



# MILITARY OCCUPATIONAL CODES CROSSWALK

Translating Your Training and Experiences



# How can the Veterans Employment Center™ help you?



## **Military Skills Translator**

Translate your military skills and experience into language that civilian employers will understand.



## **Profile and Résumé Builder**

Import results from the skills translator into an online profile.



## **Veterans Job Bank**

Search for jobs with federal, state, local government, and private sector employers.



## **Employer Commitments**

See the thousands of registered employers that have pledged to hire Veterans.



## **Other Resources**

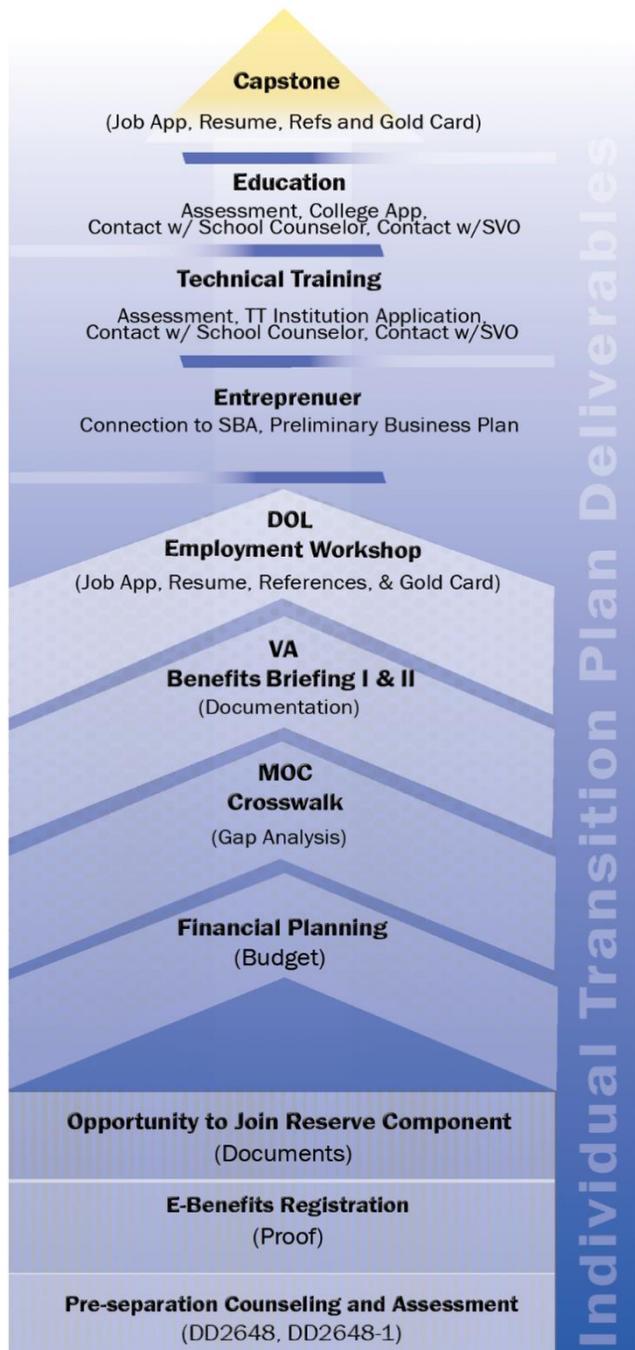
Access resources to help you take advantage of special government and partner programs, such as disability and assistive technology.



## **Additional Benefits**

Upload your LinkedIn profile to the VEC™ in a few clicks and get access to a one-year free Job Seeker Subscription. Also take advantage of a free certificate through Coursera.

[www.ebenefits.va.gov/jobs](http://www.ebenefits.va.gov/jobs)



**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**

Service 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**

Translate military skills, training and experience into civilian skills, education and credentialing appropriate for civilian jobs.

**Financial Planning for Transition**

Provided information and tools needed to identify financial responsibilities, obligations and goals after separation from the military.

**Continuum of Military Service Opportunity Counseling**

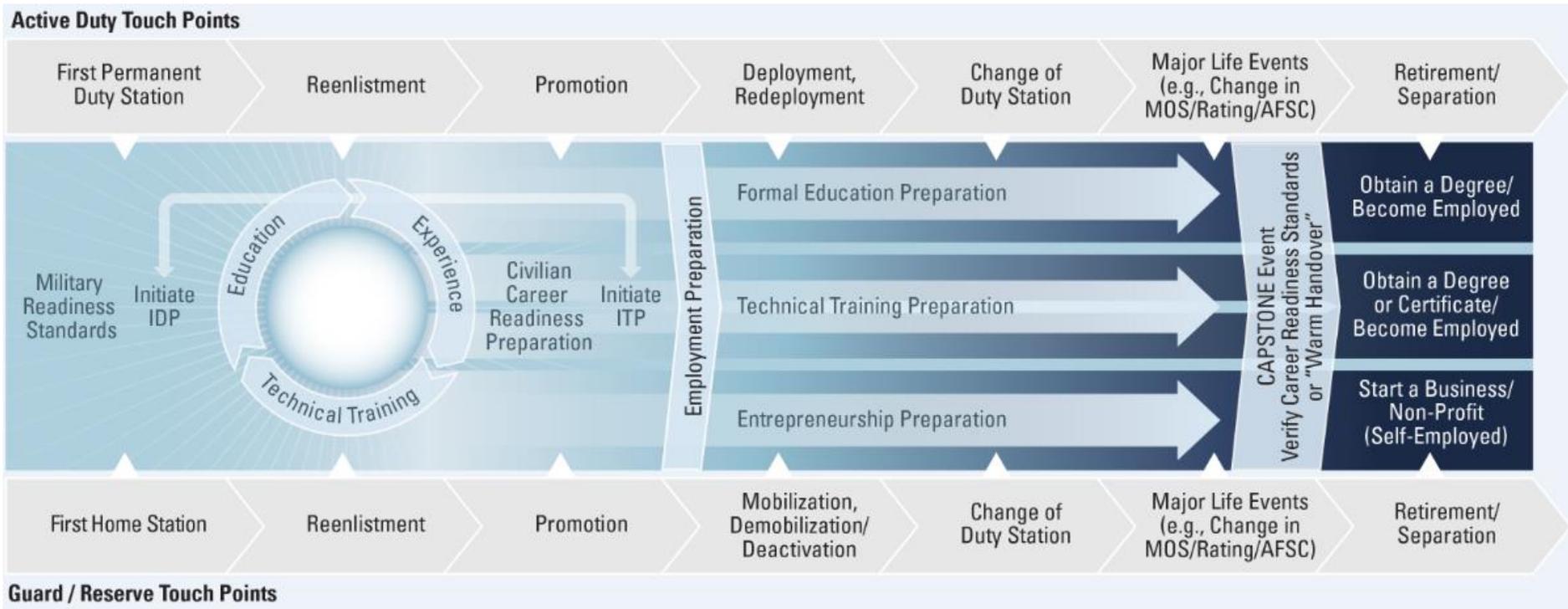
Informs Service members of the opportunity to continue their military service by joining a Reserve Component.

