ICMA

Human Resources Recruitment Handbook:
*Hiring Veterans for
Local Government Positions*

CONTENTS

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"There is no greater challenge and there is no greater honor than to be in public service."

- Condoleezza Rice

It could be argued that the most dedicated and productive public servants are those who view their chosen profession not as a job but as a way of life. Public service comes in many different forms. One of the purest of these forms is embodied by military veterans.

In an era of an all-volunteer defense establishment, veterans have sacrificed and served others willingly as a way of life—some for a few years and some for the majority of their lives. One of the many commonalities most veterans share is their sense of what it means to serve, sacrifice, and contribute to a team whose collective purpose outweighs that of their own individual wants and needs. This is an admirable quality for any employee, but for employees serving in local government, it is the perfect nucleus for a successful work ethic.

Human resources professionals in local government should keep this in mind when considering applications for employment from veterans. Why? Because many of the items found on the resumes of veterans may sound like a foreign language to even the most skilled human resources manager, even those who are veterans themselves. Each branch of service—Army, Navy, Air Force, Marine Corps, and Coast Guard—has its own cultural identity and service lingo. Deciding to toss aside the application of a veteran because it, out of dozens you are reviewing, is the one you least understand, could seem like an easily justifiably choice. It could also be a huge blunder.

For veterans who are separating from service, there are many resources to learn the "civilian" style of resume writing and how to make their experience relevant to life beyond the military. I went through one of these courses myself when I was retiring. It was useful—to a point. I shaved a few acronyms off my resume and thought I was good. That was ten years ago. Looking at it in retrospect now as a senior leader in local government, it could have been better...or could it? The transition courses are taught by the same military

establishment whose jargon you are trying to shed, so their effectiveness is limited. In order to mine the wealth of human resources exiting the military, we in local government must do our part as well.

What if local government agencies had help figuring out what job experience and technical skills a veteran has to offer and how they might fit the needs of your organization? That, simply put, is the purpose of this manual for local government human resources professionals. It may not answer every question with regard to how military service translates to technical and managerial skills needed in public service out of a military uniform. However, it is written to provide human resources professionals with an understanding of the value of hiring a veteran. It does this by providing information and references to help recognize where that veteran's technical skills and/or management experience may be best used in your organization.

It is the hope of this task force that local government human resources professionals find this handbook to be a valuable resource, both as a desktop reference and as a training tool for those new to the field.

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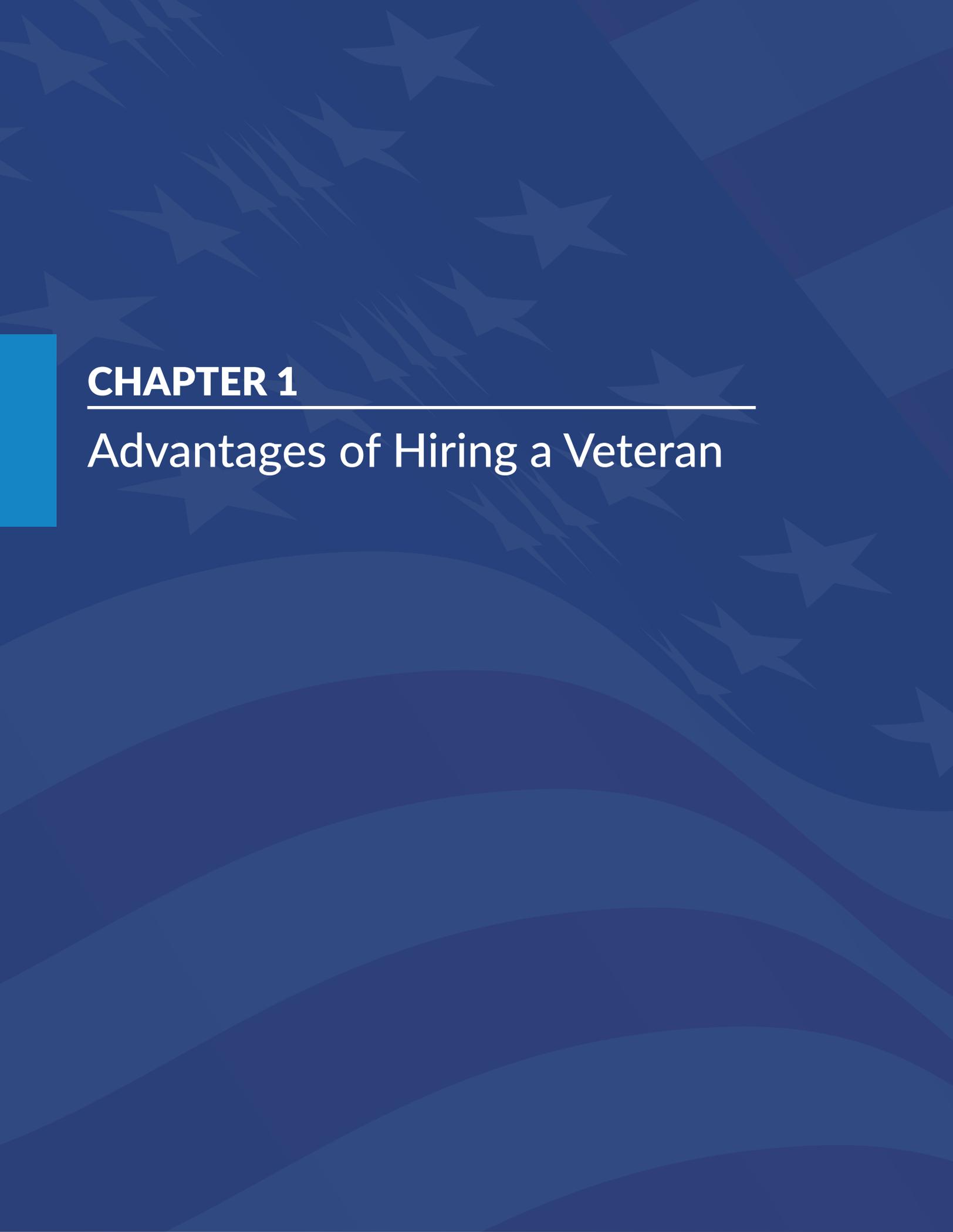
CHAPTER 1
Advantages of Hiring a Veteran

1. ADVANTAGES OF HIRING A VETERAN

You are likely reading this handbook because you are in the process of hiring a veteran or want to educate yourself on what they bring to the table as an employee. In either case, we are glad you are here, and the following background information has been developed to assist you.

Veterans often find themselves lost when transitioning out of the service not because they lack the technical skills to do specific tasks; instead, it is because they lack the ability to translate their experiences into terms that most employers can understand. While veteran's may attain the technical training and skills needed to be an electrician, avionics technician, administrator, logistician, heavy equipment operator, mechanic, comptroller, human resources specialist, or pilot, among a plethora of other skills and jobs, it is often difficult for them to explain under what conditions and challenges they executed those assignments. Further, most veterans, especially those who have made "serving" a career, have executed additional duties outside their specific trade that involve leadership, critical thinking, and increased levels of responsibility executed under arduous conditions in a variety of situations all over the world within cultures and societies foreign to our own. This means that, in most circumstances, you are considering someone who is very special and has skills and experiences that only a limited few have ever had.

According to the United States Defense Manpower Data Center, the number of men and women serving on active duty in our military as of June 30, 2019 was 1,354,835 out of a nationwide population of 329,152,485. In terms of percentages, this means the experience of serving on active duty is currently reserved for less than .5% of the U.S. population. From the moment they began their service, they have been 24/7 public servants. They either enlisted or were commissioned to service depending on their education and desires.

To enlist in the military, you must be a U.S. citizen or resident alien; at least 17 years old; have a high school diploma; and pass a physical exam. Most enlistments entail an eight-year commitment with the typical commitment being four years on active duty and four years in the reserves. To be commissioned as an officer, in most cases you must have a college degree at a minimum, with many officers having a master's degree or higher. Enlisted personnel and officers take an oath that is unique to each but shares common elements: pledging their loyalty to the U.S. Constitution, they country, and the execution of their duties and responsibilities under the Uniform Code of Military Justice (UCMJ).

This commitment requires the dedication of the whole person to selflessly serve at a level that is above and beyond that of the average citizen they pledge to protect. Their experience and education instill leadership traits, principles, and strengths that local governments can capitalize on to transform their organizations into high-performance governments.

LEADERSHIP TRAITS AND STRENGTHS OF VETERAN APPLICANTS

Characteristics of Veteran Applicants

Veteran applicants have many positive attributes that are attractive to prospective employers. Character, integrity, and leadership are among the top characteristics and are absolute. There are a handful of additional characteristics that are worth mentioning and should be considered when veteran applicants are applying for positions within an organization.

1. Drive and tenacity

Veteran applicants have an inner desire and motivation that push them to get to the heart of the matter, find solutions, and achieve results. They seek answers and don't give up easily. The high energy of a veteran is infectious and drives them to prioritize and tackle the difficult issues. Veterans like a challenge and won't give up easily. They have an internal motor that keeps on running even when the going gets tough.

2. Ambition

Veteran applicants, in general, have a desire to achieve something visible, which propels them to reach their goals and potential. These individuals will push themselves and others to excel, engage, and reach for success.

3. Willingness and hunger to learn

Veteran applicants have a willingness to share ideas openly, collaborate with others, and create a team-focused environment. These applicants appreciate diverse opinions and seek answers that are creative and thought-provoking. They like to obtain a wide range of information when making decisions and will maintain order and organization when chaos is all around them. They appreciate and are hungry to be part of an innovative team that openly shares ideas and focuses on the work that needs to be done. Veteran applicants will support and function most successfully in cultures that have a chain of command where transparency is part of the day-to-day business operations.

4. Realism

Veteran applicants are ambitious and use good judgment when faced with operational challenges. They are realistic when dealing with others. They can coach other team members through ambitious plans and bold initiatives because they understand and have a realistic view of the risks involved. Veterans are typically realists; they are open and understanding that flexibility is required and will take the steps necessary to implement change so that the mission, project, etc. is a success.

5. Self-confidence

Veteran applicants will have the ability to listen to their own inner voice and endure moments when important decisions need to be made. They can speak up and act decisively regardless of the circumstances. Veteran applicants have a tough inner core and emotional intelligence that other applicants may not possess. The self-confidence comes from military training, deployments, combat (in some cases), and personal sacrifices.

6. Servant's heart

Veteran applicants have the appetite for serving others in their day-to-day work. They want a challenge, seek new experiences, are disciplined in their approach, and seek to serve others. They understand and embrace being part of something larger than themselves.

PRINCIPLES OF LEADERSHIP

"The 11 Principles of Leadership," first developed in 1941 and published in *The Army Leadership Field Manual* in 1951, are used by all the armed forces as part of basic training. These principles are:

1. Know yourself and seek self-improvement.
2. Be technically and tactically proficient.
3. Develop a sense of responsibility among your subordinates.
4. Make sound and timely decisions.
5. Set an example.
6. Know your people and look out for their welfare.
7. Keep your people informed.
8. Seek responsibility and take responsibility for your actions.
9. Ensure assigned tasks are understood, supervised, and accomplished.
10. Train your people as a team.
11. Employ your team in accordance with its capabilities.

These principles incorporate elements that are valuable for any organization and demonstrate an approach to leadership that should be welcomed and embraced by any local government. To see more detail on the leadership traits and principles that our veterans have been exposed to as well as the Code of Conduct that all veterans swear to uphold, please see Appendix A.

CONCLUSION

Veteran applicants, in addition to possessing high levels of subject matter expertise, have strong organizational and leadership skills and are used to a culture focused on results, serving the needs of the organization, and finding solutions to problems placed before them.

Despite being among the most highly trained and capable applicants in the marketplace, they often struggle to convey their background and abilities in a manner that is understandable to recruiters in local government organizations who are unfamiliar with military organizations, terminology, and experiences. It is vital that all local government human resources professionals learn more about how the military background can translate to the civilian workforce: this can prevent veteran applicants from being inappropriately screened out of opportunities for which they are highly qualified. This manual will assist local government human resources practitioners, and others, to better understand how veterans can fit into their organization and help them recognize high-quality and well-trained candidates for staff positions in the organization.
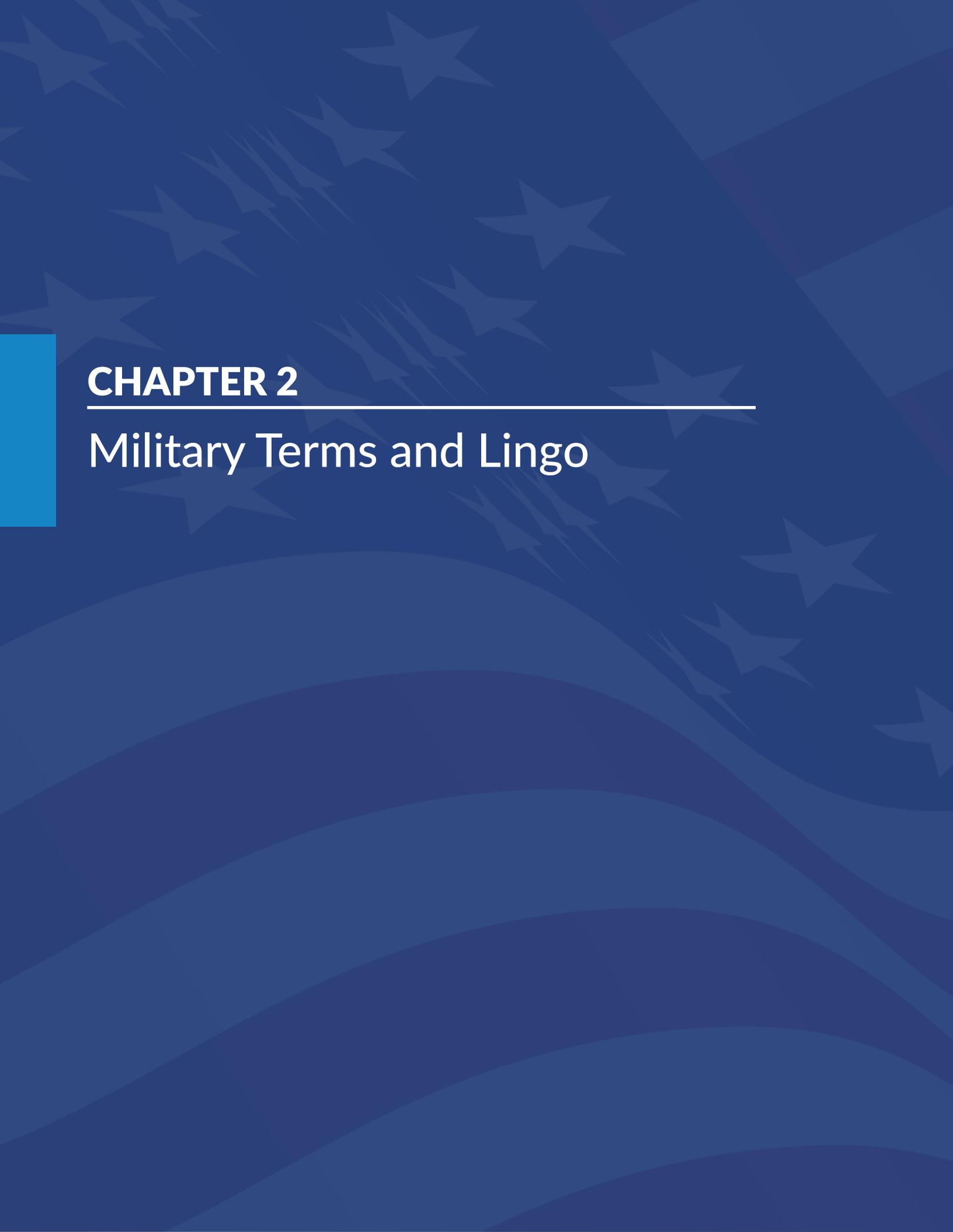
CHAPTER 2
Military Terms and Lingo

2. MILITARY TERMS AND LINGO

Every industry has its own business terms and lingo that staff use when discussing programs or projects, during meetings, or in casual conversations. The military is no different. It has its own set of terms or jargon that can often seem like service members are speaking a foreign language. These terms and lingo become engrained into their everyday speech, and therefore may be strongly reflected in the resumes, applications, and cover letters of service members transitioning from military service. It is incumbent upon the human resources professional or hiring manager to understand what skills the service member is conveying. This chapter outlines some of the most common terms and lingo that are found in a service member's resume, application, and cover letter.

