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Veterans in Transition: A Correlational Investigation of Career Adaptability, Confidence, and Readiness

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COLLEGE OF EDUCATION

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Abstract

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MS, University of Maryland, University College, 2004

MS, Georgetown University, 1995

MS, University of Florida, 1983

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Thousands of service persons and veterans may be leaving military service annually without required skills and not receiving timely career counseling and interventions needed to aid in their career transitions. Knowledge about service persons' career adaptability, confidence, and readiness could enhance the actions of all stakeholders to address the challenges that accompany career transitions and may aid in identifying needed counseling and interventions. Using a survey containing the Career Transitions Inventory and the Career Futures Inventory–Revised, perspectives were obtained from service persons ($N = 264$) while attending Transition Assistance Program workshops. Two research questions for the study examined associations between individuals' career adaptability and 2 transition variables: confidence and readiness. Statistical testing was accomplished using Pearson correlation coefficient, *t* test, and 1-way analysis of variance. Correlations of transition confidence and overall career adaptability scores indicated a low negative correlation ($r\ (262) = -0.4299$, $p < .01$), and correlations of transition readiness and overall career adaptability scores indicated a low positive correlation ($r\ (262) = 0.3988$, $p < .01$). In addition, significant differences were noted when examining survey results based on demographic variables such as race, education, marital status, highest pay-grade achieved, and years of service. This study contributes to social change by demonstrating techniques for assessing personal traits. Implications are discussed for using self-reported data for counseling and interventions for individuals, which could enhance their career transition experiences.

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Dedication

First, I dedicate this dissertation to my loving wife, Elizabeth Diane Cooper-Gaiter, for without your support, encouragement, and help, completing this doctoral journey would not have been possible. You endured countless hours of my conducting research, making revisions, and enlisting your help in administering my research survey.

Second, I dedicate this dissertation to my parents, Doris J. Gaiter and the late John S. Gaiter, Sr. Your love and guidance and the examples you embodied enabled me to achieve this and many other career and educational milestones.

Third, I would like to dedicate this dissertation to my daughter, Rachel. Please remain inspired and committed to do your best in your pursuits. Like me, I believe that you will remain a lifelong learner.

Fourth, I would like to dedicate this dissertation to my family and friends who have offered words of encouragement and shared special moments to help me become the person that I am.

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Section 1: The Problem

This section presents the definition of the research problem, rationale for conducting the study, evidence of the problem at the local level, definition of special terms, significance of the problem, guiding research questions, review of the literature, and implications of the research.

The Local Problem

This quantitative survey study examined a problem affecting thousands of service persons (i.e., prospective veterans) who may be leaving military service without requisite skills and without receipt of timely counseling and services needed to aid in their career transitions (Bascetta, 2002; Darolia, Dwyer-Morgan, & Toppe, 2007; U.S. Government Accountability Office [GAO], 2005a, 2010; Wheeler, 2012). Service persons need assistance in identifying their eligibility for various resources and programs and managing the unique factors that contribute to their difficult transitions (Lin, 2012; Schlossberg, 2011; Wheeler, 2012). To obtain insights into perspectives that could aid counselors to provide timely and focused advice and interventions to service persons undergoing career transitions, I investigated the correlations between career adaptability and two other psychosocial constructs (i.e., transition confidence and transition readiness) of service persons who are transitioning from active military service to civilian life. Knowledge about the role and impact of career adaptability could enhance the actions of all stakeholders (e.g., transitioning persons, service persons, veterans, counselors, facilitators, and planners) to address the challenges that accompany career transitions (Brown & Lent, 2013). Career adaptability has numerous attributes, for example: (a) is

relevant during career transitions, (b) comprises personal strategies to cope with career transition activities (e.g., reemployment), (c) enables persons to employ different job-search strategies, and (d) can aid in assessing transitioning persons' mental confidence to engage in job-seeking activities (Koen, Klehe, Van Vianen, Zikic, & Nauta, 2010). Counseling and training programs could utilize a variety of instruments to assess individuals' psychological traits and vocational skills for aiding persons to successfully navigate career transitions (Heppner, Fulller, & Multon, 1998; Rottinghaus, Buelow, Matyja, & Schneider, 2012). The traditional view of career counseling and career transition workshops may focus on job-search skills such as networking, using social media, preparing resumes, and examining other support services (Krumboltz, Foley & Cotter, 2013). However, strictly focusing on specific job-search skills may actually fail to empower persons in transition because psychological factors such as disappointment or depression relating to their search for employment or state of unemployment can adversely affect persons' persistence in job-hunting activities (Krumboltz et al., 2013). Insights on both vocation-related traits (e.g., abilities, interests, and work values) as well as additional factors (e.g., adaptability traits and characteristics) could better position all stakeholders (e.g., transitioning persons, service persons, veterans, counselors, facilitators, and planners) to address the challenges that accompany career transitions (Brown & Lent, 2013).

Rationale for Choosing the Problem

Hampton Roads, Virginia is a significant region for the U.S. Armed Forces, where nearly one fourth of the 1.4 million personnel serving on active duty in the Army, Navy,

Air Force, Marine Corps, and Coast Guard are assigned (Vet Jobs, 2012). In addition, more than one quarter of the 822,000 thousand veterans in Virginia reside in Hampton Roads (Vet Jobs, 2012). Although previous researchers have examined situations and issues affecting service persons after they transitioned from the military to civilian life (Burnett-Ziegler et al., 2011; Darolia et al., 2007; Foster & Vince, 2009; Morin, 2011), few recent studies have investigated psychosocial factors, such as career adaptability, confidence, and readiness, of U.S. service persons during the process of their preparations for separating from active military service.

Annually in Hampton Roads, approximately 16,000 service persons in the U.S. Navy transition from military service; and, of this number, 3,000 retire and 13,000 sailors separate from service (Vet Jobs, 2012). Added to the 16,000 Navy personnel who transition annually in the local Hampton Roads area are thousands of personnel leaving the Army, Air Force, Marine Corps, Coast Guard, Reserves, and National Guard (Vet Jobs, 2012).

According to the Bureau of Labor Statistics (BLS), the unemployment rate for new veterans was reported as an alarming 10.3% (Taylor, 2012). In a research study involving 1,853 veterans, multiple regression analysis yielded four factors that were indicative of successful transitions: (a) being an officer, (b) understanding one's missions and assignments while serving, (c) being a college graduate, and (d) having religious beliefs for post-9/11 veterans (Morin, 2011). Also in that study, six factors predicted difficult transitions (i.e., diminished probability of easy transitions): (a) having a traumatic experience while serving, (b) being seriously injured, (c) serving in a combat

zone, (d) serving with someone who was killed or injured, (e) serving in the post-9/11 era, and (f) being married while serving in the post-9/11 era.

Operational Definitions

This section provides descriptions of the special terms utilized in this research study. The special terms include:

Active duty or active military service: Personnel working full time in the U.S. Armed Forces' service branches that include the Department of Defense's (DoD's) U.S. Army, Air Force, Navy, and Marine Corps, with the U.S. Coast Guard serving under the Department of Homeland Defense during peacetime and the Navy in times of war (Military Homefront, 2010).

Benefits (veterans' benefits): An array of entitlements for veterans with roots traced back to 1636. Benefits may include disability compensation; direct medical, hospital care, medical facilities, outpatient clinics, nursing homes, and domiciliaries; GI Bill educational assistance; pensions for veterans, widows, and dependents; veterans homes; insurance for service persons and veterans; vocational rehabilitation for the disabled; and eligibility for internment in the National Cemetery System and marking of graves (U.S. Department of Veterans Affairs, 2014).