**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 Chief 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.

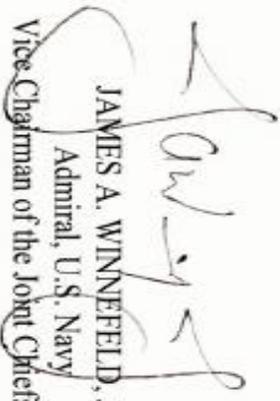
It is also appropriate to follow the example they set when they took off the uniform. Those previous generations of veterans understood that they had an opportunity—and a responsibility—to continue serving. Your generation will also help guide our country's destiny.

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.

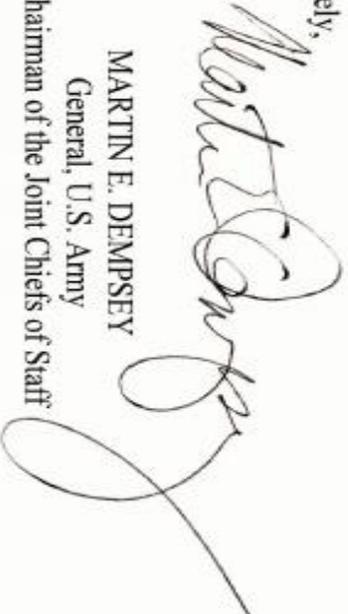
We trust that you will accept this challenge and join ranks with the business leaders, volunteers, and public servants in your communities. You have made your mark in uniform and represent the strength of our Nation. We know you will do the same as veterans, setting the example for the next generation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

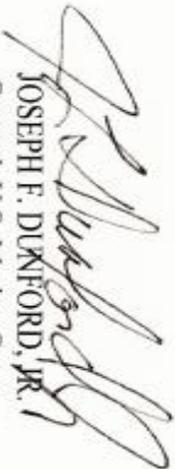
Sincerely,



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



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



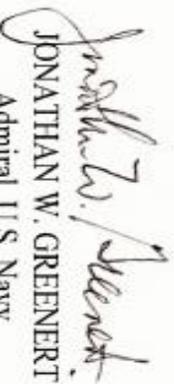
JOSEPH F. DUNFORD, JR.  
General, U.S. Marine Corps  
Commandant of the Marine Corps



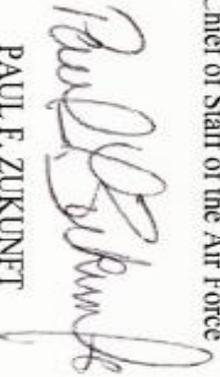
RAYMOND T. ODIERNO  
General, U.S. Army  
Chief of Staff of the Army



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



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



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



FRANK J. GRASS  
General, U.S. Army  
Chief of the National Guard Bureau

## Facilitator Overview:

### Classroom Requirements:

- Internet-accessible computers
- Printed or computer-based copies of the MOC Crosswalk participant guide
- Printed or computer-based copies of the GAP Analysis A and B
- Markers and paper or whiteboard

### Facilitator Preparation:

- Learn about your audience's profile prior to class to be able to choose your examples accordingly
- Make the preparations for activities, such as Job Seeker
- Check your internet access
- If internet is not accessible, log on and download the O\*NET Interest Profiler at
  - [Http://www.onetcenter.org/IP.html?p=3](http://www.onetcenter.org/IP.html?p=3)
  - Or go to [www.onetcenter.org](http://www.onetcenter.org), choose 'Products' then 'Interest Profiler' then 'Download'
- Be familiar with the websites demonstrated, the Gap Analysis A and B.
- Graphics from the slides are much smaller in the facilitator guide than in the participant guide.

### Transition GPS Assessment Participant

At the end of each module, the participants are requested to complete the Transition GPS Participant Assessment. As the Facilitator, please encourage all participants to complete the online survey. Here are some pertinent details to share with the class:

- Participant assessments are completely anonymous; demographic information is not stored, therefore needs to be completed every time the assessment is accessed.
- Only check the box for the course that was just finished, otherwise, the assessment for each checked box will be given.
- The information is gathered and analyzed quarterly and is then provided during the yearly curriculum review to be used as Service member feedback.