ORGANIZATIONAL STRUCTURE TERMS

Army/Marine Corps

Division: 10,000 to 16,000 soldiers, usually consists of three brigade-sized elements and is commanded by a major general, who is assisted by two brigadier generals. Divisions are numbered and are assigned missions based on their structures.

Brigade/Regiment/Group: 1,500 to 3,200 service members, and a brigade headquarters commands the tactical operation of two to five combat battalions. Brigades normally are commanded by a colonel with a command sergeant major as senior noncommissioned officer (NCO). Armored cavalry, ranger, and special forces units in this size range are called regiments or groups instead of brigades

Battalion/Squadron: Four to six companies and between 300 and 1,000 service members. A battalion normally is commanded by a lieutenant colonel, and a command sergeant major serves as principal NCO assistant. An armored or air cavalry unit of equivalent size is known as a squadron.

Company/Battery/Troop: Contains three to five platoons and a total of 60 to 200 service members. It's commanded by a captain with a first sergeant as the commander's principal NCO assistant. If the element is an artillery unit, it's called a battery rather than a company. If it's armored or air cavalry, it's called a troop. A company is a tactical-sized unit and can perform a battlefield function on its own.

Platoon: Includes 16 to 44 service members and is led by a lieutenant with an NCO as second in command. A platoon usually consists of three to four squads or sections.

Air Force

Flight: There are three types of flights: numbered, alpha, and functional. They can be made up of individual airmen or sections.

Squadron: Consists of two or more flights. It's the lowest level of command with a headquarters element and is usually identified by number and function (example – 1st Reconnaissance Squadron). Usually commanded by a lieutenant colonel.

Group: Made up of two or more squadrons whose functions are similar to what the group is named (example – Medical Group). They are usually commanded by a colonel and mostly take on the number of the wing to which they're assigned.

Wing: Two or more groups form wings. There are two types—composite and objective—and there's only one wing assigned to a base. Usually they are commanded by a brigadier general.

Navy

Fleet: An organization of ships, aircraft, Marine Corps forces, and shore-based fleet activities under a commander who may exercise operational, as well as administrative, control.

COMMON ACRONYMS

DoD (Department of Defense): The department of the U.S. government responsible for military operations.

MOS (Military Occupational Specialty): Military jobs are classified by codes that attach to their specialty. The Army, Marines, and Coast Guard call this an MOS (military occupational specialty) or MOC (military occupation code); the Air Force calls them Air Force Specialty Codes (AFSC). The Navy uses a system of ratings and the Navy Enlisted Classification (NEC) system. The Department of Defense lists more than 7,000 codes representing various job skills someone might perform while on duty.

NCO (Noncommissioned Officer): An enlisted person with command responsibility over soldiers of lesser rank.

NCOIC: Noncommissioned Officer in Charge.

OIC: Officer in Charge.

IED (Improvised Explosive Device): A popular weapon with insurgencies in Iraq and Afghanistan, IEDs are roughly organized, inexpensive bombs that can be easily modified to exploit an enemy's vulnerabilities.

TDY (Temporary Duty): A temporary assignment at a location other than a service member's permanent duty station.

PTDY (Permissive Temporary Duty): Authorization for service members to take time away from their assigned duties to assist with transition activities such as job and house hunting.

PCS (Permanent Change of Station): When a service member and their family change from one geographic unit location to another due to orders for a new assignment. This is not temporary; thus, the use of the word "permanent.

ETS (Expiration Term of Service): Is contained in each service member's contract. On the ETS date, a service member's current contract has expired, and the service member is free to leave the military or sign a re-enlistment contract.

CDR (Commander): A person in authority, especially over a body of troops or a military operation.

CO (Commanding Officer): An officer in the armed forces in command of an organization or installation.

COMMON TERMS

Collateral Duty: A task or tasks carried out by a service member that is outside of their main duties.

Executive Officer/XO: The second-in-command, reporting to the commanding officer. The XO is typically responsible for the management of day-to-day activities, freeing the commander to concentrate on strategy and planning the unit's next move.

Barracks: A building or group of buildings used to house military personnel.

CONCLUSION

The terms and lingo/jargon outlined in this chapter are not all-inclusive. There are many different resources outlined in the resource section of this handbook that one can reference for a more comprehensive list. It is essential that the human resources professional or hiring manager engage the service member during the interview process: asking the veteran to explain/elaborate on a term or lingo, or any other area of experience for which you need additional information, will assist both parties in determining organizational best fit.
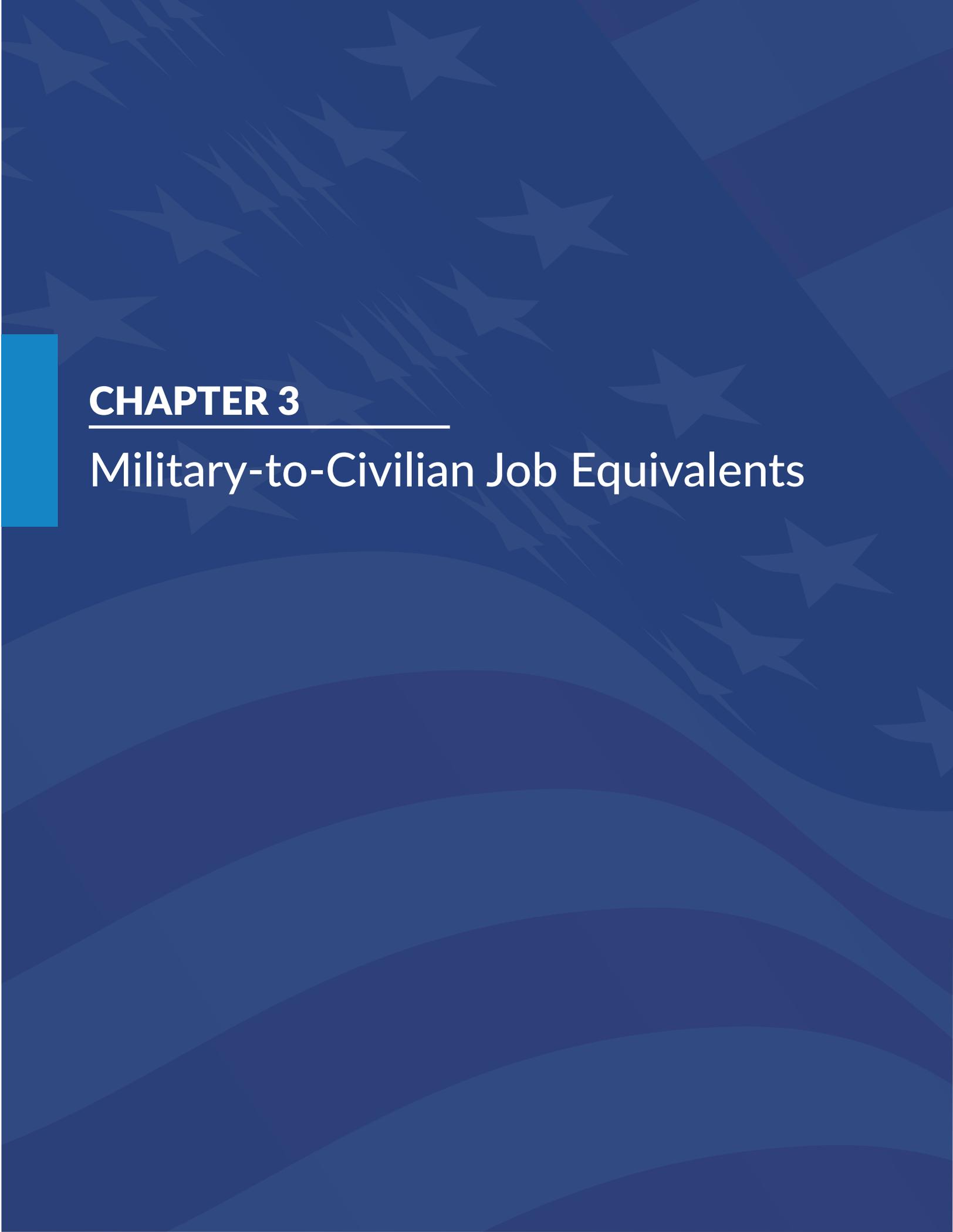
CHAPTER 3

Military-to-Civilian Job Equivalents

3. MILITARY-TO-CIVILIAN JOB EQUIVALENTS

There are thousands of career fields and levels of responsibility within the Army, Navy, Air Force, Marine Corps, and Coast Guard. Cataloging each career field within all branches of the military service, the levels of responsibility, grade equivalents contained within them, and equating them to specific positions in local government would be nearly impossible.

What is possible, however, is to provide explanations and descriptions of grade/rank structures across the services and present general equivalents to level and scope of responsibility found in local government.

ENLISTED GRADES/RANKS

Enlisted grades and ranks fall within one of three categories:

1. Junior Enlisted – Pay grades E-1 through E-3
2. Noncommissioned Officer (NCO) – Pay grades E-4 through E-6
3. Senior Noncommissioned Officer (SNCO) – Pay grades E-7 through E-9

Junior Enlisted			Noncommissioned Officer			Senior Noncommissioned Officer		
E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9
ARMY								
Private	Private E-2	Private First Class	Corporal, or Specialist	Sergeant	Staff Sergeant	Sergeant First Class	Master Sergeant	Sergeant Major
NAVY								
Seaman Recruit	Seaman Apprentice	Seaman	Petty Officer Third Class	Petty Officer Second Class	Petty Officer Third Class	Chief Petty Officer	Senior Chief Petty Officer	Master Chief Petty Officer
MARINE CORPS								
Prviate	Private First Class	Lance Corporal	Corporal	Sergeant	Staff Sergeant	Gunnery Sergeant	Master Sergeant	Master Gunnery Sergeant, or Sergeant Major
COAST GUARD								
Seaman Recruit	Seaman Apprentice	Seaman	Petty Officer Third Class	Petty Officer Second Class	Petty Officer First Class	Chief Petty Officer	Senior Chief Petty Officer	Master Chief Petty Officer

COMMISSIONED OFFICER GRADES/RANKS

Commissioned Officer grades and ranks fall within one of three categories:

1. Company Grade Officers / "Junior Officers" – Pay grades O-1 through O-3
2. Field Grade Officers / "Senior Officers" – Pay grades O-4 through O-6
3. General Officers / "Flag Officers" – Pay grades O-7 through O-10

Category	Grade	Army/Air Force/Marine Corps	Navy/Coast Guard
Company Grade Offciers	O-1	Second Lieutenant (2LT)	Ensign (ENS)
	O-2	First Lieutenant (1LT)	Lieutenant Junior Grade (LTJG)
	O-3	Captain (CPT or Capt)	Lieutenant (LT)
Field Grade Officers/Senior Officers	O-4	Major (MAJ)	Lieutenant Commander (LCDR)
	O-5	Lieutenant Colonel (LTC or Lt Col)	Commander (CDR)
	O-6	Colonel (COL)	Captain (CAPT)
General Officers	O-7	Brigadier General (BG)	Rear Admiral Lower Half (RADM,L)
	O-8	Major General (MG or Maj Gen)	Rear Admiral Upper Half (RADM, U)
	O-9	Lieutenant General (LTG or Lt Gen)	Vice Admiral (VADM)
	O-10	General (GEN)	Admiral (ADM)

WARRANT OFFICER GRADES/RANKS

Warrant officers are neither noncommissioned officers nor commissioned officers. In the military hierarchy of grades, the warrant officer ranks fall in between the two categories. While the Army, Navy, Marine Corps and Coast Guard utilize warrant officers, the Air Force does not.

Warrant Officers	
W-1	Warrant Officer (WO1)
W-2	Chief Warrant Officer (CW2)
W-3	Chief Warrant Officer (CW3)
W-4	Chief Warrant Officer (CW4)
W-5	Chief Warrant Officer (CW5)

LEVEL OF SUPERVISION / SCOPE OF AUTHORITY

When thinking in terms of equivalent levels of responsibility in local government to the experience acquired at various military pay grade levels, it is safe to make some generalizations.

Junior enlisted military personnel are vocational technicians with little to no experience in supervising large numbers of people and may generally equate to entry-level or lower-graded positions in local government. Noncommissioned Officers are entrusted with supervising the activities and caring for the well-being of small groups of personnel and may generally equate to first-level supervisors in local government. Senior Noncommissioned Officers may have one or more Noncommissioned Officers reporting to them; may report to another Senior Noncommissioned Officer, Warrant Officer, or Commissioned Officer; and may generally equate to more senior supervisors or functional directors at the local government level.

Company Grade Officers and Field Grade/Senior Officers have levels of authority and scopes of responsibility that vary considerably. With very few exceptions, a four-year college degree is one of the requirements for commission as a second lieutenant or above. Those officers who have been selected for unit command have been entrusted with the accomplishment of the mission as well as the safety and welfare of those under their command. Depending on level of command, the number of personnel may range from a dozen or so to several hundred soldiers, sailors, or airmen. The local government equivalent of a Company Grade Officer may range from a staff subject matter expert on a particular policy area to a department or division director.

Field Grade/Senior Officers generally have a wider scope of authority and a greater responsibility than that of Company Grade Officers. Senior Officers who are selected for command may have lower levels of command reporting to them and the number of personnel for which they are responsible may range from several hundred to several thousand. The local government equivalent may range from a department or division director to that of a Chief Administrative Officer for a small-to-medium-sized municipality or county.

General Officers represent the most senior of all military personnel. They normally have several lower echelons of command and/or staff functions reporting to them. Given their significant experience, specialized training, and education, General Officers think and act on a strategic level in nearly every aspect of their job. The local government equivalent may range from department or functional director in a large metropolitan jurisdiction to chief administrative officer of a large municipality or county.

Warrant Officers have great technical depth within their functional specialty and make up a very small number of total military personnel. A four-year college degree is not required in order to be selected as a Warrant Officer. They generally specialize in aviation, intelligence, and various other technical specialties. The local government equivalent may vary a great deal depending on the technical specialty and depth of experience of the Warrant Officer.

RESOURCES FOR MILITARY CAREER FIELD ALPHANUMERIC DESIGNATIONS

Given that the branches of military service are a microcosm of the greater society, most jobs found within the service components have civilian equivalent counterparts. In turn, many of these counterparts are an integral part of the local government labor force. The names of these jobs often differ between military services and their civilian equivalents. However, the core functions of the jobs remain the same. For example, a corpsman in the Navy and a medic in the Army have the primary responsibility of providing immediate medical support to stabilize patients until more formal treatment can be rendered; this translates to the same responsibility vested in the emergency medical technicians and paramedics employed by local government emergency medical service departments.

The dynamic nature of the defense establishment in revising career field nomenclature and alphanumeric designations makes it difficult to produce an all-inclusive and timeless list of military specialties and their civilian equivalents in local government. However, below are some suggested resources for learning more about individual specialties within each branch of service and how the skills associated with them may translate to the local government workforce.