Career adaptability: A term initially coined by Super and colleagues to describe the process adults use to make adjustments for meeting the challenges of an evolving workplace. Later the term was described as a psychosocial construct associated with persons' readiness and resources for coping with career, occupational, and traumatic experiences and transitions (Rottinghaus et al., 2012; Savickas, 1997).

Career transition: A term described by Heppner (1998) and Heppner, Multon, and Johnson (1994) as a situation involving one of three career changes: (a) task change—shifting from a set of tasks to another at the same job or location ; (b) position change—shifting from jobs within the same organization or another with limited changes in job duties; and, (c) occupation change—transitioning from one type of duties to a different job or work setting or different duties to another.

Enlisted personnel: Military personnel in ranks below a commissioned officer or warrant officer, serving in pay grades E-1 through E-9. These personnel make up approximately 83% of the U.S. Armed Forces and perform the fundamental operations of the military (Bureau of Labor and Statistics, 2014a).

GI Bill: The World War II GI Bill (provision of educational assistance for veterans), signed into law on June 22, 1944, is credited with having more impact on American life than any law since the Homestead Act of 1862, and resulted in a vast number of new benefits enacted by Congress for veterans of the war; subsequent versions of the GI Bill have provided varying levels of benefits for veterans, service persons, and Reservists (U.S. Department of Veterans Affairs, 2014).

Gulf War syndrome (GWS): A phrase coined after the 1991 Gulf War to group disparate, unexplained health symptoms in Gulf veterans, a coalition of troops that liberated Kuwait from the control of Iraqi forces (Greenberg & Wessely, 2008).

Officer personnel: Military personnel serving as commissioned officers in the ranks of O-1 through O-10, and Warrant Officers in the ranks of W-1 (only Army and Marine Corps) through W-5 (except USAF and USCG); officers make up approximately

17% of the U.S. Armed Forces and supervise and manage activities in every occupational specialty in the military (Bureau of Labor and Statistics, 2014a).

Post-9/11 GI Bill: The Post-9/11 Veterans Educational Assistance Act of 2008, designed to take effect on August 1, 2009, created fairly broad categories of eligibility for educational assistance, with exceptions for application, included five significant thematic components: (a) eligibility, (b) tuition, (c) other payments such as tutorial assistance, housing, books, supplies, and travel expenses, (d) Yellow Ribbon GI Bill Enhancement Program in which an institution of higher learning agrees to cover part of the tuition when the GI Bill educational assistance does not fully cover tuition, and (e) transferability to a spouse or a dependent (Dortch, 2012; Shankar, 2009).

Reserves, or reserve component: Category of military personnel who augment the active-duty military when necessary; this category includes DoD's Army National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air National Guard, and Air Force Reserve, and the Department of Homeland Security's (DHS) Coast Guard Reserve (Military Homefront, 2010).

Service member or service person: A person serving in military service in the U.S. Armed Forces, U.S. Coast Guard, and National Guard. For purposes of defining veterans' benefits, a service member is not yet a veteran, unless the service member has completed prior military service (GAO, 2010).

Veteran: Service persons who are in the process of separating or retiring from active service and persons who have previously transitioned after serving on active

military service (i.e., serving in the Army, Navy, Air Force, and Marine Corps), Coast Guard, National Guard, or Reserves (Bascetta, 2002).

Significance of the Problem

A study of service persons who are in career transition is important for several reasons. First, examining service persons' career and psychological perspectives could provide insights on effective use of resources in facilitating soldiers', sailors', airmen's and Marines' entry into civilian employment, higher education, or other endeavors. This effort might aid in reducing unemployment and underemployment, homelessness, and incarceration of transitioned service persons.

Second, investigating the efficacy of two psychosocial assessment tools may be of use to counselors, facilitators, planners, and service persons for gaining insights and impacts of unique strengths, barriers, and coping strategies for career transitioning individuals. Knowledge about service persons' strengths and barriers could help counselors focus counseling sessions and identify appropriate interventions (Heppner et al., 1998; Rottinghaus, Buelow, Matyja, & Schneider, 2012).

Third, the local area is a key geographical region for the U.S. Armed Forces. Hampton Roads has a huge presence of active-duty service persons, veterans, and retirees, which includes approximately 25% of Virginia's 822,000 veterans (Lessig, 2012), about 25% of the 1.4 million active military service persons in the Army, Air Force, Navy, Marine Corps and Coast Guard (Vet Jobs, 2012), and thousands of personnel leaving the military each year to seek employment, higher education, entrepreneurship, or other endeavors (Vet Jobs, 2012).

Finally, the study adds to the literature on investigating psychosocial factors of transitioning persons using psychometrically sound instruments. Specifically, the study examined correlations between transition confidence, transition readiness, and career adaptability of military service persons as they transition from active duty to civilian life.

Guiding Research Questions

In formulating the research problem as guiding questions for the study, I reviewed the types and nature of the challenges and somewhat unique situations encountered by service persons and veterans. This study's research questions investigated correlations between career adaptability, transition confidence, and transition readiness of U.S. service persons as they transitioned from active military service to civilian life. Jenkins (2005) offered methods to analyze the three societal levels that are affected by far-reaching issues, such as globalization. Extrapolating these concepts to the issue of veterans' unemployment and transitioning issues, macro-level effects would correspond to national and international impacts, meso-level effects would correspond to local communities and particular geographical areas, and micro-level effects would correspond to factors affecting individuals, workers, and households.

In this study, I operationalized career adaptability using the five factors of the 28-item Career Futures Inventory–Revised (CFI-R; Rottinghaus et al., 2012). The five factors are career agency, negative career outlook, occupational awareness, support, and work-life balance. I calculated survey participants' scores for each of the five factors of the CFI-R. I operationalized the two career-transitions factors (i.e., transition confidence and transition readiness) using the 11-item Confidence subscale and 13-item Readiness

subscale of the Career Transitions Inventory (CTI; Heppner, 1991). From the completed questionnaires, I calculated survey participants' scores for the two career-transition factors.

The independent variables of this study were transition confidence, transition readiness, gender, age, branch of service, years of military service, highest pay grade achieved, educational level, marital status, and type of transition workshop attended. Transition confidence and transition readiness were measured using the corresponding subscales of the CTI. The dependent variables were the five subscales of the CFI-R, which are career agency (CA), negative career outlook (NCO), occupational awareness (OA), support (SUP), and work-life balance (WLB). The research questions were addressed by testing hypotheses using inferential statistics.

Given that transition preparedness and adaptive mindsets are important traits for enabling service persons to achieve their career transition goals, I investigated two research questions:

Research Question 1 (RQ-1): How do service persons' transition confidence scores correlate to their career adaptability scores?

To address RQ-1, I tested the following null and alternative hypotheses:

H_{01}: The transition confidence scores are not significantly related to the career adaptability scores.

H_{A1a}: The transition confidence scores are significantly related to the career agency scores.

H_{A1b}: The transition confidence scores are significantly related to the negative career outlook scores.

H_{A1c}: The transition confidence scores are significantly related to the occupational awareness scores.

H_{A1d}: The transition confidence scores are significantly related to the support scores.

H_{A1e}: The transition confidence scores are significantly related to the work-life balance scores.

Research Question 2 (RQ-2): How do service persons' transition readiness scores correlate to their career adaptability scores?