# Table of Contents

Veterans Employment Center.....	ii
Individual Transition Plan Deliverables.....	iii
Military Life Cycle Model .....	vi
A Call to Serve .....	v
Letter from Joint Chiefs .....	vi
Signature Page of Letter .....	vii
Facilitator Overview .....	viii
Table of Contents.....	ix

## Military Occupational Codes (MOC) Crosswalk

MOC Crosswalk Overview .....	1
Examine your Military Experience and Training Record .....	5
Tools for Transition .....	6
Credentialing .....	9
Importance of Credentialing .....	12
<i>ACTIVITY: GAP Analysis – Where am I now?</i> .....	13
Identify Civilian Careers.....	14
<i>ACTIVITY: O*NET Interest Profiler</i> .....	14
<i>ACTIVITY: My Next Move for Veterans</i> .....	16
<i>ACTIVITY: GAP Analysis – Where am I going?</i> .....	16
Influences on Career Selection.....	17
<i>ACTIVITY: GAP Analysis – Labor Market Information</i> .....	19
Document the Gap .....	20
<i>ACTIVITY: GAP Analysis – What do I need? and Final Analysis</i> .....	20
Veterans Employment Center .....	21
Summary and ITP Update.....	22
Appendix:	
List of Valued Skills.....	23
GAP Analysis: Part A and Part B .....	24-25
GAP Analysis Examples .....	26-29
Agriculture and Veterans.....	30
MOC Crosswalk Resource Guide.....	31

## 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 demand occupations according to employment outlook/labor market information in order to make an informed career decision.

### Learning Objectives:

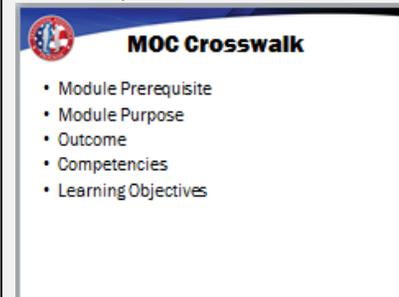
- Interpret the Verification of Military Experience and Training (VMET) transcripts to civilianize military terminology.
- Identify needed credentials/education and balance with the Joint Service Transcript (JST), and Community College of the Air Force (CCAF) recommended credit.
- Identify gaps between 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

## Facilitator Notes:

### TOTAL TIME: Two hours

### Delivery Requirement:

- During this module, documents will identify the Service member's career and training deficiencies in order to complete the Transition GPS Gap Analysis Tool.
- Be sensitive to special populations that may be present in the session. Be aware of the populations present at the particular installations and be sure to include spouses, information for wounded warriors, National Guard and Reserve.
- VMET references military experience, while JST/CCAF reference education.
- Coast Guard personnel may not have VMET; they should inquire at their local personnel office for a CG-4086, Record of Professional Development



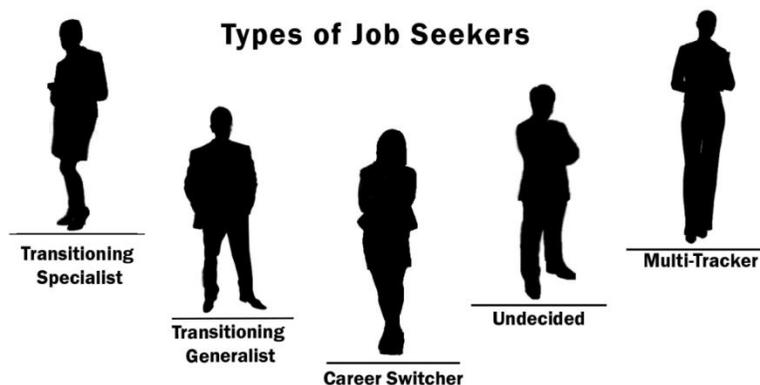
## Military Occupational Code Crosswalk

### 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.



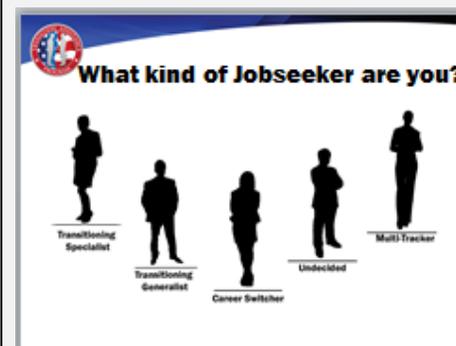
### Types of Job Seekers

**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.

➤ The purpose of the MOC crosswalk is to identify the types of occupational characteristics associated with military and prior civilian experience. With that information, it is now possible to determine the types of jobs to seek in the civilian sector.

➤ Provide a relevant service specific scenario. Examples are provided, but you can create your own customized crosswalk examples for the demographic at your installation.

➤ Create a transition from Purpose to this activity: “A good first step to begin successful in the transition process is to determine the type of job seeker you are.”



➤ This activity will give participants an understanding of the different types of job seekers and the knowledge of which type they most closely relate to.

**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.

### 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.

**Activity:** Job Seeker Types

Wordstorming/Brainstorming or Standing Poll

**Time:** 15 minutes

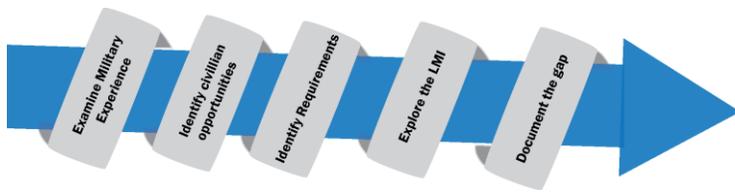
**Instructions:**

**Groups:** Before class, prepare by placing chart paper around the room, numbered 1-5 with a Job Seeker title. On paper, have Strengths and Challenges. Break class into 5 groups, have them stand next to a paper; explain that as a group they will brainstorm the strengths and challenges of their assigned job seeker type. Set time for 4 minutes. After time is up, have a spokesperson from each group share 2 strengths and 2 weaknesses from their list.