United States Army

https://usarmybasic.com/army-jobs/army-mos-list

United States Navy

https://www.navy.com/careers

United States Air Force

https://www.airforce.com/careers

United States Marine Corps

https://www.marines.com/being-a-marine/roles-in-the-corps.html

United States Coast Guard
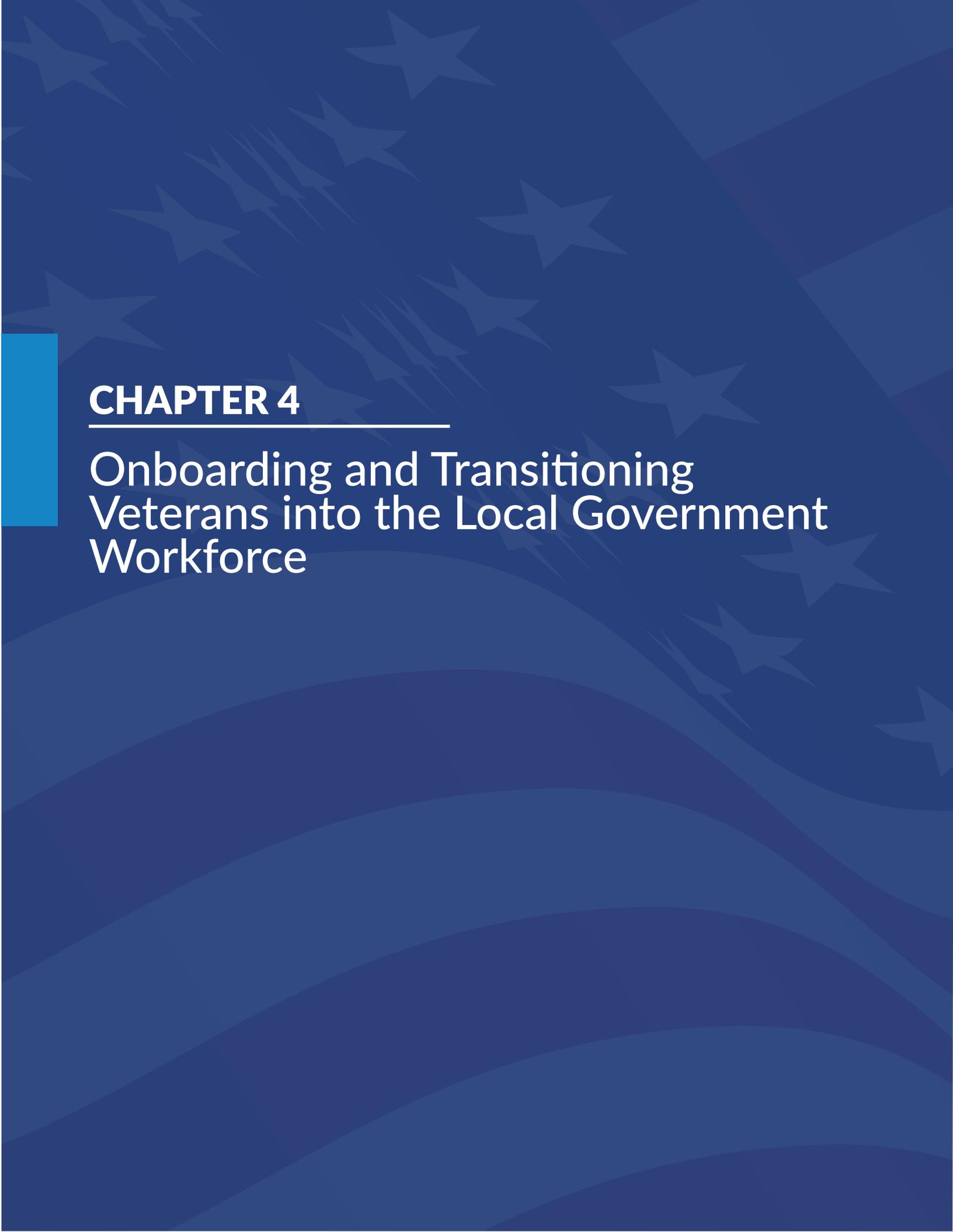
https://www.gocoastguard.com/active-duty-careers/enlisted-opportunities/view-job-descriptions

CHAPTER 4

Onboarding and Transitioning Veterans into the Local Government Workforce

4. ONBOARDING AND TRANSITIONING VETERANS INTO THE LOCAL GOVERNMENT WORKFORCE

Successful hiring of any employee is labor intensive and time consuming. Onboarding and retaining employees, especially veterans, are key elements in successful hiring.   There are several ways local governments can ensure effective onboarding, transitioning, and retention of this valued workforce.

Creating a military- and veteran-friendly culture within the organization is the foundation for any workplace that wants to recruit and retain veterans. In order to provide an inclusive, thoughtful workplace, you can begin by asking veterans to self-identify. While you may ask this question on the job application, it does not always carry over into the onboarding process. Capturing and using this information is helpful in working with veterans.

During pre-hire paperwork or during orientation, the human resources department can ask new hires to voluntarily self-identify. One method is to collect this information, either via a paper form or digitally. Another option would be to ask for the new hire to provide a copy of his or her DD-214, which is the Department of Defense Certificate of Release or Discharge from Active Duty. It contains information regarding the branch of military, primary specialty, decorations, medals, badges, special remarks and assignments, dates of service, and type and reason for separation from service.

The key point is to use this information and not just file it away in a personnel record. There are several ways the information can be used in creating a veteran-supportive culture.

Share Information

The human resources department should share information it collects about a veteran employee with the employee's supervisor. The DD-214 includes information about certificates and skills the person has that may not be otherwise known. Certain information on the DD-214 form can be redacted if there are concerns about sharing all the information that is included.

ID Card

If your agency issues an ID card, you could have an ID card template with a U.S. flag or the Branch of Service logo for veteran employees. If you do not have a modifiable template, you could place a similar sticker on the ID card or issue them a special pin so others can easily identify veterans in the workplace.

Keep A Database

The human resources department usually maintains the database of employee information. If possible, you should collect employees' veteran status in the database. This is helpful to run lists and identify veterans who can assist the organization in various ways. One example would be to select a couple veteran employees to attend community job fairs along with the HR Department to help promote the local government and attract other veterans. By using veteran employees in selection processes such as interview panels and application screening processes, you both demonstrate their value and get the benefit of someone who understands veteran applicants. Another simple way to involve veteran employees is to ask them to spread the word on job openings with the local government.

Help Bridge the Military Divide

Instill in your management team the importance of hiring veterans and have some high-level, management-designated veteran advocates. Consider having a process where departments assign a mentor (you should consider doing this for all new hires, and especially your veterans).

What's the Story?

One way to see how "veteran-friendly" your organization is would be to track how veterans perform at your organization. What they are doing and how well they are doing it can give you a great deal of information to develop programs that recognize their good work or to craft interventions if they don't seem to be doing as well as other people in similar positions. Knowing if they are promoted, if they receive better performance ratings in certain areas (or overall), and if they stay longer than other employees can help with your veteran recruiting efforts. By the same token, if they aren't performing as well as others, you may be able to use the data to develop mentoring or training programs to help your veterans.

Recognizing Service

Displays that honor your veteran employees or the branches of service in public places at local government buildings are another way cities and counties can promote the value of the veteran employee workforce.

You can personalize the recognition and go a step further by sending an annual thank you to each individual veteran and an agency-wide email listing their names, thanking them for their service, and asking others to do the same on designated days or holidays such as Veterans Day.

A special perk employers may offer is designated parking for employees who have Disabled Veterans, Purple Heart, or Medal of Honor license plates on their vehicles. You may also want to do this for the general veterans' population.

Recognize important military-related events such as Memorial Day, Veterans Day, and 9/11. Invite available veteran employees for governing body presentations of proclamations or resolutions with a military relation.

Privilege or Punishment?

Many military personnel who leave full-time duty may want to participate in the reserves for their branch of the service. As a veteran-friendly HR department, you may need to look at your policies to make sure that what you currently have on the books doesn't penalize those veterans for their continued service or doesn't make it harder for them to receive step increases, promotions, or other performance-based incentives or rewards. Also, the processes for requesting a leave of absence for reserve duty—who to contact to start the process, who gets copies of orders, who takes care of timekeeping while the person is away, and how military leave impacts accruals and insurance—should be clearly communicated and readily available. Veterans like to follow procedures, so make sure your procedures are clear and fair.

Onboarding

Introduce new veteran employees to their team, leadership, and chain of command right away. Also, check in early and frequently, something they are familiar with from the military. Share the vision and the mission—make sure they know the purpose and the plan, give them the blueprint for success.

Discuss benefits that may be of interest (while they may have healthcare, such as Tricare, the other benefits the city/county offers may be beneficial or of interest). Discuss the benefits of military service and prior service credit in the retirement system, if applicable. Don't just do this at onboarding—follow up and offer this information to your veteran employees at times you have employee benefit briefings or fairs.

It's A Team Effort

One of the things that can be difficult for some military personnel transitioning into civilian roles is the loss of camaraderie and team-based activities. In the service, everyone worked together for a common goal, and there were different exercises and

activities that helped to build cohesion of the team to ensure the objective would be met. In the civilian world, while some organizations do provide a degree of lip service to the importance of teams, very few actually make the building of strong teams an organizational priority. A lot of research points to the positive impact of efficient, effective teams, and if you've got veterans in your organization, they are ready to help support your team-building efforts. Not only will they likely be active participants in team-based projects, but they also would be excellent candidates to help lead teams or to teach others how to be good members of teams.

Is This It?

Another area that can make the transition into a civilian job a bit more challenging for veterans is the limited growth opportunity that can exist in many governmental organizations. Folks who have been in the service are used to regular change in the forms of learning new skills, changing locations, and working with different groups of people. Many public sector organizations have limited budgets and limited positions; there aren't a lot of resources to create new positions or to promote people into higher ones when there's already someone in one of the limited number of authorized positions at that level. You need to clearly communicate some of these limitations with your employees who are veterans to let them know the lack of change to their positions isn't because of their job performance. And if you know you can't promote or incentivize veteran employees with job titles, then consider giving them special assignments to allow them to "mix it up" a bit at work while also contributing to the organization.

Make It A Family Affair

Include family when possible and have family events (for example, hold city or county picnics or potlucks, or invite families to promotion or award ceremonies).

Look for other ways to show you value veterans' military service and service in general and remind other departments to do the same. Some examples include:

- Have a military family member self-identification program through which applicants can voluntarily identify that they are a military family member. Use this information to help hiring decision makers understand why job history may have more changes and the value of hiring people who have adapted to change more frequently and worked with diverse populations.

- Apply for recognition for being known for your veteran employment practices (Hiring our Heroes, We Hire Vets, ESGR, The American Legion, etc.)

Feedback

Be sure to ask for feedback from your veteran employees after onboarding and periodically during their first couple of years with your organization. Find out what could be improved in the onboarding process and during their transition process. Military personnel are used to the debrief process of talking about what's working and what isn't, so don't lose out on a treasure trove of good information just because you didn't ask.
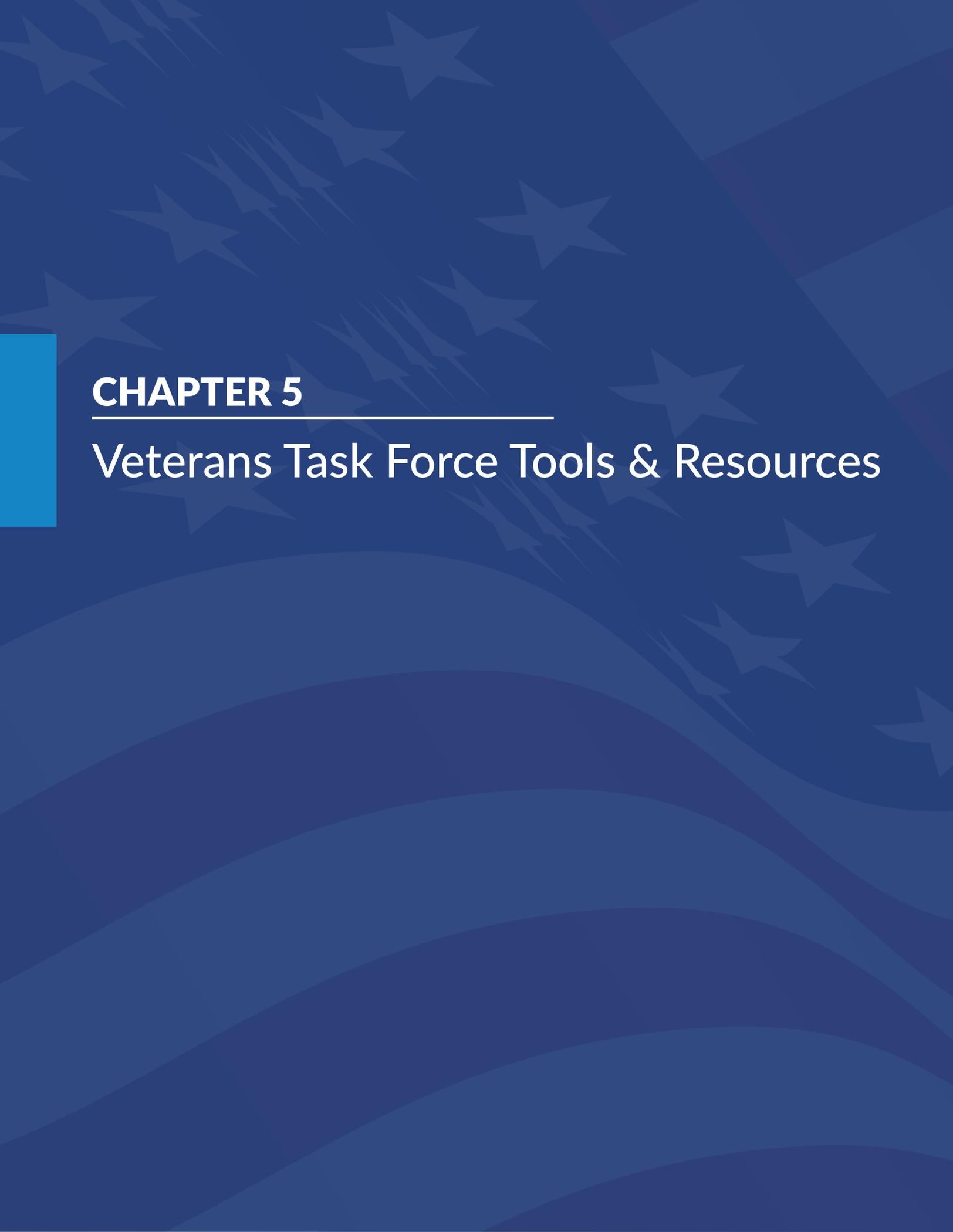
CHAPTER 5

Veterans Task Force Tools & Resources

5. VETERANS TASK FORCE TOOLS & RESOURCES

ICMA understands and believes in the array of abilities and skill sets that military veterans bring to the table. In the following pages we share an abundance of links to resources and tools that will give you the opportunity to benefit from the training and experience that these service members can bring to your organization.

CAREER ONE STOP

American Job Center. Their Veterans Employment Representatives can help you identify qualified veterans.
https://www.careeronestop.org/Veterans/Toolkit/find-american-job-centers.aspx

State Job Banks. Post your jobs at no charge.
https://www.careeronestop.org/jobsearch/findjobs/state-job-banks.aspx

TRANSLATE MILITARY SKILLS

The Civilian to Military Occupation Translator will assist you in identifying the specific veteran skills that can be put to good use in your workplace.
https://www.careeronestop.org/BusinessCenter/Toolkit/civilian-to-military-translator.aspx?newsearch=true

- **Air Force:** *https://www.airforce.com/careers*
- **Army:** *https://usarmybasic.com/army-jobs/army-mos-list*
- **Coast Guard:** *https://www.gocoastguard.com/active-duty-careers/enlisted-opportunities/view-job-descriptions*
- **Marines:** *https://www.marines.com/being-a-marine/roles-in-the-corps.html*
- **Navy:** *https://www.navy.com/careers*

DAV: DISABLED AMERICAN VETERANS

Veteran Hiring Guide. This guide assist will you in hiring and retaining veterans with disabilities.
https://www.dav.org/veterans/employment-resources/hiring-guide/

Work Opportunity Tax Credit. This federal tax credit is available to employers who hire and retain veterans and individuals from other target groups.
https://www.irs.gov/businesses/small-businesses-self-employed/work-opportunity-tax-credit

Qualified Veteran. This IRS document provides guidance on Returning Heroes and Wounded Warriors Work Opportunity Tax Credits.
https://www.irs.gov/pub/irs-drop/n-12-13.pdf

Working with a Veteran Owned Business. If your company or organization is interested in working with a Service-Disabled Veteran Owned Small Business (SDVOSB) or Veteran-Owned Small Business (VOSB), please contact us at employment@dav.org.