To address RQ-2, the study tested the following null and alternative hypotheses:

H_{02}: The transition readiness scores are not significantly related to the career adaptability scores.

H_{A2a}: The transition readiness scores are significantly related to the career agency scores.

H_{A2b}: The transition readiness scores are significantly related to the negative career outlook scores.

H_{A2c}: The transition readiness scores are significantly related to the occupational awareness scores.

H_{A2d}: The transition readiness scores are significantly related to the support scores.

H_{A2e}: The transition readiness scores are significantly related to the work-life balance scores.

Review of the Literature

This review of the literature covered supportive topics for examining service persons' and veterans' career transitions from military service to civilian life. Supportive topics included a brief theoretical perspective on career transitions and adult development; evidence of the problem in the literature; historical perspectives and recent changes to the GI Bill educational assistance program for veterans; transition assistance program; career adaptability; career transitions; available resources for facilitating smooth transitions to civilian life; unemployment among veterans and programs designed to provide assistance; and implications for conducting this study.

Sources of information to support this study included examinations of research, programs, and initiatives regarding veterans in other countries. Another source of information included the collection of Congressional Research Service (CRS) Reports to Congress, which are titled using key terms that aid in locating relevant research (e.g., *veterans*, *unemployment*, *homelessness*, *education*, and *social programs*; Crane, Scott, & Davis, 2008; McCarty, 2005; Perl, 2007; Scott, 2010; Scott & Davis, 2010; Smole, 2010; Whitaker, 2006; Whitman & Purcell, 2006).

Theoretical Framework

In distinguishing *change* versus *transition*, Bridges & Bridges (2009) offered that where change is situational, such as moving to a new location, retirement of someone else, or revisions to a health plan, transitions are thought to be psychological, consisting

of a three-phase process that people undergo as they accept and learn to adapt to new situations that change brought about. Their suggested three-phase process consists of the following steps:

(1) Letting go of the old methods and old environments that persons held, where this phase can be thought of as an ending and time when help is needed to cope with the loss,

(2) Going through an adjustment phase when the old methods and environments are gone but the new methods and settings are not yet fully established, where this might be thought of as a neutral zone when new mental models are established to embrace the changes, and

(3) Emerging out of transition and embracing a new beginning, where this is likened to the beginning when people re-develop themselves or their approach to adapting to the new changes. (Bridges & Bridges, 2009)

A theoretical approach that may prove useful in understanding the situations and issues that service persons and family members encounter is Schlossberg's (2011) transition model, which may help counselors and individuals frame concerns into a series of frequently asked questions during periods of career transition. For example, individuals might ask if all of the model's four S's are directed positively: (a) situation—is it okay to move to a new location for a job; (b) self—is it too late to seek a particular career because of my age; (c) strategies—am I resilient enough for the change; and, (d) support—are resources available to assist me in adapting to a new environment. Figure 1 depicts potential assets and liabilities possessed by transitioning individuals. Anderson,

Goodman, and Schlossberg (2012) offered that the ratio of a person's assets and liabilities might help account for why different persons may react differently to the same situations and why the same person may react differently to the same issue at different times.

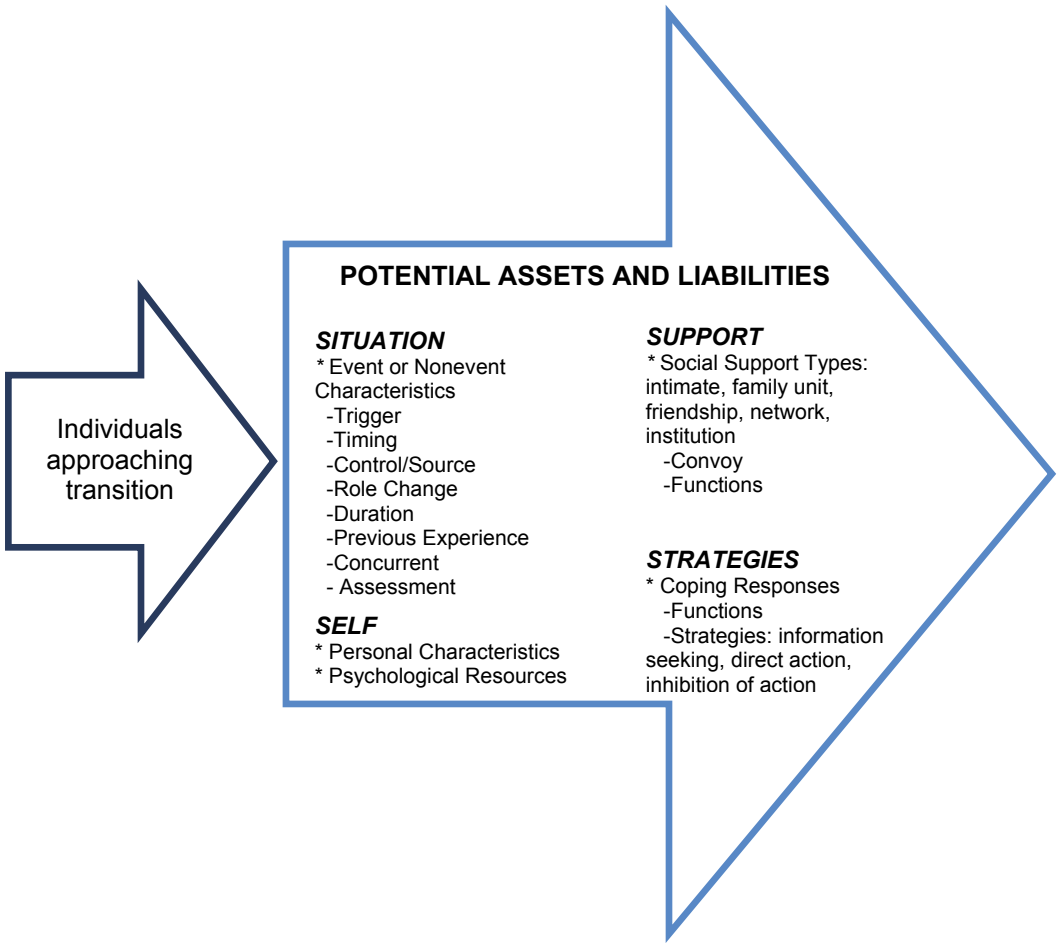

Figure 1. The individual in transition and coping strategies in the 4S model. From *Counseling adults in transition: Linking Schlossberg's theory with practice in a real world* (fourth ed.; p. 62), by M. L. Anderson, J. Goodman, and N. K. Schlossberg, 2012, New York, NY, Springer Publishing. Reprinted with permission.

As one would expect, when assets are greater than liabilities then making transitions may be relatively easy, and when liabilities outweigh assets then making transitions may be more difficult (Anderson et al., 2012). Counselors and researchers can also benefit from using the model by obtaining insights on service persons' career transition confidence and career adaptability, which is achieved by viewing service persons' transitioning processes through the lens of Schlossberg's adult transition theory. More importantly, counselors might diagnose that persons having difficult transitions may not be ill or hopeless but may instead require a temporary shift in the balance between their assets and liabilities (Anderson et al., 2012).