**LARGE GROUP:**

**Polling:** After a quick explanation of the types of job seekers have the participants take a standing poll; either in place or direct participants to move next to paper with Job Seeker title with whom they relate, (have paper placed on walls before class begins). Go from group to group asking one of the following questions from the group.

1. What are your strengths?
2. What are your potential challenges?



## 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 valued 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.

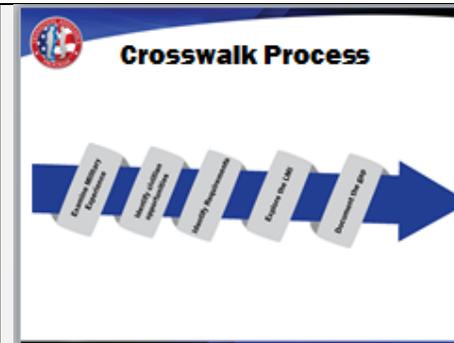
Finally, the middle column, 'What do I need to fill the Gap?' will show the 'GAP' between what skills and education you currently possess and those you will need to acquire to be employed in this profession. An example from the Appendix is shown below:

**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?	What do I need to fill in the Gap?	Where am I going?
<p><b>Current MOS: 3117 Aircraft Technician</b> <small>Use VMET, JTC, OSM and Professional Evaluation to complete this column.</small></p> <p>Experience and skills I have: 10 years; installs, removes, inspects, tests, maintains, and repairs components, subsystems, and auxiliary equipment on installed aircraft communications, navigation, and deceptive electronic countermeasures (ECM).</p> <p>Education and training I have: avionics maintenance integrated avionics systems communications/navigation maintenance Antenna Construction and Propagation of Radio Waves Communications Security See JST for additional information.</p> <p>Credentials (licenses, certifications, apprenticeships) I have: none.</p>	<p>Experience and skills I need to obtain: None</p> <p>Education and training I need to obtain: None</p> <p>Credentials (licenses, certifications, apprenticeships) I need to obtain: 12 certifications available on MytextMove.</p>	<p><b>Civilian Occupation: Air Traffic Controller</b> <small>Use MytextMove for Interest and O*NET to complete this column.</small></p> <p>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.</p> <p>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.</p> <p>Credentials (licenses, certifications, apprenticeships) or any other requirements for this occupation: Varies by employment opportunity</p>

(graphic larger in PG)

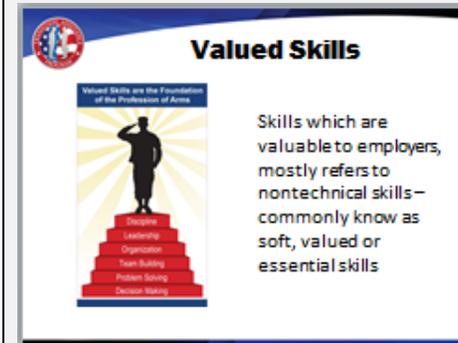
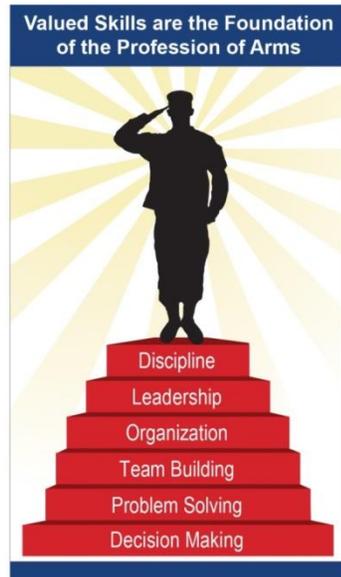


- Be sure to point out each section and what it entails for the participants. Refer participants to the Appendix for a blank copy of the GAP Analysis, as well as completed examples

## 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 valued 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 valued skills. The process begins with understanding each of these Tools for Transition.



- Encourage participants to begin examining their intangible skills such as leadership, ethics, self-discipline, and teamwork. While the MOC Crosswalk focuses heavily on technical skills, Veterans possess a multitude of other transferable skills, which are highly valued by employers. These skills are commonly referred to as soft, valued or essential skills. Refer to the Appendix for a more complete list.

## 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 [www.dmdc.osd.mil/tgpps](http://www.dmdc.osd.mil/tgpps).

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.



(Graphic larger in PG)



### Purpose of VMET

- Helps members prepare resume
- Translate military terminology and training into civilian terms
- Establishes capabilities with prospective employers
- Assists in applying to college or vocational institute
- Lists military job experience and training history
- Recommends college credit information
- Suggests related certification and licensure
- Provides Civilian equivalent job titles

➤ Service members should bring their VMET for this module. If they do not have their VMET, direct them where to go on the computer or installation to obtain it.



For crosswalk purposes, you should focus within 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.

The screenshot shows a document titled "MILITARY TRAINING: AUG 2006 - NOV 2006, 2006" for a "NAVY COURSE: C-222-2010, Air Traffic Controller". It includes a length of "14-16 weeks (560-640 hours)". A blue arrow points to the course title with the label "Training Dates, Course Number and Length". Another blue arrow points to the "COURSE DESCRIPTION FROM AMERICAN COUNCIL ON EDUCATION" section with the label "Course Description according to ACE". A third blue arrow points to the "CREDIT RECOMMENDATION FROM AMERICAN COUNCIL ON EDUCATION" section with the label "Credit recommendation from ACE". The course description states that upon completion, students can fulfill technical requirements for FAA certification. The credit recommendation section specifies semester hours for different degree levels: 3 for associate, 2 for bachelor's, and 6 for master's degrees.

(Graphic larger in PG)

- Advise Service members to go to their servicing personnel office to ensure their official military records are correct and update information accordingly. Inform participants updating the VMET takes approximately 4-6 months. Be sure to check on updates requested.
- Certain military occupations and descriptive information are classified and are not identified on the VMET. VMET shows old civilian DOT and Occupational Employment Statistics.

