as part of the 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 for a specific occupation. You will need to conduct 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 choose to employ only 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 through 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) Website

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, job, designators, and occupations.

NAVY: www.cool.navy.mil/

ARMY: <https://www.cool.army.mil>

MARINE: <http://www.cool.navy.mil/usmc/>

AIR FORCE: <https://afvec.us.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 and regulations define the standards that individuals must meet to become licensed. Licenses are typically mandatory.
2. **Certification** – Non-governmental agencies, associations, and private sector companies may grant certifications to individuals who meet predetermined qualifications. These qualifications are generally set by professional associations (i.e., National Commission for Certification of Crane Operators) or by industry and product-related organizations (i.e., 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.

DO NOT confuse certification with certificate; **certification programs** provide proof that you have a demonstrated competency in a specific area; **certificate** or **certificate of completion programs** are training programs in which participants receive a certificate of attendance or completion which signifies the provision of information, but not proof of competency.

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/apprenticeship/>)

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 comparable to those gained through the traditional civilian pathway

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 to perform the 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 specific job advertisements and see whether employers are requiring certification. If multiple employers require or recommend a specific certification, it would be wise to attain it.
- Will the certification give me a competitive advantage? Having the certification, even if it is not required for the position, can make your application or resume stand out especially if you are pursuing a civilian career area that is unrelated to your military occupation, education, training, and experience.

Activity: Gap Analysis – Where am I now?

1. Use the VMET, JST/CCAF transcript, Professional Evaluations, and COOL websites to find the following information:
 - a. Experience and Skill
 - b. Education and Training
 - c. Credentials (license, certifications, apprenticeships)
2. Complete the “Where am I now?” section of the Gap Analysis

| |
|--|
| <p style="text-align: center;">Where am I now?</p> <p>Current MOS: _____</p> <p><i>Use VMET, JST, CCAF, and Professional Evaluations to complete this column.</i></p> |
| <p>Experience and skills I have:</p> |
| <p>Education and training I have:</p> |
| <p>Credentials (licenses, certifications, apprenticeships) I have:</p> |

Identify Civilian Careers

One way to identify new career options is to answer career-related interest questions in a career assessment, such as O*NET Interest Profiler. The results of this assessment will help you identify civilian careers that align with your skills, abilities, and interests and identify the education, experience and credentials required. 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.

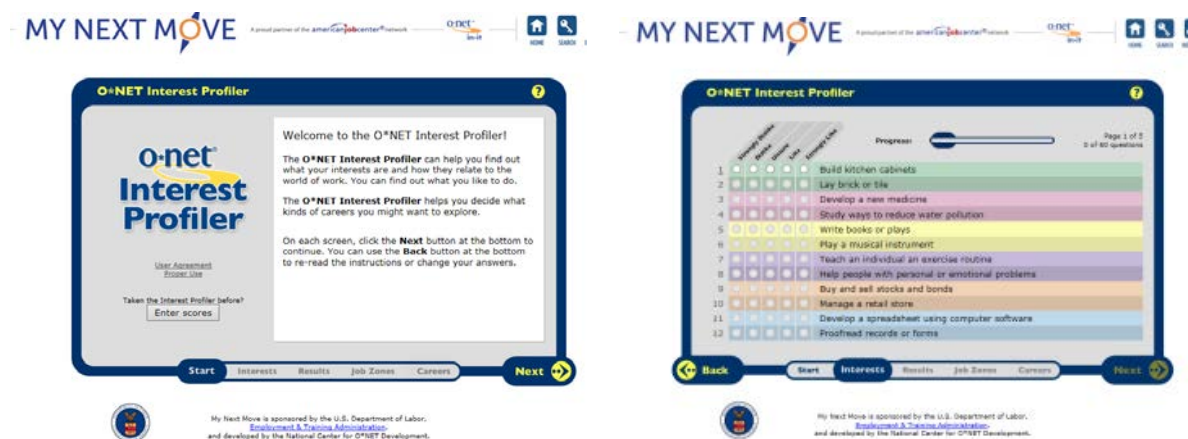
Web Exploration Activity: O*NET Interest Profiler Instructions