Evidence of the Problem from the Professional Literature

At the national level, Military Homefront (2010) reported that more than 176,000 service persons transitioned from military service in 2010 and similar numbers for transitioned personnel during 2005 through 2009, with almost twice this number during the services' downsizing during 2000. James (2007) reported a military population of 1.4 million service members and 1.2 million service members in the reserves. Moreover, approximately 200,000 persons transitioned during past years and with greater numbers expected to transition annually over the following years when the nation's war efforts are downsized. In 2012, approximately 270,000 persons—about 160,000 active-duty service persons and 110,000 National Guard and Reserves personnel—transitioned to the civilian community (Parker, 2012).

Challenges resulting from the current economy and high unemployment rates, in general, contribute to the alarmingly high unemployment rates for veterans, with an

estimated 785,000 unemployed U.S. veterans as of April 2012 (Parker, 2012). Further, the average unemployment rate in 2012 for veterans was reported as 7%; and, the unemployment rates for veterans returning from Gulf War II-era (i.e., the wars in Iraq and Afghanistan from the period of September 2001 forward) were 9.5% for men and 12.5% for women (BLS, 2013). The unemployment rate for younger veterans aged 18 to 24 improved to 20% from the 2010 level of 21.1% (BLS, 2013). Another vulnerable group of veterans aged 35 to 64, who have higher financial obligations and fewer available resources (e.g., DVA education and training options), comprise about two of every three unemployed veterans (Parker). Moreover, former Guard and Reserve veterans' unemployment has been reported to be approximately 20 to 40% in some cases; and, the employment rate for veterans ages 20 to 24 has averaged 30%, up from 20% in 2010 (Vet Jobs, 2012).

In a Pew Research Center study of more than 1,800 service persons who served post-9/11, approximately 27% of transitioning persons experienced difficulties in readjusting to civilian life (Morin, 2011). Darolia et al. (2007) examined the experiences of more than 2,000 women veterans who transitioned from military service to civilian life. Results of their study revealed that additional research is needed to (a) understand the circumstances and experiences of men and women veterans as they transition, (b) collect and publish narratives describing service persons' successful transitions and adjustments, (c) probe the impact of resuming roles as caregivers, and (d) explore the role of disabilities experienced by men and women veterans as they adjust to civilian life.

Service persons transitioning back to civilian life face a variety of challenges, which may include financial, professional, and personal hurdles and also be at risk for poverty, suicide, and homelessness, with a percentage of those persons finding themselves in jail, shelters, and treatment centers across the nation (Brenner et al., 2008; Greenberg, Rosenheck, & Desai, 2007; Savitsky, Illingworth, & DuLaney, 2009). The challenges vary depending on, for example, the transitioning persons' gender, marital status, educational level, civilian work experience, extent of transferrable skills, physical condition, mental status, support networks, and coping skills (Adamchik, 2008; Brenner et al., 2008; Clemens & Milsom, 2008; Darolia et al., 2007; Foster & Vince, 2009; Franklin, 2009; GAO, 2005a, 2005b, 2010; Greenberg et al., 2007; Greenberg & Wessely, 2008; Pranger, 2009; Savitsky et al., 2009; Scannell-Desch & Doherty, 2010).

Bellotti, Laffaye, Weingardt, Fischer, and Schumaher (2011) examined the readjustment of OIF/OEF veterans who participated as the first cohort of the Veterans Conservation Corps (VCC) 10-month academic and vocational training program which examined their mental health and quality of life outcomes. Preliminary findings indicated VCC participation by veterans may help to improve their social and physical transitioning to civilian life, which might have implications for aiding in addressing adjustment issues for all combat veterans (Bellotti et al., 2011). Burnett-Ziegler et al. (2011) reported on National Guard service persons' employment following rapid deactivation from active duty after returning to the United States following wartime deployments. The researchers examined associations between mental health symptoms, alcohol use, number of deployments, and combat-zone exposure with employment status and full-time versus

part-time as outcomes; the research findings revealed a close association between full-time employment and improved mental health evaluations (Burnett-Ziegler et al., 2011).

Elbogen, Johnson, Wagner, Newton, and Beckham (2012) investigated wartime veterans' financial status and adjustments following combat-related deployments. As anticipated, their findings indicated that adverse mental and physical health problems were associated with financial difficulties, demonstrating a need for enhancing financial literacy and promoting meaningful employability to enhance veterans' quality of life. MacLean (2010) found that combat exposure directly impacted service persons' disability and unemployment rates, indicating that combat veterans had a higher tendency than noncombat veterans to be disabled and unemployed from young adulthood (mid-20s) and possibly throughout their working-age years.

Studies on the perspectives of women veterans revealed similar triumphs and challenges as their male counterparts. There are physical and psychological components to the transition, indicating a preference for transition support and resources before leaving the military and extending after separation and beyond securing the first postmilitary employment (Darolia et al., 2007; Foster & Vince, 2009). Common challenges encountered by service persons and veterans as they transition from military service to the civilian workforce may include mental and/or health conditions, employers' misperceptions or lack of understanding, reintegration with family and friends, and adjustments to civilian life (Foster & Vince, 2009; Szelwach, Steinkogler, Badger, & Muttukumaru, 2011).

While women veterans face many of the challenges experienced by males during the transition to the civilian workforce, women also may encounter challenges with fractured or fragmented lives upon their reentries, mostly and primarily in resuming their roles as primary caregiver or as a single parent, and coping with psychological and health conditions precipitated by sexual assaults or harassment (Szelwach et al., 2011). Other challenges women veterans encounter when they transition may include receiving respect and recognition for their service as that given to male veterans, receiving gender-specific medical and psychiatric care and treatment at Department of Veterans Affairs (DVA) medical facilities, and receiving assistance with child care to ease concerns with scheduling medical appointments, getting assistance with lodging expenses while relocating, and seeking employment (Foster & Vince, 2009). With the prevalence of women veterans doubling from 4% in 1990 to about 8% (or estimated at 1.8 million) in 2011, governmental researchers conducted a study to gain insights on the issue of homelessness among women veterans (GAO, 2011). The challenges of maintaining households and places of residences were more problematic for women veterans who presented with disabling psychological conditions resulting from posttraumatic stress syndrome and sexual assault experienced while serving in the military and those who were heads of households and single mothers (GAO, 2011). Study findings indicated: (a) limited data was available on the characteristics of homeless women veterans since neither HUD nor DVA collected this type of information to determine the effectiveness of resources; and, (b) barriers that women veterans face that contributed to their homeless situations included lack of awareness of available programs, lack of referrals for

temporary housing, and limited facilities for women with children. Moreover, women veterans transitioning to the civilian workforce in rural communities face different challenges than women veterans returning to urban settings, where those challenges may include remoteness from resources, geographical barriers, and limited employment opportunities (Szelwach et al., 2011).

Pranger (2009) reported on the transitioning issues encountered by Canadian service persons, illustrating the similarity of issues U.S. service persons also face and demonstrating possible remediation strategies (Burnett-Ziegler et al., 2011; Darolia et al., 2007; Ruh, Spicer, & Vaughan; Wheeler, 2012). Black and Papile (2010) offered the following factors as potential focus areas for counselors when providing transition assistance to service persons returning to civilian life: (a) seeking satisfying and stable employment, (b) striving to maintain good mental health, (c) resolving mental health issues, (d) maintaining healthy relationships with family members, and (e) maintaining healthy relationships with significant others.