U.S. DEPARTMENT OF LABOR

Employer Guide to Veterans
https://www.dol.gov/sites/dolgov/files/VETS/legacy/files/Employer-Guide-to-Hire-Veterans-June-2018.pdf

Hire Veterans
https://www.dol.gov/veterans/hireaveteran/

Hire Vets Medallion Program: The HIRE Vets Medallion Award is the only federal-level veterans' employment award that recognizes a company or organization's commitment to veteran hiring, retention, and professional development.
https://www.hirevets.gov

MILITARY HIRE

Developing a Strategy for Hiring Veterans
https://www.militaryhire.com/blog/vets/entry/developing-a-strategy-for-hiring

How to Hire Military Veterans
www.militaryhire.com/blog/vets/entry/how-to-hire-military-veterans

How to Reach Veteran Job Seekers
https://www.militaryhire.com/blog/vets/entry/howto-reach-veteran-job-seekers

RECRUIT MILITARY

Understanding Military Skill Sets

https://recruitmilitary.com/employers/resource/172-understanding-military-skillsets-and-how-they-apply-to-business

How to Build A Strong Brand with Veterans

https://recruitmilitary.com/employers/resource/439-how-to-build-a-strong-employer-brand-with-veterans

SHRM FOUNDATION

Veteran at Work Certificate Program. Learn the value that skilled veterans bring to the civilian workplace, the program is completely free and open to all. You do not need to be a SHRM member, and you do not need to hold a SHRM credential to earn this certificate.

https://www.shrm.org/foundation/about/pages/veterans-at-work-certificate-program.aspx

U.S. DEPARTMENT OF VETERAN AFFAIRS TOOL KIT

Common Terms and Lingo. As with any large organization, the military has its own set of common terms and lingo. This link will share a few more selected terms, acronyms, phrases, and slang terms that may be of use to you as you embark on this mission to hire qualified veterans.

https://www.va.gov/VETSINWORKPLACE/docs/em_termsLingo.asp

Improving Job Performance Using Military Training Model. This link shares some insights on how the military trains its personnel to perform at their optimal level.

https://www.va.gov/VETSINWORKPLACE/docs/em_improvePerformance.asp

Positive Outcomes of Military Service

https://www.va.gov/VETSINWORKPLACE/docs/em_positiveChanges.asp

Supporting Your Employees in the Reserve or National Guard

https://www.va.gov/VETSINWORKPLACE/supportEmployees.asp

Veterans Employment Tool Kit. This tool kit provides a variety of outside resources for employers, managers or supervisors, and human resource professionals. It includes an extensive list of links related to veteran employment and services.

https://www.va.gov/vetsinworkplace/resources.asp

Why Veterans Make Good Employees

https://www.va.gov/VETSINWORKPLACE/docs/em_goodemployees.asp

ICMA PUBLICATIONS & RESOURCES

Veterans Guide to Finding A Job in Local Government (ICMA, 2018).
This resource assists veterans in their transition from military service to local government. Inside, readers will find tips and tactics to help veterans like get the job they want in the local government profession. It's both a manual and a strategic guide for early- and mid-career veterans and senior military retirees – a one-stop shop to finding their new job and making their transition to the local government profession as easy as possible.
icma.org/documents/veterans-guide-finding-job-local-government

Breaking into Local Government (ICMA, 2013).
With case studies that highlight the transition of nontraditional managers into professional administrator positions, this guide provides a number of resources in the appendix that will help those who aspire to follow the same career path. Cases include career changers entering the profession from the private sector, military, and other government sectors. In addition, survey results are included and analyzed reviewing the paths respondents took to enter the profession, transferable skills, reasons for changing, first positions held in local government, and more. This guide is the culmination of the work that was done by ICMA member volunteers over a two-year period.

First-Time Administrators Handbook (ICMA, 2017).
To assist managers with their daily challenges, ICMA's First-Time Administrator Task Force prepared this concise yet comprehensive guide. Covers items that should be considered before an interview, during an interview, before accepting a position, and before starting a new position. Describes what might be important for first week, first month, three to six months, and beyond. Both emerging leaders and veteran managers can benefit from this handbook's suggestions.

Managing Local Government: Cases in Effectiveness, 3rd ed., ed. Charldean Newell (ICMA, 2009).
As the perfect complement to ICMA's bestselling The Effective Local Government Manager, 3rd edition, this book challenges the reader with real-life dilemmas and sticky scenarios.

Managing Local Government Services, ed. Carl W. Stenberg and Susan Lipman Austin (ICMA, 2007).
The practical, comprehensive guide for meeting the new demands in today's world and ensuring the best service possible. Includes a valuable collection of more than 65 online supplemental materials.

HIRING VETERANS FOR LOCAL GOVERNMENT POSITIONS

ICMA VETERANS PROGRAMS

Veterans Local Government Management Fellowship

A career-development opportunity designed to generate interest in local government careers among service members who are transitioning out of the military.

icma.org/veterans-local-government-management-fellowship

City-County Management Senior Fellowship Program

The (CMSFP) is a tailorable program designed to enable Army participants to gain a better understanding of city/county management.

icma.org/city-county-management-senior-fellowship-program
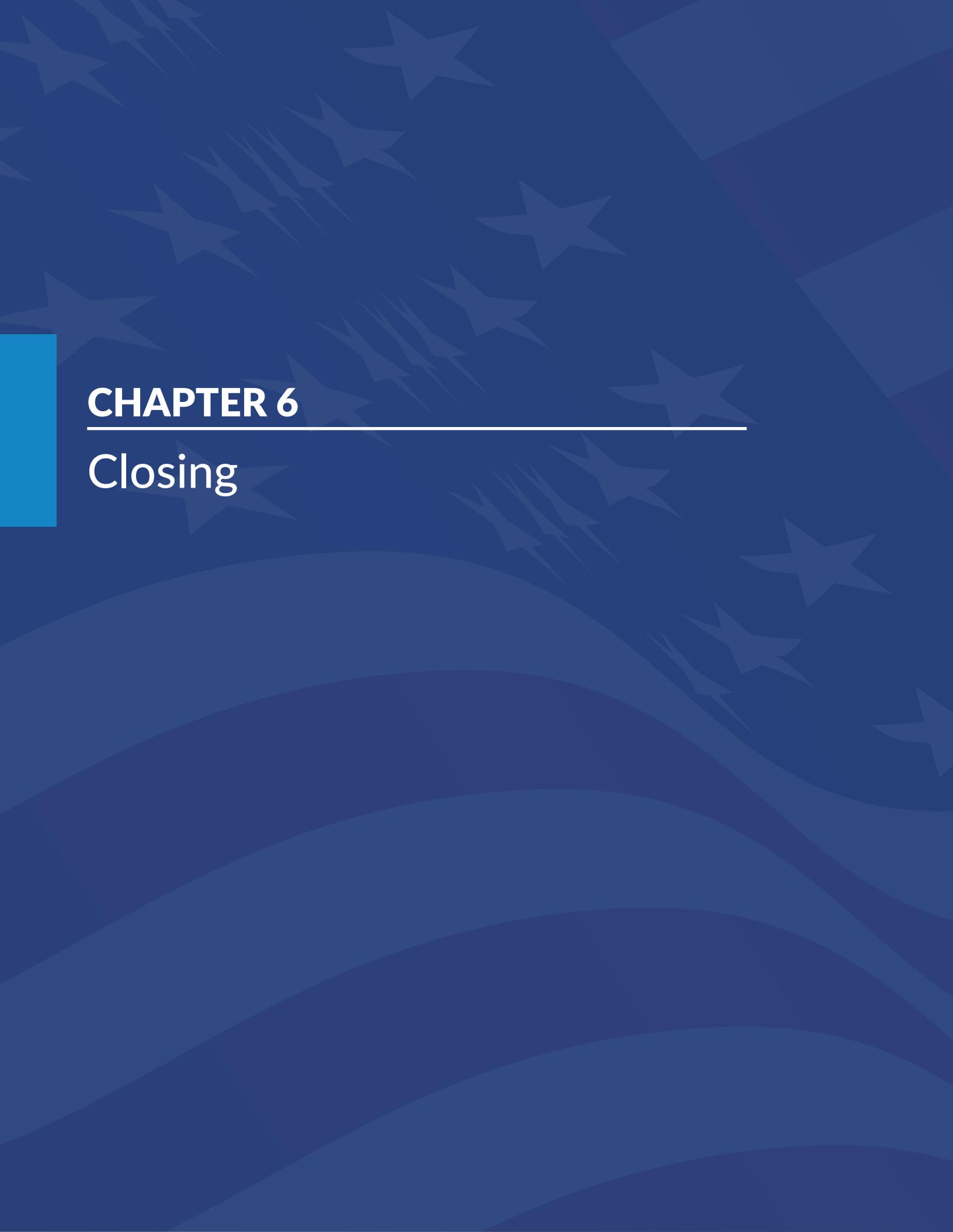
CHAPTER 6
Closing

6. CLOSING

This handbook is a treasure trove of information. For local government human resources managers, it is also a secret weapon in the recruitment and career management of a highly capable and well-tested talent pool. Military veterans are well-trained, disciplined, and experienced and they have a demonstrated heart for public service. Tapping into this workforce to fill the civilian ranks of public service in local government makes perfect sense.

Human resources professionals will find an abundance of material in this handbook to assist with the veteran workforce in many ways. From understanding the advantages of hiring a veteran, to recognizing the proper fit for a veteran in your organization, to breaking down communication barriers, to making veterans feel comfortable, this publication is a tool to assist human resources professionals in recruiting, onboarding, and managing the employment of veterans from all branches of service.

It would be nearly impossible for one publication to provide everything a human resources manager would need to know about employing veterans. The usefulness of this short handbook is augmented by the references contained within it. These references from organizations contributing to veteran employment practices include all branches of service, the Disabled American Veterans, the Department of Labor, the Society for Human Resources Management, the Department of Veterans Affairs, and many more.

Ronald Reagan once reminded us that "some people live an entire lifetime and wonder if they have ever made a difference in the world. A veteran doesn't have that problem." Use this handbook to help provide veterans an opportunity to make difference in your world of local government.

References

REFERENCES

Office of the Chairman of the Joint Chiefs of Staff, DOD Dictionary of Military and Associated Terms, October 2019. *https://www.jcs.mil/Portals/36/Documents/Doctrine/ pubs/dictionary.pdf?ver=2019-08-06-101717-717*
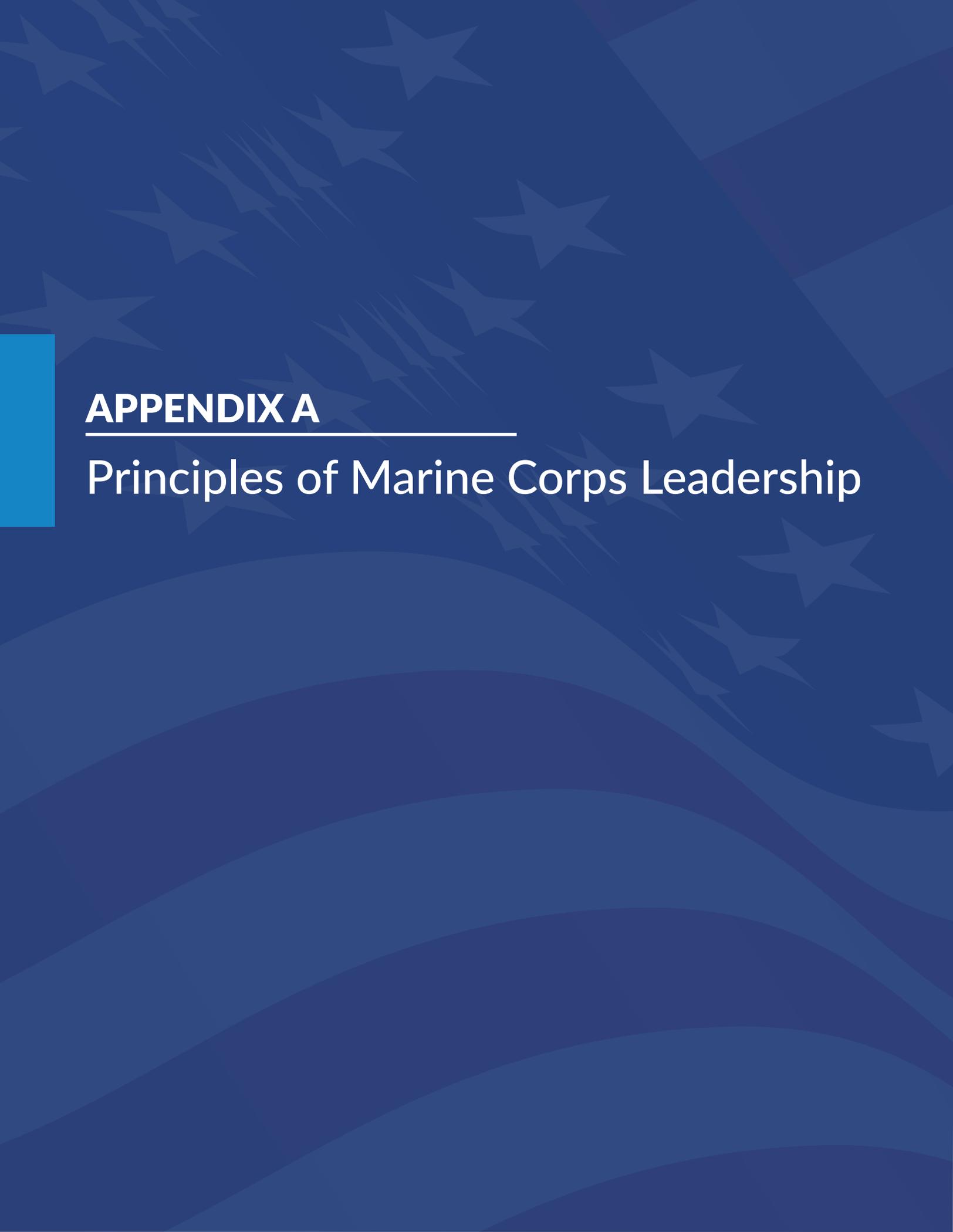
APPENDIX A

Principles of Marine Corps Leadership

RP 0103 - Principles of Marine Corps Leadership

TERMINAL LEARNING OBJECTIVES

1. In a military environment, identify the leadership traits and principles of the Marine Corps, per the reference. (RP0103)

ENABLING LEARNING OBJECTIVES

1. Without the aid of references, given a description or title, **identify the leadership trait**, per the student handout. (RP0103a)

2. Without the aid of references, given a description or title, **identify the leadership principle**, per the student handout. (RP0103)

1. INTRODUCTION

"Leadership is intangible, hard to measure, and difficult to describe. It's quality would seem to stem from many factors. But certainly they must include a measure of inherent ability to control and direct, self-confidence based on expert knowledge, initiative, loyalty, pride and sense of responsibility. Inherent ability cannot be instilled, but that which is latent or dormant can be developed. Other ingredients can be acquired. They are not easily learned. But leaders can be and are made."

General C. B. Cates,

19th Commandant of the Marine Corps

Lt. Gen. Lewis "Chesty" Puller

Lt. Gen. Puller steadily worked his way up the ranks proving his outstanding leadership qualities. He received a direct commission and began collecting awards for valor. By the time he retired from the Marine Corps in 1951 he had earned more awards than any Marine in history; five Navy Crosses, the Distinguished Service Cross, the Silver Star, two Legions of Merit with "V" device, the Bronze star with "V" device, the Bronze Star, the Air Medal and the Purple Heart.