<http://www.mynextmove.org/vets>

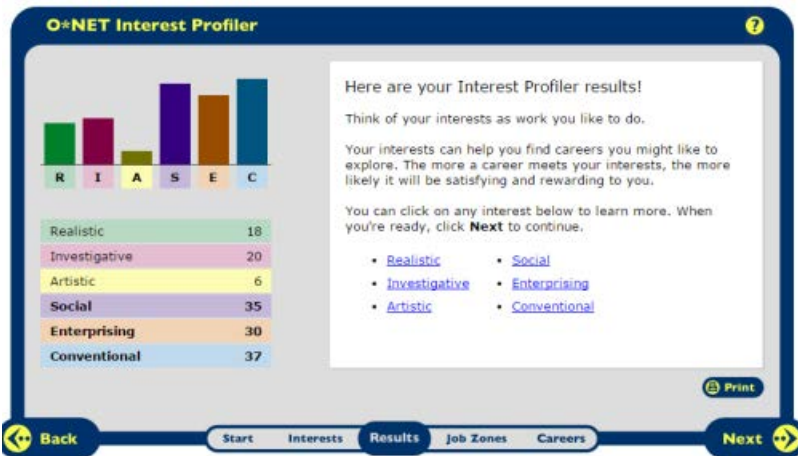


1. Click on the **Interest Profiler**
2. Click on the **NEXT** button at the bottom of the screen
3. Click on the **NEXT** button to advance through the Interest Profiler system; you must answer every question for the program to advance
4. After the questions are completed, click **NEXT** to see the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

TIP: For best results, try not to choose “Unsure” as an answer.



O*NET Interest Profiler Results



The results of the interest profiler tell you which jobs or careers might be of the most interest to you. Those with the highest numbers are the areas where you have the greatest interest.

Click on the blue words to understand what the different areas mean.

The next four pages are about the Job Zones and answer the question “How much education, training, and experience do I need to do the job?”

Choose a job zone that corresponds with the level of preparation you have currently or plan to have at the end of your military Service.

Job Zone 1: Little to no education, training, or previous experience

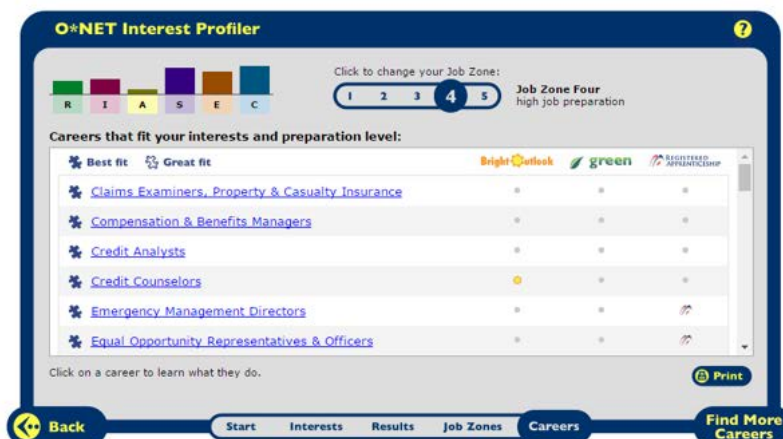
Job Zone 2: Some previous experience (few months – 1 year) and a high school diploma

Job Zone 3: Previous experience required (1-2 years of training) and some type of education

Job Zone 4: Long term experience and training; bachelor’s degree

Job Zone 5: Extensive training and education required; post-graduate degree

The next page will show the careers that best fit your interest and preparation level.



The dark blue puzzle pieces indicate the best fit; the sun indicates jobs that are growing in demand; green leaf are jobs that are part of a green economy; swoosh is for those jobs with registered apprenticeships.

| | |
|--|---------------------------------------|
|  Best fit  Great fit | Best fit/Great fit jobs |
|  | Jobs that are growing in demand |
|  | Jobs that are part of a green economy |
|  | Jobs with registered apprenticeships |

Click on a title of one that interests you. This will provide information about the job to include knowledge, skills, and abilities associated with the job; personality best suited for this position; technology commonly used; education; outlook; and other similar careers.