Since the United States' engagements in Operation Enduring Freedom (OEF) in Afghanistan from 2001 to May 2008, Operation New Dawn (OND) with a transitional force of U.S. troops that remained in Iraq until December 2011, and Operation Iraqi Freedom (OIF) from 2003 to May 2008, 6,640 U.S. troops and 16 U.S. Department of Defense civilian personnel have died, and 50,450 troops have been physically wounded in the wars (Fischer, 2013). Unlike other periods of armed conflict, 15 of 16 seriously wounded service persons survived severe wounds that would have been fatal in previous wars, resulting in injured and wounded service persons having to endure numerous

deployments in war zones and many left coping with combinations of Gulf War syndrome and physical, mental, and cognitive impairments. Thousands of transitioning service persons and veterans exhibit one or more physical, mental, and psychophysical impairments (Franklin, 2009; Greenberg & Wessely, 2008). Moreover, since calendar year 2000, the number of posttraumatic stress disorder diagnoses in all the U.S. Armed Services has seen dramatic annual increases, with the totals for the 12-year period ending in 2011 indicating 27,549 cases for persons not deploying to war zones and 103,792 cases for persons having deployed to war zones (Fischer, 2013). Fischer's report also detailed other OEF/OIF/OND casualty information for service persons: (a) 253,330 traumatic brain injury cases; (b) 1,715 battle-injury amputation cases; and, (c) 332 deaths due to self-inflicted wounds.

Scannell-Desch and Doherty (2010) provided insights on medical caregivers serving in wartime and on wartime deployments and providing care for their own country men and women as well as forces of other coalition countries, local civilians as casualties of war, and insurgents brought to their hospitals for care. Their study indicated the existence of posttraumatic stress disorder symptoms and compassion fatigue in caregivers and acknowledged that few studies have illuminated the military caregivers' wartime experiences.

Perl (2007) reported on the homeless situations encountered by both male veterans and female veterans, both of whom are overrepresented in the homeless population. Due to the increasing number of veterans as a result of current and recent wars, the homeless situation among veterans is expected to rise commensurately (Perl,

2007). Congress has established numerous programs that serve veterans at risk for being homeless, including health care and rehabilitation service, employment assistance, transitional housing, and other support services (Perl, 2007). Some of the issues and situations veterans encounter that could contribute to their becoming homeless may include (a) need for permanent supportive housing for low-income and homeless veterans, (b) not being able to receive or access needed services such as income, financial assistance, and medical care, (c) women veterans who may have suffered sexual assault or sexual abuse during military service, (d) limited homeless programs that have facilities for women and women with children, (e) veterans needing job placement and training as they leave prison, and (f) need for additional stand-down areas—where similar to battlefield scenarios in removing troops from the field of battle into a safe haven to get food, rest, and care—businesses, service organizations and government offices provide homeless persons essential services and items such as food, clothing, showers, haircuts, immunizations, health care, and dental care (Perl, 2007).

Whitman and Purcell (2006) reported on two important topics with regards to aging—income and poverty among Americans. Veterans, their families, widows, and dependents are included in this population of persons affected by limited income and poverty. Many Americans prepare for retirement by saving and investing, and may also supplement their incomes or solely rely on receiving pensions, disability compensation, and/or Social Security benefits (Whitman & Purcell, 2006). Disabled veterans, their dependents, and survivors may also be eligible for a variety of benefits, including income, medical care, disability compensation, educational assistance, and housing

assistance (Whitman & Purcell, 2006). In 2005, more than 1.1 million Americans aged 65 and older received supplementary income from the veterans' compensation programs and the veterans' pension program, which when taken together the median income was about $7,200 a year or $600 a month, with three quarters of that population receiving less than $13,920 in compensation or pension benefits (Whitman & Purcell, 2006). The veterans' compensation program provides income for veterans with disabilities incurred or aggravated while in the Armed Forces and is designed to compensate for loss of earning potential; and, veterans' pensions, usually small amounts, are provided through a separate program for survivors and veterans unable to work, with no pensions provided to veterans with substantial assets (Whitman & Purcell, 2006).

History of the GI Bill

For more than 60 years, many groups have studied the lasting effects of the original GI Bill (The Servicemen's Readjustment Act of 1944) and the several versions of veterans' assistance programs that have been implemented since that initial program (Lokken, Pfeffer, McAuley, & Strong, 2009; McGrevey & Kehrer, 2009; Murray, 2008; Serow, 2004; Shankar, 2009; Smole & Loane, 2008). The early and later versions of the GI Bill have provided means by which many low- and moderate-income youth and families could afford higher education (Serow, 2004). The original GI Bill provided benefits for more than 16 million veterans of World War II, which included unemployment insurance, mortgages, and small business loans. Almost half of all returning WWII service persons accepted the government's offer, and 2.2 million veterans used their subsidies to attend college or graduate school. Veterans' benefits have

evolved over the past 60 years—ranging from completely subsidized educational benefits that could be used for a variety of education and training programs along with separate subsistence (living expense) payments to only partially subsidized educational benefits then finally the current Post-9/11 GI Bill that expanded the educational benefits comprising five thematic components to help veterans achieve their educational goals and benefit themselves, their families, and society (GAO, 2007; Savych, 2008; Serow, 2004; Siegel & Taylor, 1948; Smole & Loane, 2008).

Dortch (2012) explained,

> The Post-9/11 GI Bill is codified under Title 38 U.S.C., Chapter 33. The stated purpose is to reward members of the Armed Forces for service on active duty since September 11, 2001; maintain a history of offering educational assistance to veterans; respond to the needs of the Armed Forces when not at peace; demonstrate the high esteem with which military service is held; recognize the difficult challenges involved in readjusting to civilian life after serving; and enhance the educational assistance benefits to those who serve on active duty after September 10, 2001. (pp. 1–2)

Because veterans' benefits had not kept pace with rising tuition and fees in private colleges, veterans' enrollment were largely dependent on in-state public education, with veterans' enrollments being highest in western United States, especially in states with large public college and university systems and weak provisions for private higher education (Serow, 2004). Conversely, veterans' use of GI Bill benefits was lower in

northeastern states, where private colleges and universities, with higher tuition costs, have long dominated the provision of higher education (Serow, 2004).

Numerous structures, cultures, and operations may be affected by the changes needed to address the situations and issues associated with veterans' career transitions from military service to civilian life. As was the case for the Servicemen's Readjustment Act of 1944 (the first GI Bill of Rights), Congress has demonstrated a genuine interest in providing education benefits to veterans of the armed forces (Smole & Loane, 2008). To address concerns by the public and legislators, five subsequent versions of the GI Bill have been implemented to revise structures and operations that appeal to constituents and yet bear the appearance of taking care of our veterans (Smole & Loane, 2008). Today's educational benefits programs have evolved and while the new Post-9/11 GI Bill (effective August 2009) was revised to meet the cost of the maximum in-state tuition, only some veterans (those attending residential programs not distance learning programs) are eligible to receive limited living stipends (a locality-based housing allowance) and annual book allowances, making it difficult for some veterans to afford to attend college or a university (Post-9/11 GI Bill, 2009). Colleges and universities, trade schools, and other organizations have recognized the need for accommodations to support the large numbers of veterans who are pursuing employment training and higher education due to revamped employment programs and the new GI Bill (Cunningham, 2012; Lokken et al., 2009; Shankar, 2009; Steele, Salcedo, & Coley, 2010; Williamson & Mulhall, 2009; Wurster, Rinaldi, Woods, & Liu, 2013).