The traits and principles of leadership are the basic fundamentals that Marines use to develop their own leadership abilities and that of their subordinates. There are 14 leadership traits and 11 leadership principles listed in this lesson.

2. 14 Leadership Traits

The fourteen leadership traits can be remembered with the acronym **JJ-DIDTIEBUCKLE:**

- **J**ustice
- **J**udgment
- **D**ependability
- **I**nitiative
- **D**ecisiveness
- **T**act
- **I**ntegrity
- **E**nthusiasm
- **B**earing
- **U**nselfishness
- **C**ourage
- **K**nowledge
- **L**oyalty
- **E**ndurance

Justice
Definition - Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.
Significance - The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintains discipline and unit cohesion, particularly in the exercise of responsibility.
Example - Fair apportionment of tasks by a squad leader during field day.

Judgment
Definition - The ability to weigh facts and possible courses of action in order to make sound decisions.
Significance - Sound judgment allows a leader to make appropriate decisions in the guidance and training of his/her Marines and the employment of his/her unit. A Marine who exercises good judgment weighs pros and cons accordingly when making appropriate decisions.

Example - A Marine properly apportions his/her liberty time in order to relax as well as to study.

Dependability
Definition - The certainty of proper performance of duty.
Significance - The quality that permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision.
Example - The squad leader ensures that his/her squad falls out in the proper uniform without having been told to by the platoon sergeant.

Initiative
Definition - Taking action in the absence of orders.
Significance - Since an NCO often works without close supervision; emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps Warfighting philosophy.
Example - In the unexplained absence of the platoon sergeant, an NCO takes charge of the platoon and carries out the training schedule.

Decisiveness
Definition - Ability to make decisions promptly and to announce them in a clear, forceful manner.
Significance - The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, and choose and announce an alternative which seems best. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.
Example - A leader, who sees a potentially dangerous situation developing, immediately takes action to prevent injury from occurring.

Tact
Definition - The ability to deal with others in a manner that will maintain good relations and avoid offense. More simply stated, tact is the ability to say and do the right thing at the right time.
Significance - The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner. This deference must be extended under all conditions regardless of true feelings.
Example - A Marine discreetly points out a mistake in drill to an NCO by waiting until after the unit has been dismissed and privately asking which of the two methods are correct.

Integrity
Definition - Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.
Significance - A Marine's word is his/her bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.
Example - A Marine who uses the correct technique on the obstacle course, even when he/she cannot be seen by the evaluator.

Enthusiasm

Definition - The display of sincere interest and exuberance in the performance of duty.

Significance - Displaying interest in a task and optimism that can be successfully completed greatly enhances the likelihood that the task will be successfully completed.

Example - A Marine who leads a chant or offers to help carry a load that is giving someone great difficulty while on a hike despite being physically tired, he encourages his fellow Marines to persevere.

Bearing

Definition - Creating a favorable impression in carriage, appearance, and personal conduct at all times.

Significance - The ability to look, talk, and act like a leader whether or not these manifestations indicate one's true feelings.

Example - Wearing clean uniforms, boots, and collar devices. Avoiding profane and vulgar language. Keeping a trim, fit appearance.

Unselfishness

Definition - Avoidance of providing for one's own comfort and personal advancement at the expense of others.

Significance - The quality of looking out for the needs of your subordinates before your own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

Example - An NCO ensures all members of his unit have eaten before he does, or if water is scarce, he will share what he has and ensure that others do the same.

Courage

Definition - Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of danger with calmness and firmness.

Significance - Knowing and standing for what is right, even in the face of popular disfavor. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious.

Example - Accepting criticism for making subordinates field day for an extra hour to get the job done correctly.

Knowledge

Definition - Understanding of a science or an art. The range of one's information, including professional knowledge and understanding of your Marines.

Significance - The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development.

Example - The Marine who not only knows how to maintain and operate his assigned weapon, but also knows how to use the other weapons and equipment in the unit.

Loyalty

Definition - The quality of faithfulness to country, Corps, unit, seniors, subordinates and peers.
Significance - The motto of the Marine Corps is *Semper Fidelis*, Always Faithful. You owe unswerving loyalty up and down the chain of command.
Example - A Marine displaying enthusiasm in carrying out an order of a senior, though he may privately disagree with it.

Endurance

Definition - The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.
Significance - The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well.
Example - A Marine keeping up on a 10-mile forced march even though he/she has blisters on both feet.

3. 11 Leadership Principles

Know Yourself and Seek Self Improvement

- This principle of leadership should be developed by the use of leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses.
- You can improve yourself in many ways. To develop the techniques of this principle:
    - Make an honest evaluation of yourself to determine your strong and weak personal qualities
    - Seek the honest opinions of your friends or superiors
    - Learn by studying the causes for the success and failures of others
    - Develop a genuine interest in people
    - Master the art of effective writing and speech
    - Have a definite plan to achieve your goal

Be Technically And Tactically Proficient

- A person who knows their job thoroughly and possesses a wide field of knowledge. Before you can lead, you must be able to do the job. Tactical and technical competence can be learned from books and from on the job training. To develop this leadership principle of being technically and tactically proficient, you should:
    - Know what is expected of you then expend time and energy on becoming proficient at those things
    - Form an attitude early on of seeking to learn more than is necessary
    - Observe and study the actions of capable leaders
    - Spend time with those people who are recognized as technically and tactically proficient at those things
    - Prepare yourself for the job of the leader at the next higher rank
    - Seek feedback from superiors, peers and subordinates

Know Your People And Look Out For Their Welfare
- This is one of the most important of the leadership principles. A leader must make a conscientious effort to observe his Marines and how they react to different situations. A Marine who is nervous and lacks self-confidence should never be put in a situation where an important decision must be made. This knowledge will enable you as the leader to determine when close supervision is required.
- To put this principle in to practice successfully you should:
    - Put your Marines welfare before you own
    - Be approachable
    - Encourage individual development
    - Know your unit's mental attitude; keep in touch with their thoughts
    - Ensure fair and equal distribution of rewards
    - Provide sufficient recreational time and insist on participation

Keep Your Personnel Informed
- Marines by nature are inquisitive. To promote efficiency and morale, a leader should inform the Marines in his unit of all happenings and give reasons why things are to be done. This is accomplished only if time and security permits. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better.
- The key to giving out information is to be sure that the Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.
- Techniques to apply this principle are:
    - Whenever possible, explain why tasks must be done and the plan to accomplish a task
    - Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth
    - Build morale and espirit de corps by publicizing information concerning successes of your unit
    - Keep your unit informed about current legislation and regulations affecting their pay, promotion, privileges, and other benefits

Set The Example
- A leader who shows professional competence, courage and integrity sets high personal standards for himself before he can rightfully demand it from others. Your appearance, attitude, physical fitness and personal example are all on display daily for the Marines and Sailors in your unit. Remember, your Marines and Sailors reflect your image!
- Techniques for setting the example are to:
    - Show your subordinates that you are willing to do the same things you ask them to do
    - Maintain an optimistic outlook
    - Conduct yourself so that your personal habits are not open to criticism
    - Avoid showing favoritism to any subordinate
    - Delegate authority and avoid over supervision, in order to develop leadership among subordinates

- Leadership is taught by example

Ensure That The Task Is Understood, Supervised, and Accomplished
- Leaders must give clear, concise orders that cannot be misunderstood, and then by close supervision, ensure that these orders are properly executed. Before you can expect your men to perform, they must know what is expected of them.
- The most important part of this principle is the accomplishment of the mission. In order to develop this principle you should:
    - Issue every order as if it were your own
    - Use the established chain of command
    - Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand
    - Question subordinates to determine if there is any doubt or misunderstanding in regard to the task to be accomplished
    - Supervise the execution of your orders
    - Exercise care and thought in supervision; over supervision will hurt initiative and create resentment, while under supervision will not get the job done

Train Your Marines And Sailors As A Team
- Teamwork is the key to successful operations. Teamwork is essential from the smallest unit to the entire Marine Corps. As a leader, you must insist on teamwork from your Marines. Train, play and operate as a team. Be sure that each Marine knows his/her position and responsibilities within the team framework.
- To develop the techniques of this principle you should:
    - Stay sharp by continuously studying and training
    - Encourage unit participation in recreational and military events
    - Do not publicly blame an individual for the team's failure or praise just an individual for the team's success
    - Ensure that training is meaningful, and that the purpose is clear to all members of the command
    - Train your team based on realistic conditions
    - Insist that every person understands the functions of the other members of the team and the function of the team as part of the unit

Make Sound And Timely Decisions
- The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit.
- Techniques to develop this principle include:
    - Developing a logical and orderly thought process by practicing objective estimates of the situation
    - When time and situation permit planning for every possible event that can reasonably be foreseen
    - Considering the advice and suggestions of your subordinates before making decisions

- Considering the effects of your decisions on all members of your unit

Develop A Sense Of Responsibility Among Your Subordinates
- Another way to show your Marines you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating authority promotes mutual confidence and respect between leader and subordinates. It also encourages subordinates to exercise initiative and to give wholehearted cooperation in accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase authority, and increase their desire for greater responsibilities.
- To develop this principle you should:
    - Operate through the chain of command
    - Provide clear, well thought out directions
    - Give your subordinates frequent opportunities to perform duties normally performed by senior personnel
    - Be quick to recognize your subordinates' accomplishments when they demonstrate initiative and resourcefulness
    - Correct errors in judgment and initiative in a way, which will encourage the individual to try harder
    - Give advice and assistance freely when your subordinates request it
    - Resist the urge to micro manage
    - Be prompt and fair in backing subordinates
    - Accept responsibility willingly and insist that your subordinates live by the same standard

Employ Your Command Within its Capabilities
- A leader must have a thorough knowledge of the tactical and technical capabilities of the command. Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to occur. Failures lower your unit's morale and self esteem. Seek out challenging tasks for your unit, but be sure that your unit is prepared for and has the ability to successfully complete the mission.
- Techniques for development of this principle are to:
    - Avoid volunteering your unit for tasks that are beyond their capabilities
    - Be sure that tasks assigned to subordinates are reasonable
    - Assign tasks equally among your subordinates
    - Use the full capabilities of your unit before requesting assistance

Seek Responsibilities And Take Responsibility
- For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are required by your grade. Seeking responsibilities also means that you take responsibility for your actions. Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you.
- Techniques in developing this principle are to:

- Learn the duties of your immediate senior, and be prepared to accept the responsibilities of these duties
- Seek a variety of leadership positions that will give you experience in accepting responsibility in different fields
- Take every opportunity that offers increased responsibility
- Perform every task, no matter whether it is top secret or seemingly trivial, to the best of your ability
- Stand up for what you think is right. Have courage in your convictions
- Carefully evaluate a subordinate's failure before taking action against that subordinate
- In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform if present

REFERENCE

MCRP 6-11B, Marine Corps Values: Appendix A, B

REV: July 2008
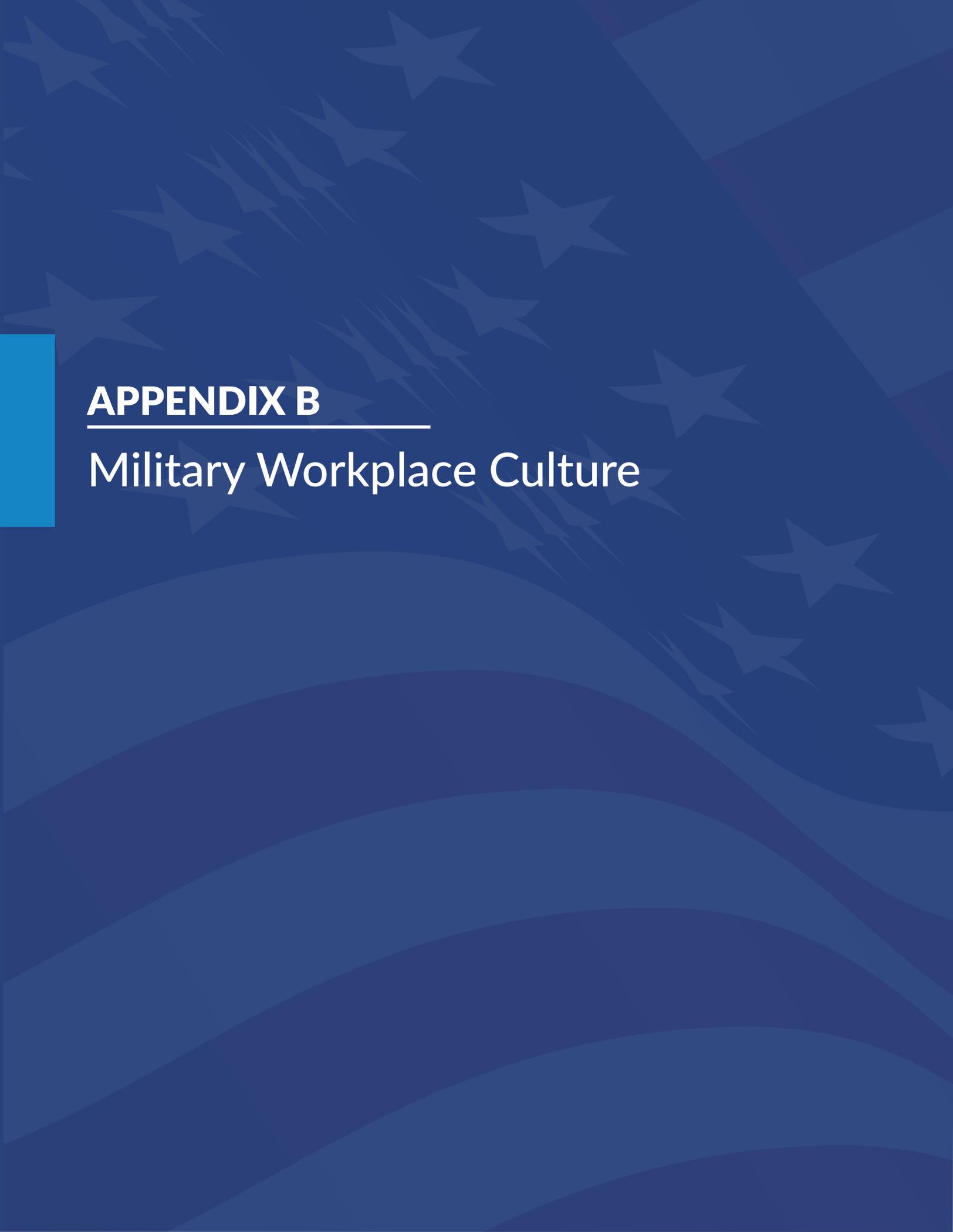
APPENDIX B
Military Workplace Culture

A brief introduction to the military workplace culture

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Abstract.
BACKGROUND: Military culture and workplace are areas of interest for researchers across disciplines. However, few publications on military culture exist.
OBJECTIVE: The purpose of this article is to introduce general concepts regarding the structure and culture of the United States Military and discuss how this creates challenges for reintegrating into the civilian world.
METHOD: Topics that will be covered in this article include an overview of the Department of Defense (DoD) and Department of Veterans Affairs (VA), socialization to military culture, the unique features of the military as a workplace, the cultural experiences of military personnel reintegrating back into the community, and the challenges faced by military members and their spouses.
RESULTS: The provided information on military culture will expand military cultural competency so that civilian employers can enhance their ability to create supportive workplaces for veterans and military spouses during times of transition and reintegration.
DISCUSSION: The unique characteristics of the military culture should be understood by those who work with or plan to work with military populations.

Keywords: Department of Defense, military personnel, military spouses, military roles, reintegration

1. Introduction

The United States (U.S.) military workplace is a unique environment that causes military personnel and families to have experiences that differ from civilians. Military personnel and families are confronted with psychosocial challenges created by an intense work environment, but they demonstrate resilience [1]. To further promote this resilience, researchers and clinicians should understand military culture so they can better interact with veterans in a culturally competent man-

ner and provide information that will aid in creating supportive working environments [2,3]. Thus, knowing how military service affects military personnel, families, and veterans is key.