## 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 an institution of higher learning dedicated to the enlisted member.

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

**JST:** <https://jst.doded.mil/>      **CCAF:** <http://www.au.af.mil/ccaf/transcripts.asp>

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 civil career paths.

➤ There are many tools available to help you identify credentials, education, and experience requirements. We have tried here to offer the best tools for cross walking your information to the civilian sector.

➤ Explain those individuals taking the education track will receive further information regarding JST/CCAF.

### Discussion Point:

- Obtain online or through base education offices. Websites listed in guide.
- Unofficial if downloaded by member.
- Official if requested and sent directly to schools, agencies, or employers.

➤ Use the next two slides to show the JST and CCAF. Point out the relevant information.





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.

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

[www.cool.army.mil](http://www.cool.army.mil)

[www.cool.navy.mil/usmc/index.htm](http://www.cool.navy.mil/usmc/index.htm)

<https://afvec.langley.af.mil/afvec/Public/COOL/Default.aspx>

- Credentials frequently equate to increased salary offerings.
- Credentials also demonstrate to civilian employers competency and proficiency level at an industry standard.
- Credentialing can cost money.

- Explain the main types of credentials and their differences.

It is important to note the difference between *certification* programs and *certificate* programs:

- ***Certification programs*** attest to demonstrated competency in an occupational area. They typically have recertification requirements that might include continuing education units.
- ***A certificate program***, on the other hand, is a training program on a topic for which participants receive a certificate after attendance and/or completion of the coursework. These certificates typically do not convey competency.



### 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. ([www.dol.gov/apprenticeship](http://www.dol.gov/apprenticeship))



- Talk about the important of the Service member to define, set, and meet their career goals in order to fill the gaps between what has been learned in the military and what civilian businesses need. This is why it is so important to align with the right track – Accessing Higher Education, Career Technical Training Track, Boots to Business Entrepreneur Track or the Department of Labor Employment Workshop.
- Reserve/Guard personnel may need to consult with VA for unique educational services and benefits.

**Note:** Be sure to stress the importance and existence of diploma mills! Stress the Service member check to make certain the credentials, license, and apprenticeship program meet quality standards for certifications and are accepted in the location/region of relocation.

## 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.

- If in your class, you determine that Service members are interested in a credential, provide a quick synopsis of the CTTT course and the dates of the next course.

**ACTIVITY: GAP Analysis - Where am I now?**

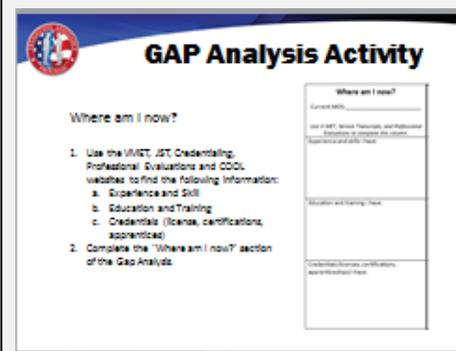
1. Use the VMET, JST, Credentialing and COOL websites to find the following information:
  - a. Experience and Skill
  - b. Education and Training
  - c. Credentials (license, certifications, apprentices)
2. Complete the 'Where am I now?' section of the GAP Analysis

<p><b>Where am I now?</b></p> <p>Current MOS: <u>6317 Aircraft Technician</u></p> <p><i>Use V-MET, JST, CCAF and Professional Evaluations to complete this column.</i></p>
<p>Experience and skills I have:</p> <p>10 years. Installs, removes, inspects, tests, maintains, and repairs components, subsystems, and ancillary equipment on installed aircraft communications, navigation, and deceptive electronic countermeasures systems.</p>
<p>Education and training I have:</p> <p>aviation maintenance                  integrated avionics systems                  communications/navigation maintenance                  Antenna Construction and Propagation of Radio Waves                  Communications Security                  See JST for additional information.</p>
<p>Credentials (licenses, certifications, apprenticeships) I have:</p> <p>none.</p>

(graphic larger in PG)

- Before letting the participants complete the next activity, review where the information can be located
- JST/CCAF provides: education
- VMET: skills, experience, credentials
- COOL Websites

Have the participants view the COOL websites; are there are any credentials or licenses they may be close to obtaining?



## 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

#### 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.



(Graphic larger in PG)

**Activity:** Web Activity

**Time:** 20 minutes

**Instructions:** Demonstrate where the students can find the O\*NET Interest Profiler

- Walk them through the beginning pages to the questions – stress the importance of not choosing “**unsure**” as an answer
- Have them complete the assessment
- After most have finished - walk through each page past the assessment results, explaining each page

Explain that O\*NET identifies careers based on the skills/abilities entered by the user, so Service members may notice careers in their final report that are different from what they were expecting. Explain that this assessment is designed to identify career opportunities that match with their work interests, but it does not mean that careers that do not appear on their list of possibilities are not options.



- In preparation for this demonstration, you should have numbers ready to input. At

### **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.

the beginning, there is a button, "enter scores" from here you can input scores without have to take the assessment. After most everyone is finished, turn the screen back on and walk through the results, job zones and careers pages. At the top of the careers page, there is 'job zones' slide with numbers. To see the different jobs within the zones, click on the numbers. Be sure you understand the correlation between the education level and the job zone number.

- Have the students choose a job and review the career results:
  - Explain the following: Knowledge, Skills, Abilities, Personality, Technology, Education, Job Outlook and Explore More
- After explaining the career results page, go back to MyNextMove/Vets and show the other search options.