Searching within My Next Move for Veterans

What if you have an idea of the area you want to work in? There are other ways to search for careers within My Next Move.



Search by keywords

Know the type of job you know you want to pursue? Type in your desired career and click search. A list of job titles that closely match your search will appear. 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. Scroll down the page to find education requirements and job outlook information, including salary and the likelihood of available jobs in a specific location. Under “Explore More,” other jobs and career areas that use similar skill sets are shown.



Browse career by industry

Use the drop down box to see a wide range of industries. Select one that interests you and click browse. Once the list of jobs common within that industry are shown, click on any that interest you. The next page provides information on knowledge, skills, abilities, personality, and technology associated with this job title. Scroll to the bottom of the page to find more information.



Find careers like your military job

Select branch and type in either MOC/MOS code or job title. On the next page are a list of jobs that are similar; click on any job that interests you. The next page provides information on knowledge, skills, abilities, personality, and technology associated with this job title. Scroll to find more information.

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 Veterans websites to find the following information on a chosen career:
 - a. Experience and Skills
 - b. Education and Training
 - c. Credentials (license, certification, apprenticeship)

2. Complete the “Where am I going?” section of the Gap Analysis

| |
|--|
| <p align="center">Where am I going?</p> <p align="center">Civilian Occupation:</p> <hr/> <p align="center"><i>Use Results from My Next Move for Veterans and O*Net to complete this column.</i></p> |
| <p>Experience and skills this occupation requires:</p> |
| <p>Education and training this occupation requires:</p> |
| <p>Credentials (licenses, certifications, apprenticeships) or any other requirements for this occupation:</p> |

Influences on Career Selection

Two common influences on career selection: Labor Market Information (LMI) and Geographic Location

| Geographic Location | Labor Market Information (LMI) |
|---|--|
| <p>Determine your potential priorities:</p> <ul style="list-style-type: none"> • Pursuing a location without your desired profession • Pursuing your profession regardless of location • Identifying an alternative profession because of your selected location | <p>LMI can help you:</p> <ul style="list-style-type: none"> • Understand today’s complex workforce • Explore civilian occupations based on employment levels and trends • Make informed career decisions |
| <p>Research/Explore geographic locations:</p> <ul style="list-style-type: none"> • Cost of living and housing • Relocation costs • Family relocation • Reserve Component – continuum of service | <p>Research/Explore:</p> <ul style="list-style-type: none"> • 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 |

When 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.

If a specific 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 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 (DOLEW) 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. After choosing a location, use the O*NET Interest Profiler and My Next Move for Veterans website to find the following LMI on your chosen career:
 - a. Salary Range
 - b. 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:

| | |
|--|--|
| What is your preferred geographic location of relocation (city/state)? | |
|--|--|

Salary:

| | |
|---|--|
| What is the salary range for this occupation? | |
| What is the salary range for this occupation in my preferred location (city/state)? | |
| Does the salary range fit my requirements? | |

Job Outlook:

| | |
|---|--|
| What is the outlook for this occupation your preferred state? | |
| What geographic locations (city/state) has a better outlook? | |
| Where (city/state) would you be willing to relocate? | |

Document the Gap

Activity: Gap Analysis—What do I need to fill in the Gap? and Final Analysis

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 Skills
 - b. Education and Training
 - c. Credentials (license, certification, apprenticeships)
3. Examine Part B: Final Analysis
 - a. Is this a good job to pursue?
 - b. List two alternative jobs you can explore.

| What do I need to fill in the Gap? | |
|---|--|
| Experience and skills I need to obtain: | |
| Education and training I need to obtain: | |
| Credentials (licenses, certifications, apprenticeships) I need to obtain: | |

| Final Analysis: | |
|--|--|
| Based upon “Filling in the Gap”, Salary, and Outlook, is this a good job to pursue? | |
| List 2 alternative jobs that you can explore to expand your options. If needed, repeat GAP Analysis with each alternative job. | |

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

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

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 explore additional factors, 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 the 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. The following items were changed during the last review, due to Service members' feedback:

- Adding more time to the Gap Analysis activity
- Updating the Search process using My Next Move
- Explanation of hard and soft skills

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

Thank you!