Since military culture is largely unique and defined by its organizational structure, framework, and rules, this article focuses on these aspects of military culture and their effect on reintegration following military separation. This article outlines the U.S. Military Departments, features of the U.S. military as a workplace, socialization to the military, and challenges transitioning and reintegrating back into the community. However, purely knowing information about military culture is insufficient for achieving military cultural competency. Cultural competency is typically not reached by learning a single factor (i.e., knowledge) about the group of interest [4]. Therefore, this article aims to expand the knowledge of military culture in those working with

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military populations and bring them closer to achieving cultural competency.

2. Department of Defense, Military Departments, and Department of Veterans Affairs

2.1. Department of Defense (DoD)

The DoD, with its Pentagon headquarters, is the organizing body in charge of the Military Departments and headed by the Secretary of Defense, who serves as the President's main advisor on defense policy [5, 6]. It is comprised of four major bodies, each with a different leader: (a) Chairman and Vice Chairman of the Joint Chiefs of Staff, (b) Unified Combatant Commands, (c) Office of the Secretary of Defense, and (d) Military Departments. Each Military Department's secretary is accountable to the Secretary of Defense and the Chairman of the Joint Chiefs of Staff is responsible for giving the intended commanders orders from the Secretary of Defense or President [5]. Thus, the DoD operates efficiently and cohesively by delegating tasks while still maintaining interconnectivity between its divisions.

2.2. The Military Departments

The Military Departments, which are part of the DoD, consist of five armed forces: Air Force, Army, Marine Corps, Navy, and Coast Guard (housed within the Department of Homeland Security, but assigned to the DoD during war/deployment). Each branch has active and reserve components with active duty military personnel serving full-time and reserve and guard members typically serving part-time. Due to differences in organization and purpose, each of the armed forces has its own subculture. Table 1 presents a description of the mission and core values of each branch, which has a different purpose, mission, and methods of engagement.

2.3. Department of Veterans Affairs (VA)

The VA, separate from the DoD, is a highly structured department focusing primarily on veterans. It consists of three main divisions: the Veterans Benefits Administration, providing every VA benefit (e.g., education, compensation, and guaranty for home loan); the Veterans Health Administration, responsible for services pertaining to health care; and the National Ceme-

tery Administration, in charge of cemeteries, markers, headstones, as well as "Presidential Memorial Certificates" [7]. Those potentially eligible for VA benefits include: veterans, reservists, National Guard members, and those related to veterans, such as dependents or a "surviving spouse" [7]. However, to qualify, the military member must demonstrate continuous service for either 24 months or the complete amount of time ordered for active duty individuals. Veterans cannot have a dishonorable separation, and National Guard or reserve members must not have been active duty as a result of training purposes alone [8]. Exceptions allow those injured during active duty service to obtain benefits. However, not all who served will receive benefits and veterans must prove an injury is service related to receive benefits.

3. Characteristics of the military workplace: Diversity in experiences serving

Both the characteristics of the individual and the military structure itself contribute to military culture. Culture is a product of the social environment and includes a shared sense of values, norms, ideas, symbols, and meanings [9]. It distinguishes groups of people from another and people within cultures often share common ways of seeing the world [9]. However, every person's culture is comprised of a fusion between his or her different boundaries, such as professional, organizational, and national, and this cultural mixing appears in the social identity [10]. Furthermore, culture is ever evolving with different ways of being analyzed [9]. Differentiation perspective focuses on the subcultures within the group, fragmentation perspective stresses the contradictory and ambiguous nature of culture, and integration perspective focuses on the larger cultural themes in collectivistic compared to individualistic manner [9].

Military culture literature often focuses on integration perspective [11]. This perspective provides a framework for understanding how the military uses organization and training to minimize individual differences. However, personal differences remain between enlistees, as jobs and experiences are impacted by gender, sexual orientation, social class, race and ethnicity, and age [12]. This article discusses major themes in military culture, but also in line with differentiation perspective, examines specific military cultural subgroups, including guardsmen, reservists, military spouses, and wounded warriors.

Table 1
Overview of military departments

Branch	Founded	Service members	Mission	Core values
Army	June 14, 1775	Soldiers	Fight and win our Nation's war by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders	Loyalty, duty, respect, selfless service, honor, integrity, and personal courage
Air Force	September 18, 1947	Airmen	Fly, fight, and win... in air, space, and cyberspace	Integrity first, service before self, and excellence in all we do
Navy	October 13, 1775	Sailors	Maintain, train and equip combat-ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas	Honor, courage, and commitment
Marine Corps	November 10, 1775	Marines	Train, organize, and equip Marines for offensive amphibious employment and as a force in readiness	Honor, courage, and commitment
Coast Guard	August 4, 1790	Coast Guardsmen	Safeguard the Nation's maritime interests	Honor, respect, and devotion to duty

3.1. Military roles and occupations

Service members' experiences in the military will differ as a result of their career, assigned to them based upon their aptitude/skills and interests. The military is essentially a fully functioning community with doctors, bus drivers, police officers, and cooks, among others, so individuals have a variety of occupational opportunities available to them, many of which have an equivalent in the civilian workplace. However, unlike civilian personnel, the military's principal occupation is war fighting, but individuals differ on the level to which they are involved in direct combat. The large majority of personnel have careers focused on supporting the greater mission and thus, support those preparing, serving, and returning from combat. Determining an individual's job in the military is fairly straightforward, as each military branch has its own system for identifying specific careers.

3.2. Status of service: Active duty and reserve

Individuals' military service is affected by whether they serve as active duty or reserve. Active duty service members focus on their military occupational duties full-time, receive many benefits (e.g., health, childcare, and housing) from the military and have the option of living on military instillations. Reserve members have fewer benefits and cannot live on their military installation, even though they may be called to active duty. Reserve members face unique occupational difficulties as reserve members juggle both military and civilian

occupations, where active duty service members focus solely on military occupational duties.

The reserve component is comprised of (a) Ready Reserve, (b) Standby Reserve, and (c) Retired Reserve. Those serving in the reserve may be typical part-time paid reservists, active guard and reserve members, or trained individuals participating in the active component part-time. Also part of the reserve are Individual Ready Reserve (IRR) personnel and inactive National Guard (ING) personnel who have completed their military contract, but have inactive time left during which they are not actively serving but can be called back to duty. In addition, individuals not qualified for IRR due to hardship (e.g., physical disability, substance dependence) or those holding a civilian job more important to national security than their former military job also are part of the reserve. Finally, the Retired Reserve, the largest of the Reserve Components, has over 2 million members who are former military personnel under age 60 and have retired from the military and receive retired pay.

3.3. Demographics

In terms of individual characteristics, the military is primarily a young, Caucasian, male force, reflected in the following statistics [13,14]. Active duty and reserve members are on average 28.6 and 32.1 years of age, respectively. Identifying as a racial minority is observed for less than one third of active duty members and nearly 25% of reserve members called to deploy. The active duty and reserve forces are 85.5% and 82% men, respectively, and approximately 50% of

Table 2
Ranks and pay grades across military branches

Pay grade	Army	Navy	Marine Corps	Air Force	Coast Guard
Commissioned Officer					
O10	General	Admiral	General	General	Admiral
O9	Lieutenant General	Vice Admiral	Lieutenant General	Lieutenant General	Vice Admiral
O8	Major General	Rear Admiral (Upper)	Major General	Major General	Rear Admiral (Upper)
O7	Brigadier General	Read Admiral (Lower)	Brigadier General	Brigadier General	Read Admiral (Lower)
O6	Colonel	Captain	Colonel	Colonel	Captain
O5	Lieutenant Colonel	Commander	Lieutenant Colonel	Lieutenant Colonel	Commander
O4	Major	Lieutenant Commander	Major	Major	Lieutenant Commander
O3	Captain	Lieutenant	Captain	Captain	Lieutenant
O2	First Lieutenant	Lieutenant Junior Grade	First Lieutenant	First Lieutenant	Lieutenant Junior Grade
O1	Second Lieutenant	Ensign	Second Lieutenant	Second Lieutenant	Ensign
Warrant Officer					
W5	Chief Warrant Officer 5	Chief Warrant Officer 5	Chief Warrant Officer 5	–	–
W4	Chief Warrant Officer 4	Chief Warrant Officer 4	Chief Warrant Officer 4	–	Chief Warrant Officer 4
W3	Chief Warrant Officer 3	Chief Warrant Officer 3	Chief Warrant Officer 3	–	Chief Warrant Officer 3
W2	Chief Warrant Officer 2	Chief Warrant Officer 2	Chief Warrant Officer 2	–	Chief Warrant Officer 2
W1	Warrant Officer	–	Warrant Officer		–
Enlisted					
E9	Sergeant Major OR Command Sergeant Major	Master Chief Petty Officer OR Chief Petty Officer	Sergeant Major OR Master Gunnery Sergeant	Chief Master Sergeant OR First Sergeant	Master Chief Petty Officer OR Fleet/ Command Master Chief Petty Officer
E8	First Sergeant OR Master Sergeant	Senior Chief Petty Officer	First Sergeant OR Master Sergeant	Senior Master Sergeant OR First Sergeant	Senior Chief Petty Officer
E7	Sergeant First Class	Chief Petty Officer	Gunnery Sergeant	Master Sergeant OR First Sergeant	Chief Petty Officer
E6	Staff Sergeant	Petty Officer First Class	Staff Sergeant	Technical Sergeant	Petty Officer First Class
E5	Sergeant	Petty Officer Second Class	Sergeant	Staff Sergeant	Petty Officer Second Class
E4	Corporal OR Specialist	Petty Officer Third Class	Corporal	Senior Airman	Petty Officer Third Class
E3	Private First Class	Seaman	Lance Corporal	Airman First Class	Seaman
E2	Private Second Class	Seaman Apprentice	Private First Class	Airman	Seaman Apprentice
E1	Private	Seaman Recruit	Private	Airman Basic	Seaman Recruit

Note: The Navy does not use grade W1, the Coast Guard does not use grades W1 or W5, and the Air Force does not have Warrant Officers [13, 14].

both active duty and reserve members are married [13]. These numbers highlight ethnic minorities' and females' unique experiences in the military as underrepresented personnel.

3.4. Appeal of joining the military and service obligation

Service members show diversity in their reasons for enlisting, which impacts how they view service.

DoD Youth Polls' data revealed seven themes related to enlisting: fidelity, risk, family, benefits, dignity, challenge, and adventure [15]. Fidelity and dignity emerged as two leading themes [15] and not surprisingly the number of individuals enlisting increased after the September 11, 2001 terrorist attacks [16]. Furthermore, another study [17] identified the following four themes for enlisting: institutional (desire to serve your country, patriotism, and desire for adventure/challenge); future-oriented (desire for a military

career and money for college); occupational (desire to support one's family, best available option); and pecuniary (ability to repay college loans and receive an enlistment bonus). Those serving for institutional values are more likely to choose the military as a career and believe in service to their country, whereas material incentives are a stronger motivator for others [15,17,18].

Regardless of their reason for joining, individuals sign a lengthy contract specifying their terms of service. The Military Service Obligation requires enlistees to serve a total of at least eight years, unless discharged sooner, for an initial enlistment [19], typically translating into four years active duty and four years in the reserve component for active duty members. However, active duty service is often extended, particularly for those choosing the military as a career.

3.5. Military ranks: Officer and enlisted

Service members differ on whether they choose to enlist or accept commission as an officer. Typically, commissioning requires minimally a bachelor's degree, whereas enlistees normally have only a high school diploma or equivalent. On average there is one officer per five enlistees [13]. One's specific duties vary due to their military designation with different expectations for commissioned officers, enlisted and senior enlisted personnel (E-5 and higher; see Table 2) known as non-commissioned officers, and warrant officers (former enlisted members).

3.6. Military laws, regulations, and chain of command

One of the more unique features of the military is that military personnel and their family members are bound by military laws, regulations, traditions, norms, and values that differ from civilians. The Uniform Code of Military Justice (UCMJ) outlines military specific laws intended to maintain the requisite level of good order and discipline, conceptualized as the chain of command, which categorizes military service. Good order refers to the rules and laws required to maintain a society that most people are familiar with, while the discipline aspect gives one service member authority over another. Simply put, the chain of command is the hierarchical structure of seniors and subordinates. Senior military personnel must issue lawful orders that junior military personnel must execute. While the concept of senior and subordinate is not unique to the military, authorities granted by law are. For this reason,

military personnel must follow lawful orders and directives or violate the law and in doing so commit a criminal act.

However, an important consideration in such orders is the human element, which reflects elements of trust and confidence. The trust and confidence subordinates have for a leader is key for leader legitimacy [20–22]. A subordinate must trust the lawfulness of orders received, support the mission, and be confident that the risk and sacrifice to accomplish the mission is necessary. Likewise a senior must trust their orders will be performed and be confident that all actions will be conducted in a way that keeps good order and discipline. The structure of seniors and subordinates forms a chain with each individual linked to one another. When trust and confidence is weak or broken, the chain is broken to the detriment of good order and discipline.

Both ceremonial acts of discipline, such as shoe shinning, salutes, uniforms, as well as functional discipline where service members follow rules and orders of commanders are deeply embedded within the military culture [9]. Seniority within the military requires obedience and subordinance, with the superior individual responsible for the performance and personal well-being of their subordinates. This concept is unique and essential for combat operations.

3.7. Military ranks and grades

With great importance placed on the chain of command, the military has a hierarchal rank/grade system (consisting of a letter and number) that indicates position, pay, and authority in the military. Each branch names the various grades differently, and this name indicates the rank (e.g., Sergeant, Staff Sergeant, Captain). This hierarchal system is key to many military cultural aspects and determines who is in charge; even those possessing the same rank/grade have a scaled order. Each ranking encompasses unique expectations, as the military is a coercive hierarchy with elaborate rules, power classification, regulations, and a vertically steep grade [9]. Table 2 presents the ranks and grades across military branches.

3.8. Differences in culture

As differentiation perspective illustrates, large differences exist among service members. Those whose military and personal lives greatly overlap are likely to highly prioritize the military mission and values, remaining very much institutionally oriented [9,23].

However, those seeing the military as a means-to-an-end likely remain oriented to their occupation and focus attention outside the military. While military culture itself is more institutionally oriented, certain military subgroups, including guardsmen, reservists and officers, may tend to be occupationally oriented with members oriented toward civilian careers. Furthermore, cultural dynamics can alter during times of war and peace. During peacetime the military focuses on training and maintenance and boredom is rife, but during wartime the focus is on courage, fear, control, and us vs. them mentality with collective, strong, and cohesive culture being important [9,23].

4. The military workplace and uniformity between service members' experiences

4.1. Basic training

While all cultures integrate individuals, the military in particular needs a collective, strong and cohesive culture, allowing it to operate functionally during crises. Some service members join the military already identifying with the culture, whereas others develop such an identity following military socialization [9,23]. Therefore, the military socializes new recruits through exhaustive military training known as basic training or boot camp, which is known as a degrading process, where leaders deconstruct the recruits' civilian status and give them a new identity. The recruits go through a harsh, humiliating, and physically and emotionally exhausting process [9,22,23]. They are exposed to their new norms, language, codes, and identity. Also, group formation is accomplished by cutting hair, common dress, suffering, eating, exercising and bunking together, as well as isolation from friends and family since compliance is needed in the military. Leaders emphasize that only the elite make it and encourage recruits to learn to control their emotions. After this training, recruits show greater commitment to the military [9].