**Web Exploration Activity: My Next Move for Veterans**  
[www.mynextmoveforvets.com](http://www.mynextmoveforvets.com)



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

<p><b>Where am I going?</b></p> <p>Civilian Occupation: <u>Air Traffic Controller</u>                  Use MyNextMove for Veterans and O*Net to complete this column.</p>
<p>Experience and skills this occupation requires:</p> <p>Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.</p>
<p>Education and training this occupation requires:</p> <p>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.</p>
<p>Credentials (licenses, certifications, apprenticeships) or any other requirements for this occupation:</p> <p>Varies by employment opportunity</p>

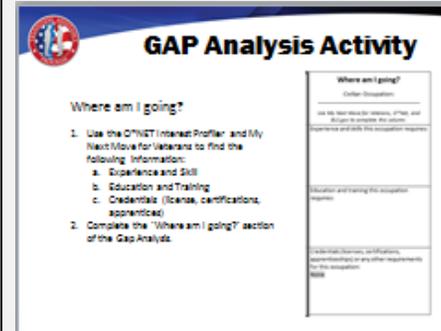
(Graphic is larger in PG)



**Activity: Web Demonstration**

**Time:** 10 minutes

**Instructions:** Demonstrate all three areas on “My Next Move for Veterans”. Explain how this can be used to find skills associated with their current occupation as well as skills necessary for a new career.



**Activity: GAP: Where am I going?**

**Time:** 15 minutes

**Instructions:** Allow the participants time to research a career through O\*NET and My Next Move to find the necessary experience and skill, education and training and credentials for this career.

## Influences on Career Selections

### 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"> <li>Pursuing a location without your desired profession</li> <li>Pursuing your profession regardless of location</li> <li>Identifying an alternative profession because of your selected location</li> </ul>	<p>LMI can help you:</p> <ul style="list-style-type: none"> <li>Understand today's complex workforce</li> <li>Explore civilian occupations based on employment levels and trends</li> <li>Make informed career decisions</li> </ul>
<p>Research/explore which geographic locations:</p> <ul style="list-style-type: none"> <li>Cost of living and finding housing</li> <li>Moving costs</li> <li>Family relocation</li> <li>Reserve Component – continuum of service</li> </ul>	<p>Research/explore:</p> <ul style="list-style-type: none"> <li>National, state, and local employment statistics, job forecasts, wages, and demographics</li> <li>A military skills translator to identify a civilian occupation</li> <li>LMI data and compare geographic areas</li> </ul>

(Graphic larger in PG)

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).

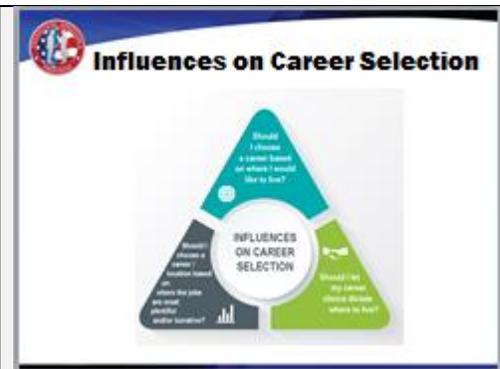
Geographic location refers to where you plan to live, but you must examine the feasibility of pursuing your career in a chosen location, which is labor market information. To begin you will need to research and explore which geographic locations are hiring for your chosen career path. When contemplating 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.

- **TRANSITION:** Now that we have explored the resources that can assist you in determining your appropriate path, let us look at some of the influences on career selection.
- Emphasize that Reserve/Guard may need to consider interstate transfer & unit logistics as part of their geographic decision.





- Indicate that most LMI is historical, so it is good to look at the number of current job openings to determine the present employment situation for that occupation in your selected 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:

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 locations (city/state) has a better outlook?	
Where (city/state) would you be willing to relocate?	

**GAP Analysis Activity**

**Labor Market Information (LMI)?**

1. Use O\*NET and My Next Move for Veterans to find the following information:
  - a. Location
  - b. Salary
  - c. Job Outlook
2. Complete the Part B: LMI section of the Gap Analysis.

### Activity: Gap Analysis Part B: LMI

Time: 10 minutes

**Instructions:** Explain to student they have already located LMI information on O\*NET and My Next Move. Have students return to these websites to find the information to complete the top three sections on the Gap Analysis Part B

## Document the GAP

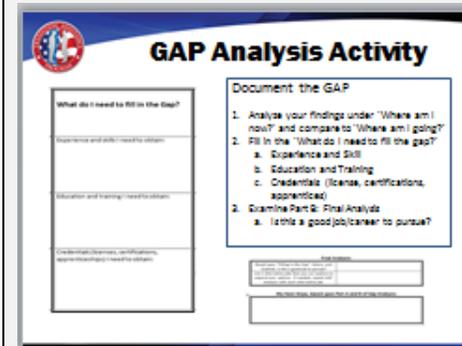
### GAP Analysis Activity:

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

<b>What do I need to fill in the Gap?</b>
Experience and skills I need to obtain:  None
Education and training I need to obtain:  None
Credentials (licenses, certifications, apprenticeships) I need to obtain:  12 certifications available on MyNextMove.

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

<b>My Next Steps, based upon Part A and B of Gap Analysis:</b>



- There are two completed crosswalk examples in the Appendix. You can select which crosswalk example fits the audience.

**Activity:** Complete Gap Analysis

**Time:** 10 minutes:

**Instructions:** Walk the participants through the process of understanding the ‘Gap’ in their education, skills, and certifications. Explain the tracks an individual can take to help further understand these steps, Accessing Higher Education, Career Technical Track and Boots to Business.

**Debrief:** Ask if someone is willing to share his or her crosswalk results with the class.

- This is the core “take-away” for participants. Be sure to emphasize the importance of this crosswalk activity. Spouses will not have a VMET, and the crosswalk worksheet is geared for those with military experience. Ensure groups are using the tools and identifying gaps in experience related to identify civilian occupations. Answer

questions. Be aware of other populations such as Reserve/Guard, spouses and wounded warriors and make use of programs and referrals for these populations.