Since implementing various versions of the GI Bill, legislators' actions have consistently emphasized the importance of establishing provisions to aid in leveling the playing field for veterans to successfully transition from military service to civilian employment. When examining social justice, Merriam, Courtenay, and Cervero (2006) emphasized that equality for all is an ideal but not a reality. The authors added that there are segments of society that possess the power and privilege with influential control that can sometimes adversely affect the lives and livelihood of citizens who are less affluent, marginalized, or members of underserved populations (Merriam et al., 2006). Social justice adult education is an approach that can serve to challenge societal inequities (Merriam et al., 2006). Keene (2001) related how the original GI Bill enabled those with military service during World War II to have a better life and to become one of the most prosperous, advantageous generations in U.S. history. To answer some of the public outcry to providing GI Bill benefits, Keene made the following observations:

> Commentators like Wecter soothed Americans with the idea that the majority of the benefits provided by the GI Bill simply leveled the playing field that the selective service system had made uneven, and that the remainder would soon be extended to non-veterans. In reality, the legislation created the most privileged generation in American history. Starting with adjusted compensation and ending with the GI Bill, World War II veterans forced the government to accept responsibility for redistributing profits and opportunities from advantaged citizens to disadvantaged veterans in the aftermath of total war (p. 8).

World War II veterans helped shape the policies and practices of the armed forces and modern state, which served to create social welfare legislation and was instrumental in spearheading the creation of the middle class thereby generating unprecedented prosperity enjoyed by many Americans in the latter part of the twentieth century (Keene, 2001).

Serow (2004) presented an interpretive review of the evolution of educational policy involving 60 years of the GI Bill. Serow's analysis consisted of three stages, which included an overview of the provisions of the significant versions of the GI Bill, an assessment of their educational impact, and an interpretation of the symbolic and moral meaning underlying the history of the GI Bill. The GI Bill has, to varying degrees, enabled many low- and moderate-income men and women to afford and complete higher education even though tuition costs at colleges and universities continue to rise (Serow, 2004).

Shankar (2009) presented arguments and support of the most recent GI Bill, the Post-9/11 Veterans Educational Act of 2008, which became effective August 1, 2009, greatly expanded the scope of educational benefits for veterans, which could be used by the service person or transferred to a spouse or dependent. The five components of this new GI Bill were described as (a) broad categories of eligibility for benefits were created depending upon the service person's timing and length of service, (b) amount of tuition or educational assistance is based on length of service, (c) other payments available to eligible service persons may include mandatory payments (for books, housing, supplies, and travel expenses) and discretionary payments (such as tutorial assistance, licensure or

certification tests, and supplemental educational assistance), (d) Yellow Ribbon Program, and (e) transferability of educational benefits to a spouse or child (Shankar, 2009).

Smole and Loane (2008) provided a brief history of the relationship between veterans' educational benefits and federal student aid and how the calculation of student aid has changed as the veterans' educational assistance has evolved. A report to Congress featured three major sections: (a) an historical overview of veterans' educational benefits, (b) an analysis of veterans' educational benefits relative to average college tuition and fees, and (c) an examination of the evolving interactions between the veterans' educational benefits and federal student aid benefits authorized under the Higher Education Act and subsequent amendments (Smole & Loane, 2008).

Transition Assistance Program

A number of programs and initiatives have been established to aid service persons as they transition from military service to civilian life. One particular program for service persons is the Transition Assistance Program (TAP), which could be up to one week in duration, is offered several times per month at numerous locations throughout the United States and overseas, and is designed to assist military personnel and their families as they transition (i.e., separate or retire) from active military service (GAO, 2010).

To aid individuals in successfully navigating the transition process, many service persons attend multi-day transition assistance workshops prior to separating from active military duty. In these workshops, service persons learn about veterans' benefits, entitlements, postmilitary employment, disability compensation, and methods for gaining access to resources and entitlements. The TAP workshops (now called Transition GPS

for Transition Goals-Plans-Success) are provided to service persons as early as 24 months before they are scheduled for discharge from active duty (Bascetta, 2002; GAO, 2005a, 2010).

After deployments, many Reservists and National Guard personnel return to localities that do not offer TAP services (GAO, 2005a). Moreover, commanders' and supervisors' support for allowing transitioning service persons to attend TAP workshops could vary from one military base to another, which could hamper the outreach process and contribute to service persons not taking the required specific actions while still on active duty to be eligible for certain benefits (GAO, 2005b, 2010). Service persons also experience variations in their access to TAP resources depending on specific circumstances that position them away from TAP resources, such as being deployed on a ship or submarine away from the home base, being stationed in remote areas, and being engaged in critical military missions (Bascetta, 2002).

The earlier version of the TAP (i.e., 1990–2012) was implemented and administered in different formats by the Army, Air Force, Navy, Marine Corps, and Coast, with the four basic steps in the TAP consisting of (Bascetta, 2002; Darolia et al., 2007):

- Preseparation counseling that is initiated by the service member, involving his/her coordinating actions such as arranging household goods shipment, performing house-hunting, and scheduling final physical and dental examinations and appointments.
- 2.5-day TAP Employment Workshop run by the Department of Labor.

- A 4-hour Veterans' Benefits Briefing facilitated by the Department of Veterans Affairs to educate service persons on their eligibility for veterans benefits.
- Disabled Veterans' Transition Program, a two-hour briefing by the DVA for service persons with service-connected disabilities.

Service persons attended a resident TAP class for the second, third, and fourth basic steps of the TAP. Since July 2012, a new TAP format began its 2-year implementation process, which began pilot testing at seven military bases during the summer of 2012 (Collins, Bradley, Dortch, Kapp, & Scott, 2012).

The Veterans Opportunity to Work (VOW) to Hire Heroes Act of 2011 provides transition resources for service members, broadens the education and training resources for veterans, and provides tax credits to employers who hire veterans with service-connected disabilities (VOW Act, 2014). The VOW Act makes attendance at the new transition assistance program—Transition GPS—mandatory for nearly all separating personnel with exceptions granted on a case basis (Collins et al., 2012). In order to achieve compliance with the VOW Act, November 2012 was established as the implementation date for the Transition GPS workshops, and the optional tracks would be in place by the end of 2013 (Collins et al., 2012).

Career Adaptability

The global economy in the 21st century and rapidly-advancing technologies require that workers and prospective workers to be cognizant of coping skills, ability to adapt to changing circumstances, and resources that may impact their careers

(Rottinghaus et al., 2012). Defined as the ability to cope with and take full advantages of changes in the work environment, career adaptability is an important psychosocial construct that is relevant for successful career transitions and for seeking reemployment (Koen et al., 2010). Regarded as a multidimensional construct relating to an individual's ability to successfully navigate transitions, career adaptability involves consciously and continually self-exploring and maintaining one's environment, thereby being ready to cope with the predictable and unpredictable aspects of work changes (Bimrose, Brown, Barnes, & Hughes, 2011). Assessments of career adaptability can enable individuals to identify career-related strengths and weaknesses, and indicate the need for interventions for enhancing personal coping skills and strengths for adjusting to changing work circumstances (Rottinghaus et al., 2012). For example, Rottinghaus et al.'s instrument, the Career Futures Inventory–Revised (CFI-R), has five internally-consistent subscales, career agency, occupational awareness, support, work-life balances, and negative career outlook, that can be used for measuring career adaptability. This instrument and others designed for assessing psychosocial constructs are useful for providing individual assessments of personal traits that could be used by the individual and by counselors to enhance the effectiveness of career-transition counseling and interventions. By being proactive, being adaptive, and maintaining positive outlooks, persons may be more likely to view periods of unemployment as opportunities for critical reflection on career identity and making career changes (McArdle, Waters, Briscoe, & Hall, 2007). The CFI-R is designed to measure important constructs deemed of importance to adults' wise career decision making in the world of work (Rottinghaus et al., 2012).