MILITARY OCCUPATIONAL CODES CROSSWALK

Translating Your Training and Experiences



Appendix

Gap Analysis

Part A: Filling in the Gap

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

| Where am I now? Current MOS: _____ <i>Use VMET, JST, CCAF, and Professional Evaluations to complete this column.</i> | What do I need to fill in the Gap? | Where am I going? Civilian Occupation: _____ <i>Use results from My Next Move for Veterans and O*Net to complete this column.</i> |
|---|---|--|
| Experience and skills I have: | Experience and skills I need to obtain: | Experience and skills this occupation requires: |
| Education and training I have: | Education and training I need to obtain: | Education and training this occupation requires: |
| Credentials (licenses, certifications, apprenticeships) I have: | Credentials (licenses, certifications, apprenticeships) I need to obtain: | Credentials (licenses, certifications, apprenticeships) or any other requirements for this occupation: |

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:

| | |
|--|--|
| What is your preferred geographic location of relocation (city/state)? | |
|--|--|

Salary:

| | |
|---|--|
| What is the salary range for this occupation? | |
| What is the salary range for this occupation in my preferred location (city/state)? | |
| Does the salary range fit my requirements? | |

Job Outlook:

| | |
|--|--|
| What is the outlook for this occupation in your preferred state? | |
| What geographic location (city/state) has a better outlook? | |
| Where (city/state) would you be willing to relocate? | |

Final Analysis:

| | |
|---|--|
| Based on "Filling in the Gap", Salary, and Job Outlook, is this a good job to pursue? | |
| List two alternative jobs that you can explore to expand your options. If needed, repeat the Gap Analysis for each alternative job. | |

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

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



PREPARE TO SUCCEED

EMPLOYERS DESIRE MILITARY SKILLS WHICH CIVILIANS MAY LACK

The Department of Defense's Transition to Veterans Program Office working with the RAND Corporation conducted a study of service members and found that most service members possess soft skills that are in high demand in the civilian world.

The tables below show skills that enlisted service members learn as they move through the ranks and translates those skills to job categories that are used in the civilian world. For example, soft skills learned as an E-1 are transferable to entry-level jobs in most sectors.

| Entry-Level "Apprentice" E-1 to E-3 | Mid-Level "Journeyman" E-4 to E-6 | Senior-Level "Master" E-7 to E-9 |
|---|---|--|
| <ul style="list-style-type: none"> • Handling work stress • Being dependable and reliable • Persistence • Teamwork and team-building • Conscientiousness and attention-to-detail • Situational awareness • Adaptability • Operating safely • Continuous learning • Behaving ethically • Interpersonal skills | <ul style="list-style-type: none"> • Leading, motivating, and inspiring others • Oral communication • Decision making/decisiveness • Training others • Managing and supervising the work of others | <ul style="list-style-type: none"> • Critical thinking • Written communication • Project planning |

In the military, you gained technical skills that were required for your MOS. You also developed many soft skills such as critical thinking, decision making, leadership, teamwork, and effective communication. These skills are in high demand among civilian employers but sometimes are lacking in civilian job candidates.

Most hiring managers or supervisors have not been in the military and are unaware of how skilled you are in these areas. It is imperative that you highlight the soft skills you possess on your resumes, when networking, on social media profiles, and during the interviewing process. You must translate your skills into civilian terms, explain how you developed them, and tell the hiring managers how you can apply them in the civilian workplace.

The table above lists 19 of the soft skills developed in the military and shows the service rank at which training for them occurs. On the back of this sheet, the key soft skills are defined, and examples of how you may have used them in the military are provided.