### Veterans Employment Center

In connection with the First Lady and Dr. Biden’s Joining Forces initiative, the Departments of Veterans Affairs, Labor, Defense and Education, the Small Business Administration and the Office of Personnel Management, collaborated to create the VEC by incorporating the best online employment tool features.

The VEC resources include Profile Builder, Skills Translator, Veterans Job Bank, and additional Transition GPS resources.

### Web Demonstration: Veterans Employment Center

<https://www.ebenefits.va.gov/ebenefits/jobs>



#### Available on VEC:

- Job Search
- Career Tools
- Employment Resources and Services

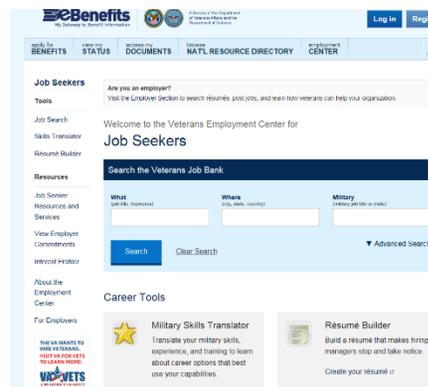
(Graphic larger in PG)



#### Activity: Web Demonstration:

Time: 5 minutes

Instructions: Display the Veterans Employment Center website. Encourage participants to explore the website. Explain that the Veterans Employment Center is the **single federal online source for connecting veterans with employers** who are seeking to hire veterans. Explain that participants will learn more about the Veterans Employment Center in the **VA Benefits Brief (eBenefits registration)** and the **Department of Labor Employment Workshop**.



## 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/](http://www.dmdc.osd.mil/tgpsp/)

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

The Transition GPS Participant Assessment is an integral part of our curriculum review process. Every answer and comment provided by a Service member is taken into consideration when reviewing the curriculum. 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 survey, provide any necessary feedback and know that your comments will make a difference in making the Transition GPS a worthwhile course.

Thank you!

- Participants should be identifying or confirming their **Transition GPS Track Selection**. For example, those who lack educational requirements may need to enter the Education Track.

**Summary**

- Department of Labor Employment Workshop (DOLEW) will help you further explore aspects to consider.
- Note alterations to your track selection.
- Identify and pursue next steps in your transition process.
- Contact your local personnel office for accuracy of your official military record.

**Wrap Up**

Don't forget to:

- Update ITP:  
– Block 1- Section II: A & B; Section III: A&B
- Complete the Transition GPS Participant Assessment for the MOC Crosswalk  
[www.dmdc.osd.mil/tgpsp/](http://www.dmdc.osd.mil/tgpsp/)

- Participant Assessment Info: Encourage participants to complete the survey
  - Demographics are asked each time because info is not kept, ensure complete confidentiality
  - Info is reviewed quarterly and comments are categorized
  - Comments are used to revise the curriculum during yearly review

## List of Skills Valued by Employers

Decision Making	Critical Thinking	Willingness to learn
Mentoring	Interpersonal Skills	Oral Communication
Written Communication	Teamwork/Team-building	Accomplish Organizational Goal
Handling Work Stress	Dependable	Reliable
Attention to Detail	Persistence	Project Planning
Motivating Others	Operation Safety	Strategic Planning
Effective Under Pressure	Problem Solving	Reasoning
Training Others	Working Autonomously (Alone)	Collaboration
Intercultural Skills	Public Speaking	Active Listening
Supervising	Honest/Integrity	Work Ethic
Respect for Procedure	Self-Discipline	Delegating
Inspires Others	Adaptability	

# 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.

<p align="center"><b>Where am I now?</b></p> <p>Current MOS: _____</p> <p><i>Use V-MET, Service Transcripts, and Professional Evaluations to complete this column.</i></p>	<p align="center"><b>What do I need to fill in the Gap?</b></p>	<p align="center"><b>Where am I going?</b></p> <p>Civilian Occupation: _____</p> <p><i>Use My Next Move for Veterans and O*Net to complete this column.</i></p>
<p>Experience and skills I have:</p>	<p>Experience and skills I need to obtain:</p>	<p>Experience and skills this occupation requires:</p>
<p>Education and training I have:</p>	<p>Education and training I need to obtain:</p>	<p>Education and training this occupation requires:</p>
<p>Credentials (licenses, certifications, apprenticeships) I have:</p>	<p>Credentials (licenses, certifications, apprenticeships) I need to obtain:</p>	<p>Credentials (licenses, certifications, apprenticeships) or any other requirements for this occupation:</p>

# 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 locations (city/state) has a better outlook?	
Where (city/state) would you be willing to relocate?	

### Final Analysis:

Based upon "Filling in the Gap", Salary, and Outlook, is this a good job to pursue?	
List two 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:

--

# 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.

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

# 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)?	Virginia
--	----------

### Salary:

What is the salary range for this occupation?	\$56,990 National \$27.40 hourly wages
What is the salary range for this occupation in my preferred location (city/state)?	\$59,100
Does the salary range fit my requirements?	Yes

### Job Outlook:

What is the outlook for this occupation in your preferred state?	Low - 2%
What geographic locations (city/state) has a better outlook?	ND – 43% MT – 33.4%
Where (city/state) would you be willing to relocate?	Both, depending on opportunity

### Final Analysis:

Based upon “Filling in the Gap”, Salary, and Outlook, is this a good job to pursue?	Yes
List two alternative jobs that you can explore to expand your options. If needed, repeat GAP Analysis with each alternative job.	Mechanical Engineering Technician Ship Engineer

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

Schedule an appointment to evaluate credits with Education office. Register and attend Career Technical Track.
--