4.2. Warrior ethos

Another unifying aspect of military culture is the warrior ethos, a mindset and group of values that all U.S. armed forces aim to instill in their members. The warrior ethos emphasizes placing the mission above all else, not accepting defeat, not ever quitting, and not ever leaving behind another American [24]. Un-

til 2003, the warrior ethos was an unspoken norm, but in 2003 the Army turned this norm into a codified statement [24]. Although each branch has a unique creed and set of values (e.g., loyalty, commitment, and honor), all branches in the military subscribe to the warrior ethos, even if it is not specifically codified within their branch. Subscribing to the warrior ethos helps set expectations of what it means to be a warrior [25]. Furthermore, instilling this mindset in all service members is crucial for maintaining a highly effective and committed force by encouraging individuals to think and behave in ways that show perseverance; responsibility for others; motivation by a higher calling; and ability to set priorities, make tradeoffs, adapt, and accept dependence on others [25].

4.3. Military organization, structure, and culture

Military culture and values extend well beyond the warrior ethos and service members are somewhat isolated from the larger U.S. society [9,23]. The military tries to create uniformity by emphasizing core values that become an integral part of military culture and experience, and service members possess shared experiences, values, languages, and symbols [9,23]. The codes of conduct in the military are the same for every member and expected to be upheld and personal growth happens in an environment that is extremely structured [12]. Nonstop training and self-improvement, engagement civically and in the community, health, and personal responsibility are all stressed by the military [12]. Obedience, discipline, self-sacrifice, trust, and courage are also identified as key military values [26–29], which demonstrates the importance of looking out for the team's wellbeing above that of the individual [26].

The normative ways of thinking and acting according to military culture become ingrained for active duty members who work and reside on post since those around them are also part of the military [18,26]. Also, due to the military's mission and contracts, service members are subject to different workplace regulations than their civilian counterparts; for example, 24-hour a day and 7-day a week call, vacation time can be issued and/or canceled by their commander based on mission needs, and they can be asked to deploy abroad with short notice [9].

However, Howard (2006) argues that reserve forces make up a subculture somewhat different from active duty military culture because they usually work and reside away from bases [26]. Low proportions of U.S.

citizens have served in the latest conflicts [26,30] and in the same conflicts, more reservists have served and are relaying on civilian communities for support. This exemplifies the challenges individuals face while participating in both civilian and military culture that emphasize different values.

5. Military culture and the spouse

The influence of military culture also profoundly impacts military spouses as they become unified within the military context. A military spouse hierarchy often forms based upon the rank of the serving spouse, but some spouses have expressed a desire to be assessed by their personal attributes rather than by their service member's rank, which they perceived as stigmatizing, and other studies have found disapproval of the non-military spouse acting as if the service member's rank is their own rank [31,32]. However, in reality, privileges are given to higher ranking military families, such as enhanced housing facilities [32].

Spousal categorization can either create a sense of community and support for military spouses or it can act as a barrier [32]. Even though first-term military wives benefit emotionally from mentor type relationships with older or more experienced military wives only a minority of first-term wives report such relationships [33]. Military wives are inclined to befriend other military wives whose husbands are similar in ranking to their husband's rank and as differences in rank between military husbands become greater, friendships become less likely to form [33]. It is possible that higher-ranking military wives often think it is too time-consuming or burdensome to teach a newer military wife about military culture, so they choose to interact with similarly ranked wives. This is consistent with Kurzban and Leary's [34] theory that those belonging to a social species have the critical adaptive issue of deciding to interact with others who probably produce benefits, while staying away from individuals that may prove costly [34].

A husband's ranking may also come with certain social responsibilities for his wife pertaining to military social functions. For example, a military commander unable to attend an event or function, may send his wife on his behalf to show his support and she will receive the respect consistent with his rank [32]. Furthermore, certain activities among military wives are expected based on spousal ranking. For instance, the wife of a battalion commander did not insist that the wives of battalion officers have regular get-togethers and was criticized by a higher ranked brigade commander wife who learned of the issue from a junior wife [32].

Military service also leaves military spouses disproportionately responsible for family demands, especially during deployment. Reservist spouses indicated having to assume their spouse's role while they are away and make decisions related to the family and maintenance of the household [35]. Spouses wonder about the reservists' reaction to their choices, as well as questioning what the choice of the reservist would have been and indicate difficulty assuming added responsibilities and roles [35,36], such as taking care of pets and children by oneself instead of jointly.

6. Deployment and reintegration

The most unique features of the military include deploying to locations around the world and being exposed to combat. Returning from combat and deployment often involves transitioning back to the home environment, and in some cases back to the civilian environment, known as reintegration. Reintegration is challenging for some military personnel [37,38], while others return home and experience minimal difficulty [39, 40]. The latter group of individuals may experience some circadian dysrhythmia (e.g., jet lag, which interferes with the sleep cycle) as well as mild environmental disorientation, often due to a change in geographical location. However, other military personnel face much more serious issues upon returning home and some present with debilitating medical and mental health problems requiring treatment [37,38].

Despite the drastic differences in symptom severity, there is no checklist to identify who will have difficulty with reintegration and who will not. However, military personnel with mental health issues prior to deployment will likely return with that same illness and possibly with more severe symptoms, which may become treatment-resistant [38,41–43]. Three prevailing mental health issues include depression (14% which rises to 27% after the third deployment), posttraumatic stress disorder (PTSD;14%), and suicide risk, with veteran males twice as likely to die by suicide compared to civilian counterparts [12]. Traumatic brain injury (TBI) was also found to be fairly common (19%) [12]. Furthermore, sexual assault was reported by 6.8% of women and 1.8% of men (lower than the estimated actual rate of 20–30% and 2–4%, respectively) [12]. This comes with considerable implications for emo-

tional wellbeing given that sexual assault carries, at minimum, an equivalent risk for PTSD as exposure to combat carries [12].

Service members' mental health challenges cause great distress for the service member and his or her partner. In more than 70% of couples where the veteran had PTSD, significant relationship distress was reported, while for couples without PTSD just around 30% indicated distress [44,45]. This is not surprising due to the emotional numbing associated with PTSD that causes emotional withdrawal, less positive engagement, decreased ability to communicate in a validating and effective way, and less intimacy [46]. Furthermore, in an attempt to deal with their experience, veterans may develop attachment that is anxious or avoidant (insecure attachment styles in which one may either overly seek or push away their partner) in response to war trauma [47]. During reintegration, these individuals focus on their safety instead of resuming the relationship in a healthy way, so unhealthy couple interactions, such as one partner being demanding and the other partner withdrawing, might occur [47]. Intimacy issues in couples may also arise due to mental health issues and sexual functioning changes [68]. Problems pertaining to sexual relationships, expression, or the response system have been noted in 60% of individuals with TBI [48,62]. Thus, service members' mental health problems develop into couples' problems.

Research suggests early intervention correlates with positive outcomes and recovery [39,49,50], but seeking treatment may be easier for some service members than others. Once reserve and National Guard personnel are no longer on active orders, access to the same services available to active duty members decreases and their families bear the burden of helping them receive services [36,39,40,50–52]. Thus, changes in benefits put reserve and National Guard personnel at higher risk for more significant reintegration challenges [36,50,52].

7. Implications for the workplace

As they exit the military and reintegrate to civilian life, finding employment is a top priority for many veterans. However, frequent moves decrease veterans' opportunities to form and capitalize upon professional relationships or social networking to gain employment [53]. Additionally, veterans often need assistance creating a civilian friendly resume and verbally translating their military service into civilian language [53].

However, because many veterans have little, if any, experience with the civilian workforce, they often underutilize the vast array of transition and employment services available to them [53].

7.1. Special considerations for reserve & national guard personnel

Having fewer available services than active duty members and unique work challenges exacerbates the employment difficulties of reserve and National Guard members. Military service can impede gaining and maintaining civilian employment as reserve and National Guard members may experience conflicting military and civilian employment demands. For example, reservist and guardsmen's civilian employment may be disrupted by mandatory monthly trainings and possible 6–18 month deployments, with employment separation and disruption due to deployments linked to economic hardship and emotional stress [54]. Upon returning from deployment, reservist and guardsmen experience employment setbacks, including being laid off; entering into a different, unfamiliar position; passed over career opportunities, outdated expertise; and unemployment [35,55]. Specifically, recent research has found an over 40% increase in unemployment following deployment, while 11.1% lost their job or business and 15.1% reported problems with finances [56].

7.2. Special considerations for military spouses

Military spouses may also face many employment barriers and have indicated that their spouses' military service negatively affected their work opportunities [57]. Compared to their civilian counterparts, military spouses are twice as likely to be unemployed, more likely to be seeking employment, and even when employed, earn less [55]. One primary factor is that military couples often marry young (e.g., shortly after high school) and frequent relocations and family demands often make completing college or pursuing a steady career difficult. Another barrier for military spouses is that they often have time lapses and location changes indicated in their resumes from frequent moves [57].

Additional challenges associated with the military spouse lifestyle may also make maintaining steady employment difficult. Military spouses can feel like single parents during deployment [57] and one study indicated during deployment, the top stressor for military families is child care issues [58,59]. Heightened

distress and anxiety levels may be felt by children and spouses, who worry about their loved one's safety and families feel more distress with longer deployment periods [60]. Thus, those whose spouses are absent for longer may need the most support. For those military spouses that are employed, extra support may be needed during deployment and reintegration, as the family faces a highly ambiguous time.

7.3. Families: Employment, deployment, and reintegration

Homecoming is stressful for families, as the family system works to reintegrate the service member into the family's routine [47,60]. During deployment, spouses adapt by relying on their own problem solving and outside social support, which can make emotionally supporting one another difficult for couples during reintegration [47]. Flexible and understanding work environments can help alleviate some of military spouses' stress during these adjustment periods, as spouses may struggle with personal emotional distress and child behavior problems.

Further complicating reintegration, many veterans return with physical and mental health challenges. Marital relationships temporarily or permanently change as some spouses become caregivers of their wounded service member [61]. The so-called "signature wounds" of the past wars, TBI and PTSD change relationships and have been tied to lower ability to communicate and intimacy, less positive engagement, sexual functioning issues, and higher divorce rates [46, 62,63,68]. Support for service member and veteran partners is vital for the healthy transitioning of many veterans back into the community. The lack of supportive relationships contributes to mental health challenges [63] with one study finding 75% of veteran suicides were linked to a failed relationship [61].

Military demands and mental health challenges may also raise the risk of intimate partner violence (IPV) and child maltreatment among military and veteran families. IPV in military families is positively correlated with PTSD, depression, substance abuse, enlisted status, and length of deployment [64]. Additionally, specific factors correlated with increased rates of maltreatment in military families include: young age of child [65], service member leaving for deployment [66], combat-related deployments [67], and service member returning from deployment [66]. During times of deployment and reintegration, military and veteran families would benefit from additional supportive services in the community and workplace, especially when they have young children and their service member returns with physical and/or mental health challenges [67].

8. Discussion

The military workplace culture possesses a number of unique features and military personnel experience circumstances that differ from many civilians. While many of the basic concepts are similar to the civilian workplace, the military workplace achieves its goal of creating a mission ready force through socialization, structure, discipline, and constant training. When returning from a deployment marked by separating or discharging from military service, military personnel have the challenge of reintegrating back into the civilian world. After always putting the group's wellbeing first, as well as working and living within the military culture, adapting to civilian culture may be difficult for military personnel. Reserve members might have additional challenges as they navigate the reserve subculture, in addition to living and working amongst the civilian culture, while simultaneously fulfilling work, training, and deployment obligations in the military culture. Employers must also remember that military wives form their own subculture and may need special assistance during their service member's deployment and reintegration, as well as with finding and maintaining employment.

This article provided basic concepts related to the military culture and workplace that those working with military populations should consider. Many companies still appear to be lacking in military cultural competency, which may negatively impact veterans and military spouses seeking employment as well as these individuals' work experiences. For example, employers lacking military cultural competency may pass over job candidates if they fail to appreciate how military skills translate to the civilian sector or interviewers that lack military cultural knowledge may ask job candidates questions about their service that are inappropriate or offensive. Furthermore, employers may misinterpret employees' behavior if they are unaware of military culture, i.e. an employee's reluctance to do anything unless given explicit instructions may be misinterpreted if employers are unaware of the military's emphasis on discipline and following orders passed down through the chain of command. Due to the complexity of military culture, the concepts discussed in

this article are just the starting point for increasing military cultural competency. However, raising awareness and starting the dialog about military culture appears to be the first step in influencing those working with service members, veterans, and their families to act in a way that is culturally competent.

9. Conclusions

Understanding military culture can help those working with service members, veterans, and their families understand this group's unique strengths, skills, and challenges. Having a basic knowledge of military organization reveals certain ingrained values and highlights commonality and diversity between service members' experiences according to the nature of their service. This article was intended to show that military service is not just an occupation, but instills a unique skill set and set of values that in some ways differs from civilians. This article also draws awareness to the possible reintegration difficulties and challenges in the civilian job sector that service members and their spouses may face due to the military experience. As this article has outlined, those working with military service members, spouses, and veterans should acknowledge diversity and avoid sweeping generalizations. We hope this article will serve as a starting point for helping employers working with service members and veterans to increase awareness and their cultural competency.

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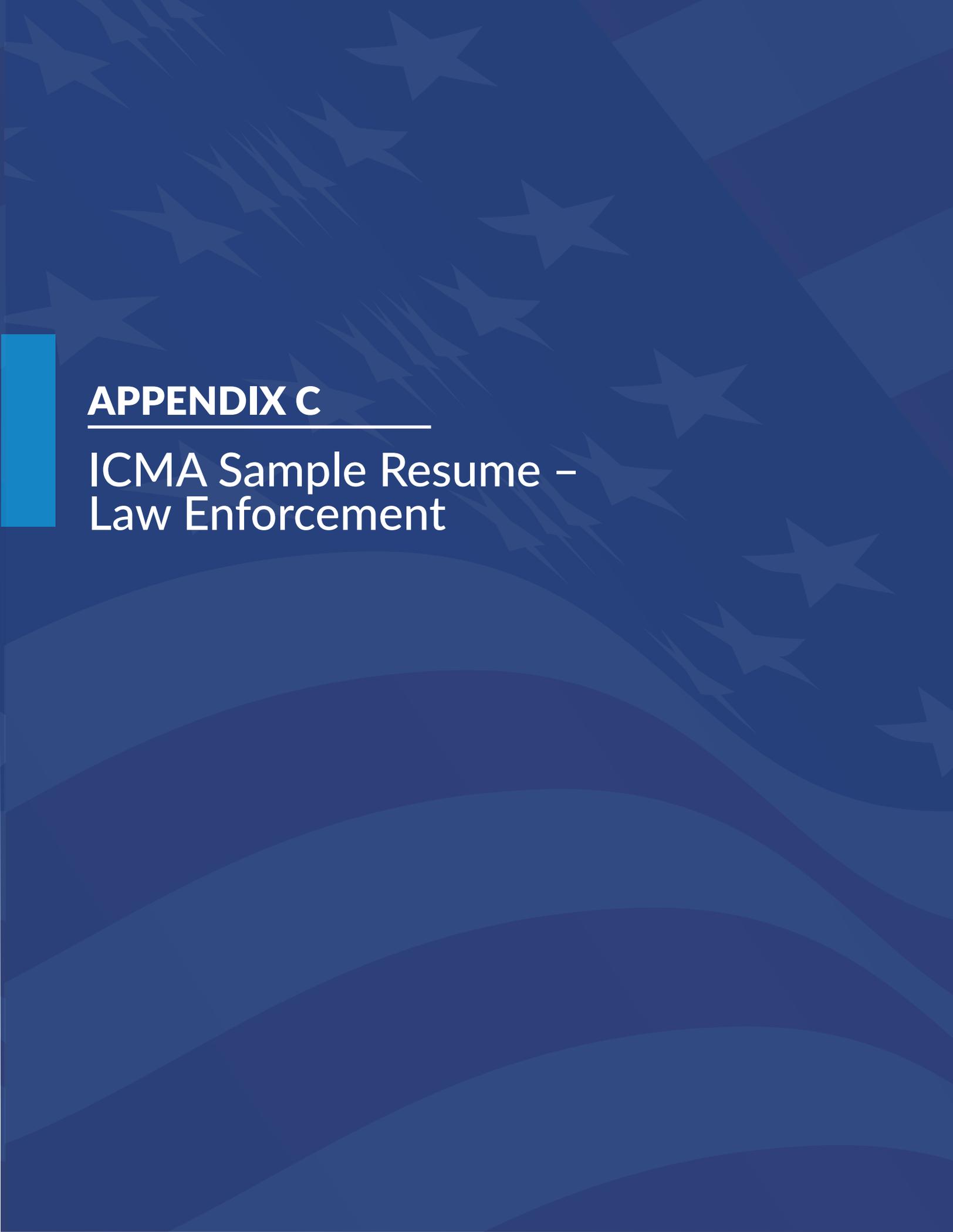
APPENDIX C

ICMA Sample Resume – Law Enforcement

HIRE A. VETERAN

17 N. Joe Friday Street, Apt. #714 ● Sometown, CA 90000
(555) 555-5555 ● hireaveteran@somedomain.com

Profile

Decorated police officer transitioning from the US Marine Corps Military Police (MP) to civilian law enforcement -- tour of duty ends December 2009. Highly motivated to leverage five years of achievements during MP career to provide dedicated service for a city or county police department. Qualifications include a pending BA in criminal justice (currently completing final semester); comprehensive field training; and extensive experience in safety patrol, security details, undercover investigations and public-service activities.