Adaptability enables a person to change without difficulty and to participate in new, routine, and unpredictable situations in the world of work (Savickas, 1997). Savickas added that counselors could assess clients' adaptability and prepare interventions to help clients explore possibilities about self and the environment, develop forward-thinking attitudes, improve decision-making, and become autonomous.

Career Transitions

Important ingredients to enable persons' successful return to civilian life are transition assistance programs and prompt receipt of benefits and entitlements (DVA-OIG, 2008; GAO, 2005a, 2010). The TAP is viewed as one of the key venues for veterans to acquire critical information for navigating their way to gaining the most from their well-deserved benefits and entitlements (Bascetta, 2002, GAO, 2005a, 2010).

Vet Jobs (2012) indicated that approximately 16,000 Navy veterans annually make the transition from active service in the Hampton Roads, Virginia area; that is, 3,000 Navy veterans retire and 13,000 Navy veterans separated from service but were not eligible to retire. Military Homefront (2010) indicated that approximately 200,000 U.S. military service persons transition annually, which may include active duty, Reserve, and National Guard personnel. Transitioned reservists may have served limited or prolonged periods of active service and may have endured one or more deployments overseas or away from their home stations (Military Homefront, 2010). Separatees may include personnel who served on active duty but did not serve the required number of years to retire from active service and earn retirement entitlements such as pensions and other benefits (Military Homefront, 2010). Many of the reservists, separatees, and retirees may

also have compensable or noncompensable medical and physical disabilities, require follow-up medical treatment, and are eligible for continued medical care and disability compensation (DVA-OIG, 2008; GAO, 2005a, 2010). Many of those individuals are discharged with conditions or disabilities that prevent them from leading normal, productive lives (GAO, 2005a, 2010).

Another possible reason for career transition difficulties may be that veterans' access to higher education is strongly influenced by the geographical area in which they live and the availability of affordable higher education (Smole & Loane, 2008). Currently, veterans' educational benefits do not always cover the full cost of higher education. For example, financial help with living expenses may be capped such that only a portion of the students' overall costs (such as, tuition, books, fees, housing, and other costs) are covered; and, in these instances, veterans may be required to take out loans or relocate to other areas to attend affordable colleges or universities (Smole & Loane, 2008).

In 2009, as a component of the newest version of the GI Bill, the Post-9-11 GI Bill, the Yellow Ribbon Program was implemented to aid veterans' pursuit of higher education at higher frequencies at both private and public institutions (Shankar, 2009). Only veterans who (a) have served for at least 36 months or (b) served continuously for 30 days and were discharged for a service-connected disability are eligible for tuition assistance via the Yellow Ribbon Program, in which an institution of higher learning agrees to pay a portion of tuition not covered by the veterans' GI Bill educational benefits (Buckley & Cleary, 2010; Shankar, 2009). The Yellow Ribbon Program provides a venue

for veterans and service persons to attend institutions of higher learning that were previously priced beyond veterans' affordability (Shankar, 2009).

An important law affecting service persons' and family members' affordability of higher education will take effect after July 1, 2015. The Veterans Access, Choice and Accountability Act of 2014 (Section 702) will require public institutions to offer in-state tuition and fees to all individuals eligible for Post-9/11 GI Bill and Montgomery GI Bill benefits, where eligible students include (Choice Act, 2014):

> A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
>
> A spouse or child using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
>
> A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more. (p. 1)

A group-based transition assistance program with peers yielded highly desirable results in a study involving Canadian soldiers experiencing trauma-related stress reactions (Westwood, McLean, Cave, Borgen, & Slakov, 2010). Westwood et al. found that many of the transitioning personnel lacked confidence in mental and medical health professionals because care was usually limited to medication and/or individual psychiatric counseling. In addition, participants were reticent to seek mental health care or psychological services due to the perception of stigma among peers and military leadership, where that perception was viewed as a primary barrier for transitioning veterans getting needed care and treatment (Westwood et al., 2010). Implications for practitioners include (a) consider employing group-based programs with peer support to aid transitioning personnel in their personal and career adjustments, (b) maintain awareness that the perception of stigma may prevent personnel from seeking and completing psychiatric and psychological services, and (c) inform transitioning personnel that their trauma and/or stress symptoms may get worse before improving because therapy sessions may uncover buried emotions and memories, resulting in veterans becoming more distracted or inefficient in work situations or saddened, angry, or afraid around family and friends (Westwood et al., 2010).

Expedient receipt of transition services and resources is an essential ingredient for transitioning persons' successful adjustment to civilian life (GAO, 2005a). Any denial or slow provision of entitlements could detrimentally affect transitioning veterans and their families (DVA-OIG, 2008; GAO, 2005a).

Title 10 of the U. S. Code requires the Departments of Veterans Administration, Defense, and Labor to administer TAP to meet the needs of service persons and veterans as they transition from military service to civilian life (Bascetta, 2002; DVA-OIG, 2008; GAO, 2005a). TAP was not being provided to all separating or retiring personnel as mandated by Congress starting in 1990 and as amended (Bascetta, 2002; GAO, 2005a). Bascetta explained that TAP programs and services offered by each U.S. military branch (Army, Air Force, Navy, Marine Corps, and Coast Guard) differed in scope and participation. Many eligible service members did not receive transition assistance, and there were no processes in place to evaluate the effectiveness of the mandated services' transition assistance programs (Bascetta). The GAO (2005a) emphasized that transition assistance is intended to assist service members to successfully adjust to civilian life after leaving the military. However, Reserves and National Guard personnel, who had expanded roles in the armed conflicts, Operations Enduring Freedom and Iraqi Freedom (OEF/OIF), may be offered limited opportunities for participating in transition assistance planning programs (GAO, 2005a). The need to rapidly demobilize units without advertising schedules and troop numbers and returning personnel back to their families and communities as soon as possible are additional factors that may complicate the provision of TAP services to Reserves and National Guard personnel (GAO, 2005a). In addition, service persons' local areas may not have available or nearby TAP campuses or military bases for obtaining the needed transition-related support (GAO, 2005a).

Another important transition resource is disability compensation. Service persons that are eligible for disability compensation upon discharge are not consistently being

provided prompt delivery of this much-needed compensation (DVA-OIG, 2008). The DVA-OIG Report provided an auditor's report on the slow or untimely provision of services to a special group of service persons and veterans—an esteemed group of veterans who have been severely injured and require serious medical care and treatment and are entitled to disability compensation. This group of severely disabled service persons and veterans is only a small subset of the total numbers of service persons and veterans with varying degrees of noncompensatory and compensable disabilities (ranging from 0 to 100%, with the disability percentage corresponding to levels of monetary and other specific entitlements).

Veterans who are eligible for disability compensation upon discharge after transitioning to civilian life are not consistently being provided prompt delivery of their entitled compensation (GAO, 2010). The GAO (2010) provided a comprehensive listing of reports detailing evaluations of the claims processing dilemmas that contribute to the slow delivery of vital compensation for transitioned veterans. The Department of Defense (DoD) website, Military Homefront (2010), presents annual demographic reports prepared for the DoD. The annual report provides demographic information describing service members and families in the military community, for Active Duty service branches and Reserve Components.