## 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.

<b>Where am I now?</b>	<b>What do I need to fill in the Gap?</b>	<b>Where am I going?</b>
<p>Current MOS: <u>0402 Logistics Officer</u></p> <p><i>Use V-MET, JST, CCAF and Professional Evaluations to complete this column.</i></p>		<p>Civilian Occupation: <u>Logistics Manager</u></p> <p><i>Use Mynextmove for Veterans and O*Net to complete this column.</i></p>
<p>Experience and skills I have:</p> <p>17 years logistics and management experience. Development, procurement, allowances, distribution, repair and salvage of supplies and equipment; embarkation and transportation; procurement; operation and maintenance of facilities and utilities and organization and training of logistic support units.</p>	<p>Experience and skills I need to obtain:</p> <p>None</p>	<p>Experience and skills this occupation requires:</p> <p>8 years or more of related experience</p>
<p>Education and training I have:</p> <p>Bachelors degree Logistics Management Maintenance Management Motor transportation operations Logistics Planning See OER /JST for addl information</p>	<p>Education and training I need to obtain:</p> <p>None</p>	<p>Education and training this occupation requires:</p> <p>Bachelor's degree in business, logistics, supply chain or related field; Master's degree preferred.</p>
<p>Credentials (licenses, certifications, apprenticeships) I have:</p> <p>Certified Logistics Technician (CLT)</p>	<p>Credentials (licenses, certifications, apprenticeships) I need to obtain:</p> <p>Over 20 certifications for Logistics Managers found on MyNextMove.</p>	<p>Credentials (licenses, certifications, apprenticeships) or any other requirements for this occupation:</p> <p>Varies by employment opportunity</p>

# 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)?	Texas
--	-------

### Salary:

What is the salary range for this occupation?	\$85,400 National \$41.06 hourly wages
What is the salary range for this occupation in my preferred location (city/state)?	\$86,200
Does the salary range fit my requirements?	Yes

### Job Outlook:

What is the outlook for this occupation in your preferred state?	TX has a bright outlook at 20.6%
What geographic locations (city/state) has a better outlook?	N/A (Guam – 37.8% but smaller base of employment opportunities)
Where (city/state) would you be willing to relocate to?	TX

### Final Analysis:

Based upon “Filling in the Gap”, Salary, and Outlook, is this a good job to pursue?	Yes
List two alternative jobs that you can explore to expand your options. If needed, repeat GAP Analysis with each alternative job.	Purchasing Manager Logistics Analysts

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

Research employment and networking opportunities in TX.
---

## **Veterans are a great fit for agriculture.**

American agriculture is only as strong as the next generation of farmers, ranchers, and workers in the food, agriculture, natural resource, and environment industries. If you are thinking about farming as a post-service career, there has never been a more important time to get involved in agriculture. The Department of Agriculture (USDA) can help get you started and achieve success in this rewarding industry.

As a military veteran, your leadership training, skills, and perspective make you the right fit to help America meet the challenges of producing food and strengthening our rural and urban communities. Feeding a growing global population demands a 70 percent increase in food production by 2050. USDA wants you to be a part of the next generation feeding the Nation and the world, and we can connect you to the resources and help you need to get there.

### **What do I do first?**

Many farmers say that farming is not only a job, but a lifestyle that is both demanding and rewarding. Come visit us at [www.usda.gov/veterans](http://www.usda.gov/veterans) to read more about beginning a farming or ranching career and to see if it is the right fit for you. This website can also connect you to a local USDA Service Center where you can speak to someone about farming and USDA programs.

### **Where does USDA come in?**

USDA is making our current programs and resources work better to help new and beginning farmers and ranchers, including veterans, who are interested in beginning a farming or ranching career. Visit us at [www.usda.gov/veterans](http://www.usda.gov/veterans) to learn about preferences and incentives for veterans in our programs, and to learn about other veteran farmers' stories.

USDA can help you start and stay in agriculture. USDA can serve you in the following ways:

- Technical assistance: USDA can connect you to technical assistance and the latest information and research to equip you with the skills to start or manage a farm.
- Capital for land, livestock, seed and related operating expenses: USDA can help you with your capital needs by making and guaranteeing loans.
- Expanding business: USDA can help you expand your business through value-added agricultural products, high tunnels that extend the growing season, local food markets, and export opportunities.
- Managing risk: Agriculture is a market and weather dependent industry, and USDA can help you plan for risk, protect your farm from risk, and recover from disasters.
- Improve the quality of the land: Farmers and ranchers understand that the land is a resource to be protected and enhanced. USDA has programs to help producers plan, implement, and maintain their conservation practices.

In addition to helping veterans begin a farming or ranching career, USDA programs also support access to nutritious meals, affordable housing, and youth and family resources.

## MOC Crosswalk Resource Guide: September 2015

- **Verification of Military Training and Experience (VMET):** To download a copy of the Service members VMET [www.dmdc.osd.mil/vmet](http://www.dmdc.osd.mil/vmet)
- **Joint Service Transcript:** To request an official copy of the JST to 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.au.af.mil/ccaf/transcripts.asp>
- **Credentialing Opportunities Online (COOL)**  
Army: [www.cool.army.mil](http://www.cool.army.mil)  
Navy: [www.cool.navy.mil](http://www.cool.navy.mil)  
Air Force: <https://afvec.langley.af.mil/afvec/Public/COOL/Default.aspx>  
Marines: [www.cool.navy.mil/usmc/index.htm](http://www.cool.navy.mil/usmc/index.htm)
- **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>
- **Veterans Employment Center (VEC):** An online source for connecting veterans with employers who are seeking to hire veterans. Provides resources for translating your skills and a resume builder using LinkedIn.  
<https://www.ebenefits.va.gov/ebenefits/jobs>