Key Skills

– *Law Enforcement & Public Safety*	– *Crime Prevention*	– *Counterterrorism Strategies*
– *Emergency Planning & Response*	– *Traffic Patrol*	– *Firearms Safety & Handling*
– *Security/Surveillance Operations*	– *Evidence Collection*	– *Interviews & Interrogations*
– *Criminal Investigations*	– *Defensive Tactics*	– *Crime Scene Management*

Experience

U.S. Marine Corps — *Current Assignment:* Camp Pendleton / *Previous Deployment:* Iraq
Military Police Officer, 12/04 to Present

Awarded MP position at the culmination of 12-week basic training and an additional 12 weeks of intensive, specialized MP training. Currently serve as a Military Police officer protecting lives and property, patrolling military base and preserving law and order at Camp Pendleton USMC Base. Previously supported battlefield operations and provided area/convoy security during overseas assignment in Iraq (Operation Iraqi Freedom).

Key Results:

- Earned consistent commendations for devotion to duty with citations for excellence in rapidly resolving crisis situations, upholding law and order, relating effectively with culturally diverse populations and protecting property and lives.

- Fulfilled a range of MP duties for both combat and peacekeeping missions. Gained proficiencies and experience in: traffic accident first-responder/investigations, police patrol, ticket/report writing, felony traffic stops, search and seizures, criminal investigations and suspect interviewing/fingerprinting/processing.

- Selected for elite security details providing dignitary protection for visiting generals, members of Congress and other high-ranking officials.

- Infiltrated illegal drug ring operating on base and participated in undercover surveillance and "sting" operation leading to the arrest, prosecution and incarceration of guilty parties.

Recognition & Awards

- Honored with three USMC Commendation Medals for heroic/life-saving acts of bravery (2005/2007), Good Conduct Medal (2009) and Combat Action Badge (2007).

- Earned Expert Marksman Awards in both small arms and assault weapons.

- Graduated #3 in MP class, earning honors in marksmanship, mastery of the Uniform Code of Military Justice (UCMJ), patrol procedures and physical fitness.

Commented [A1]: Hiring a Military Police Veteran into a Law Enforcement can be great plus for your entity. The Army and Marine Corps use the term 'Military Police', the Air Force often uses the job title 'Security Forces', and the Navy often uses the title 'Master-at-Arms'. All these job titles refer to military law enforcement positions.

Commented [A2]: The Department of Defense often mandates professional development for military specialties in the law enforcement series. You are likely to get a veteran candidate with applicable, advanced, education and certificates.

Commented [A3]: Sometimes you may need to help a veteran candidate match their "Key Skills" to 'your' Position Description. Please consider asking veteran candidates to refine their skills presentation to synch with your Position Description, where applicable.

Commented [A4]: Ask your Veteran candidate to expand on what they did during 'battlefield operations'. In some instances, these candidates may have performed routine policing operations as part of the stabilization effort in Iraq and Afghanistan. Also, you are very likely to encounter candidates who acquired extensive training skills re-establishing policing functions in towns decimated by the insurgency (i.e. they can rapidly become 'training officers' in your entity's force).

Commented [A5]: Ask the veteran candidate for copies of commendations and awards. These documents may provide you with insight on the candidate's work history similar to performance evaluations.

Commented [A6]: This bullet is an example of the types of skills that are a one-for-one match with civilian law enforcement. This veteran essentially acted as an undercover detective. Also note the term 'on base' refers to the confines of the federal reservation where this candidate worked.

| **Education &** | Sometown STATE UNIVERSITY — Sometown, CA |
| **Credentials** | **BA in Criminal Justice Candidate** — *Degree Expected: 12/09 / Current GPA: 3.7* |

Bill Gannon High School, Anytown, MI
High School Diploma, 6/04

Certifications
& Clearances:
- Certified in first aid/CPR, traffic accident investigations, preliminary breath test (PBT) and Intoxilyzar 5000, and handcuffing/flexi-cuff procedures
- Weapons certifications: MP 9mm pistol, M4 carbine, 12-gauge shotgun, Taser X26/M26
- Secret Security Clearance

MP Training
Highlights:

– *Security Police Tactics*	– *Weapons Handling*	– *Urban Area Force Protection*
– *Criminal Investigations*	– *Levels of Force*	– *Personal Security Detail*
– *Situational Training*	– *Civil Disturbance*	– *Conflict Management*

Commented [A7]: This means your veteran candidate has undergone a rigorous background screening and successfully passed the screening. You may also see lingo such as "Top Secret" and "Top Secret/SCI" which means an advanced level of background screening and security requirements.

Commented [A8]: Note that your veteran military police candidate will likely have worked side-by-side with civilian counterparts (e.g. Federal Civil Service workforce) and understands Human Resources best practices-i.e. the candidate has not been restricted to a 'military-only' environment.
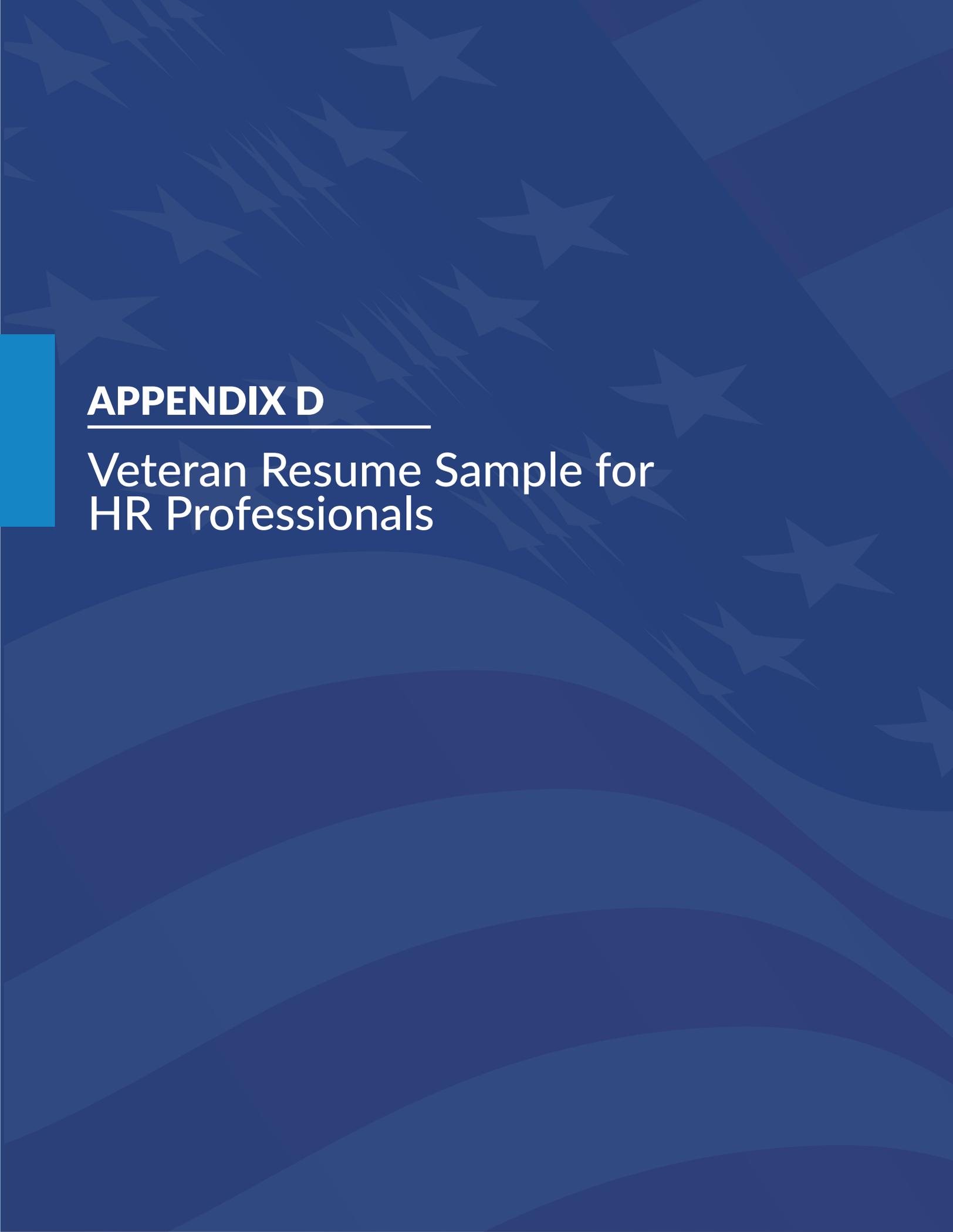
Veteran Resume Sample for HR Professionals

IM A. VETERAN

Quarters A, Block 200 ▪ Camp Zama, Japan ▪ APO AP Japan 96343 ▪ imaveteran@gmail.com

INSTRUCTOR / ANALYST / LEADER

Dynamic professional with over 20 years of experience in training, small-unit leadership, financial management, and operations.

INSTRUCTOR - ORGANIZATIONAL STRUCTURE AND STRATEGIC PLANNING – *Primary Instructor*   **JAN 2015 – PRESENT**

Provided instruction, guidance, grading and academic support to a student section (12-20 students) for an 8-week term (six terms per year)
- Responsible for the development and implementation of curriculum which provides students with a graduate-level understanding of Department of Defense organizational structure using the Blackboard online delivery platform
- Responsible for the accurate grading and reporting of student performance
- Responsible for programmatic integrity and monitoring for plagiarism

MANAGEMENT ANALYST - *Air Force Programs and Resources – Washington D.C.*   **JAN 2004 – DEC 2014**

Provided expert management and analysis of the Operation and Maintenance account for the United States Air Force (~$2 billion in public funds). Specifically selected to deploy to Iraq in support of Anti-Terrorism effort. Upon return, promoted to Assistant Program Development Officer with responsibility for oversight of entire Program Objection Memorandum (~$22 billion in public funds).

- Recognized by superiors for deft use of statistical and mathematical applications to analyze, evaluate, and provide recommendations on strategic allocation of scarce human and fiscal resources
- Sought by senior leadership for detailed advice and assistance regarding resource allocation decisions for both near-term and long-term budget forecasts
- Selected as the only analyst to attend advanced-level performance measurement training for the Section
- Specially nominated to deploy to Iraq (Jun-Dec 2004) and serve as an Advisor to the Iraqi Army; provided operational guidance and administrative support to a 500-man force
- Promoted to fill position as Assistant Program Development Officer upon return from Iraq

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Commented [C1]: Some veteran candidates may be transitioning from overseas. First, think about the broad perspective they may bring to your organization since they have recently lived and worked in a different culture. Second, these candidates may need a delayed start date (if you decide to hire) because they may still need to transition back to the U.S.

Commented [C2]: This term often refers to mid-level management. This candidate has probably managed teams ranging in size from 12 people ('squad') up to over 100 people ('company' or 'flight').

Commented [C3]: "Instructor" and "Trainer" as military terms are often synonymous with "teacher" in a civilian role. Ask your candidate some open probes like "what exactly did you teach?", and "how do you think your Instructor experience will help in this position?"

Commented [C4]: The Department of Defense is a very 'tech-forward' organization. Although your veteran candidate may not have experience with 'your' system (e.g. "SaaS", "Oracle", "Munis"), veteran candidates will often have experience learning and adapting to enterprise-type systems.

Commented [C5]: This is a broad term in the military but usually has a similar meaning to the term in the civilian sector - i.e. business operations and acquisition of equipment for day-to-day functions of the entity.

Commented [C6]: Note how this candidate was given a special overseas assignment during a 'regular' assignment. This type of work history shows agility and adaptability-the candidate is able to met the changing needs of the organization.

Commented [C7]: Be sure to ask your candidate about their experience with long-term and short-term planning. This skill may be helpful to your organization.

Planned, coordinated, and directed, the tactical employment of subordinate units. Evaluated operational situations to determine best employment of personnel and equipment. Accomplished detailed tasks for integration of logistical, operational, and administrative parameters which optimized the employment of personnel and fiscal resources.

- Expertly guided the detailed planning and execution of the complex movement of men and material to mainland Japan via maritime vessels in support of military exercises; responsible for liaison with high-level officials in Japanese government
- Worked closely with both Japanese commercial vendors, and Military Sealift Command, to coordinate the movement of personnel and material in the Western Pacific
- Delivered high-quality administrative and logistical support to forces rotating to/from Japan from/to the United States
- Served as Fire Support Advisor to Commander Task Force 76 (Navy Admiral); expertly planned multiple complex exercises in Russia, Japan, Korea, Thailand, and Australia
- Served as Provisional Port Operations Officer during military offload exercise of Maritime Prepositioning Force vessels during Operation Cobra Gold

EDUCATION AND TRAINING

M.S. Management; Naval Postgraduate School, dual major in Systems Analysis and Financial Management
Command and Staff College; Non-resident Course, Graduate-level Course for mid-level managers designed to impart knowledge of Dept. of Defense planning processes and staffing requirements
B.A. Political Science; University of Anywhere, Major: Political Science

Commented [C8]: 'Tactical' often means the lowest level of coordination-this candidate has experience in getting things done at the customer level.

Commented [C9]: You may be surprised to discover that your candidate has worked with 'civilian' organizations throughout her career and has a broad understanding of 'how things work' outside of the military framework.

Commented [C10]: Veterans have become very sensitive to removing 'military-only' terms from their resume but sometimes they slip in. Just ask your candidate what a 'Fire Support Advisor' actual does. In this case, this candidate provided highly technical advice on weapons employment to senior officials within the organization. This skill would indicate that your candidate would probably be comfortable providing detailed presentations to Senior Management and Elected Officials.

Commented [C11]: 'Exercise' in this context isn't spin class at the local gym. Usually in this context, 'exercise' refers to a planned event in which several military units come together at a remote location to simulate how they would perform in a real-world scenario (e.g. military conflict or disaster relief operation).

Commented [C12]: Some candidates will come to you with advanced levels of education from accredited schools (i.e. the same degrees as their civilian counterparts)

Commented [C13]: Online courses are pervasive throughout the Department of Defense. Your veteran candidate may come to you already primed to excel in any online training offered by your organization.

Commented [C14]: Many candidates will come to you with college degrees they earned while on Active duty. This demonstrates both effective time management skills and the ability to manage professional development.

ABOUT ICMA

ICMA, the International City/County Management Association, advances professional local government through leadership, management, innovation, and ethics. ICMA provides member support; publications; data and information; peer and results-oriented assistance; and training and professional development to more than 12,000 city, town, and county experts and other individuals and organizations throughout the world. The management decisions made by ICMA's members affect millions of individuals living in thousands of communities, from small villages and towns to large metropolitan areas.

ICMA

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