Soft Skills Service Members Gain During Professional Military Training

| | Definition of the Skill | Example of How the Skill May be Demonstrated in the Military |
|------------------------------------|---|---|
| Leadership | Influence and inspire others by providing purpose, direction, and motivation | Led the unit through a process change |
| Decision Making | Choose the best solution or option in a timely and decisive manner | Made a decision that led to unit success |
| Persistence | Work hard to achieve a goal or accomplish an assigned task | Saw work through to completion in all situations regardless of conditions |
| Handling Work Stress | Function effectively under pressure | Performed well during live-fire exercises in basic training |
| Dependable | Diligently follow through on commitments and consistently meet deadlines | Arrived on-time with proper equipment and prepared to work until the task was completed |
| Attention-to-Detail | Diligently check work to ensure that all essential details have been considered | Performed inventory duty and ordered supplies |
| Interpersonal Skills | Recognize and interpret accurately the verbal and nonverbal behavior of others | Observed a situation to determine the best course of action; resolved team conflict |
| Teamwork | Establish productive relationships with other team members to perform team tasks | Patrolled barracks in teams; created team schedules; worked with unit to meet goals |
| Oral Communication | Present thoughts and ideas verbally to inform and persuade individuals or groups | Briefed superiors and subordinates |
| Training Others | Plan, organize, and conduct activities that increase the capabilities of others | Conducted training classes |
| Managing the Work of Others | Organize, coordinate, and lead others in efforts to accomplish goals and objectives | Led small-unit exercises |
| Critical Thinking | Analyze and evaluate information to formulate options and reach a conclusion | Resolved challenging real-life situations |
| Written Communication | Communicate information in writing in a logical and concise manner | Wrote decision briefs and award recommendations |
| Project Planning | Identify resources, plan, organize, schedule, and coordinate tasks | Planned and executed operational combat missions |
| Situational Awareness | Perceive, analyze, and comprehend critical information in the surrounding environment | Worked with team to analyze critical information in the environment |
| Adaptability | Respond quickly and effectively in uncertain and unpredictable work situations | Learned new skills to respond effectively to rapidly changing conditions |
| Continuous Learning | Initiate actions to develop and maintain knowledge, skills, and expertise | Participated in Professional Military Education and on-going skills training |
| Behaving Ethically | Act in an honest, fair, and ethical manner and encourage others to do the same | Followed rules as prescribed by the Service or command |
| Operating Safely | Identify and weigh risks in making decisions and adhere to safety rules and regulations | Followed safety protocols and procedures for equipment, vehicles, personnel, and weaponry |

YOUR FEEDBACK IS IMPORTANT

TELL US WHAT YOU THINK



The Transition Assistance Curriculum Participant Assessment, located at:

<https://www.dodsurveys.mil/tgpsp/>

Is a critical evaluation tool to gain Service member feedback on Transition Assistance Program (TAP), facilities, facilitators, and module curriculum and materials. This feedback is read by an actual person and is 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 program.

Assessments are available for all TAP modules/Tracks:

- Managing Your Transition
- MOC Crosswalk
- Financial Planning for Transition
- Department of Labor Employment Workshop
- VA Benefits and Services
- Managing Your Education Track
- Vocational Training Track
- Employment Fundamentals/Employment 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.
- Adding information pertaining to healthcare, life insurance, and SBP options after transition.
- Adding more hands-on activities and enhanced content on American Job Center resources, social media, and resume examples.



TAKE A PICTURE OF OR 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).



MOC Crosswalk Website Guide

- **Verification of Military Training and Experience (VMET):** To download the VMET
<https://www.dodtap.mil/login.html>
- **Employee Summary Sheet:** To obtain an ESS (only accessible with a CAC)
<https://cgbi.osd.uscg.mil/>
- **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/>
- **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
<http://www.airuniversity.af.mil/Barnes/CCAF/>
- **Credentialing Opportunities Online (COOL)**
 - Army: <https://www.cool.army.mil/>
 - Navy: www.cool.navy.mil
 - Marines: <http://www.cool.navy.mil/usmc/>
 - Air Force: <https://afvec.us.af.mil/afvec/Public/COOL/Default.aspx>
- **DOL Apprenticeship:** Information on apprenticeship opportunities
<https://www.dol.gov/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/>
- **Transition GPS Participant Assessment**
www.dmdc.osd.mil/tgpsp/
- **MOC Crosswalk Participant Guide** (fillable PDF)
<https://go.usa.gov/xQGf3>
- **Joint Knowledge Online (JKO):** Online course to review information
<http://jko.jfcom.mil/>
TGPS-US002 TGPS MOC Crosswalk (1.5 hours)