Unemployment

Major goals of career transitioning U.S. service persons include gaining meaningful employment and financial stability, where an estimated 945,000 of the 11.3 million veterans in the civilian labor workforce are unemployed (Chicas, Maiden, Oh,

Wilcox, & Young, 2012). The causes of unemployment among veterans are complex, where a number of factors may be at work, such as (a) veterans may be struggling to locate and obtain employment in the civilian sector because of limited job opportunities and slow recovery from a severe economic recession and (b) a significant gap appears between specific skills needed by civilian employers and job-seeking veterans' ability to translate military skills to civilian occupations (Chicas et al., 2012). In response to the alarmingly high rate of unemployment for young service persons age 20 to 24, Senator Larry Craig, Republican-Idaho, Senate Veterans' Affairs Committee Chairman, was quoted as saying that ensuring a smooth transition should be a national priority for the young service members, especially given the strong economy as seen in most regions of the nation (James, 2007). The high unemployment rate for young male service persons (age 18 to 24) still persists. The unemployment rate for this young cohort was reported at 29.1% in 2011 and exceeded the 17.6% for young male nonveterans (BLS, 2012).

Several studies have reported on unemployment and employment situations encountered by service persons and veterans as they transition from military service to the civilian workforce (BLS, 2010; Burnett-Ziegler et al., 2011; Pranger, 2009; Ruh et al., 2009; Veteran Labor Force, 2011). The Department of Labor's 2011 report, *The Veteran Labor Force in Recovery,* indicated that unemployment rates for veterans increased steadily since the beginning of the recession in 2007 through 2010, with the unemployment rate for veterans rising from 3.8% in 2007 to 8.7% in 2010 as compared to nonveteran unemployment rising from 4.4% in 2007 to 9.4% in 2010. These aggregate statistics seemingly veil the reality for younger veterans; the unemployment rate in 2010

for veterans age 18–24 who had recently separated from active service was 20.9%, up from the 2007 rate of 11.7%. From 2013 data, among the 722,000 unemployed veterans, some of the unemployment rate statistics for veterans were as follows: age 18–24 at 21.4%, women veterans at 6.9%, and male veterans at 6.5% (BLS, 2014b).

Ruh et al. (2009) reported that more than 6 million veterans have a disability, with more than 700,000 being unemployed or underemployed in any given month. According to the Department of Labor report, more than 200,000 veterans with disabilities will enter the job market as they transition from the military during the coming years (Ruh et al., 2009). Burnett-Ziegler et al. (2011) examined employment situations facing veterans after being demobilized from activated National Guard units; these service persons face entry into the civilian workforce without benefiting from adequate time for planning their transitions, as compared with active duty service persons who may be afforded ample time to plan their separations from active service. Darolia et al. (2007) and Foster and Vince (2009) examined the career transition experiences of women veterans and the factors that influenced their challenges and successes after they had entered the civilian workforce.

The report by Crane et al. (2008) described the Vocational Rehabilitation and Employment (VR&E) Program as a program authorized by Congress that directs the Department of Veterans Affairs (DVA) to provide individualized, tailored rehabilitation programs for disabled veterans to gain appropriate employment to lead independent lives. Reports by Crane et al. and Scott and Davis (2010) provided the history of the VR&E program, detailed the services available to veterans with service-connected disabilities

and their families, and provided information about eligibility and entitlement, the application process, and resources available through other agencies. Scott and Davis also provided descriptions of federal government programs and military programs for assisting military veterans with disabilities.

Fortunately, veterans' successful reentries into the civilian labor market have gained substantial Executive Level and Congressional interest in the past few years. As a result, federal programs were revamped to aid service persons and veterans develop employment skills for securing civilian jobs (Collins et al., 2012). The federal programs can be grouped into three broad categories, which include (a) general programs for all veterans; for example, transition assistance programs, GI Bill educational programs, veterans retraining programs, skills and experience transfers, work opportunity tax credits, and federal employment; (b) programs earmarked for veterans with service-connected disabilities; for example, vocational rehabilitation and employment, outreach programs, and special components of general programs; and (c) competitive grant programs; for example, veterans upward bound, veterans workforce investment program, and collaborative placement program (Collins et al., 2012).

Implications

Potential implications of this current research include: (a) identifying structures, cultures, and operations that may benefit from modifications; (b) reviewing current and past employment and unemployment statistics for young veterans and nonveterans to gain perspectives and lessons learned in order to inform future practices and policies; (c) re-examining the provision of veterans' benefits and the evolution of the GI Bill; (d)

providing techniques for career counselors and facilitators to employ psychometrically sound instruments to assess individuals' psychological coping strategies when undergoing career transitions (Fernandez, Fouquereau, & Heppner, 2008); (e) demonstrating techniques for examining factors that operationalize aspects of the psychosocial construct of career adaptability (e.g., career agency, occupational awareness, support, work-life balance, and negative career outlook; Rottinghaus et al., 2012); and, (f) adding to the literature on perspectives of career transition confidence and career adaptability of military service persons and veterans as they undergo the transition from active duty to civilian life.

Summary

In this section of the research report, I described the local problem, rationale for choosing the problem, special terms, significance of the problem, problem as guiding research questions, literature review, and implications for possible research directions. In this study, I examined a problem that may affect hundreds of thousands of veterans of the U.S. Armed Forces who have served their country but may be underserved by being discharged or retired from service without timely receipt of resources and services. Specifically, I examined relationships between career adaptability and two other psychosocial attributes (e.g., transition confidence and transition readiness) of service persons who participated in transition assistance workshops in Hampton Roads. Career adaptability was operationalized using the five factors subscales of the CFI-R. Transition confidence and readiness were operationalized using two subscales of the CTI. The independent variables included transition confidence and transition readiness. Scores for

these independent variables were calculated for each survey participant using two subscales from the CTI (i.e., the confidence subscale and readiness subscale). The dependent variables for measuring career adaptability include scores derived using the five subscales of the CFI-R (i.e., career agency, negative career outlook, occupational awareness, support, and work-life balances). Currently, approximately 700,000 veterans are unemployed in any given month, and roughly 200,000 service members leave active duty and transition to civilian life each year, with many of these veterans transitioning to civilian life without the training and skills needed to gain employment (Burnett-Zeigler et al., 2011; Clemens & Milsom, 2008; Foster & Vince, 2009; GAO, 2007; Pranger, 2009; Williamson & Mulhall, 2009). While many veterans' programs have been implemented by government and volunteer agencies, and the Departments of Veterans Affairs, Defense, and Labor, the problem with veterans' unemployment and transition issues still persist and the impact of the employment services for veterans is still unknown (GAO, 2007). Factors and challenges affecting veterans' successful transitions to civilian life may include (a) slow receipt of needed compensation and resource entitlements, (b) limited access to TAP sessions and workshops, (c) limited access to career counselors, (d) barriers due to physical and mental disabilities, (e) inadequate opportunities and financial assistance, (f) lack of necessary self-directed skills, (g) health or disability issues, and (h) discontinuance of eligibility for benefits (Adamchik, 2008; GAO, 2005a, 2010). This study contributes to the body of research by investigating the relevance of career-transition adaptability, confidence, and readiness of U.S. service persons as they participate in transition assistance workshops, in Hampton Roads.

In Section 2, I describe the methodology for the study. The section includes an introduction, rationale for choosing the research survey design and approach, description and justification of the setting and sample, strategies for data collection, data analysis and validation procedures, results and findings, protection of participants, and ethical considerations. The remaining sections include Section 3 and Section 4. Section 3 presents the project that was be designed and implemented to improve upon the techniques employed for examining the career-transition related constructs of career adaptability, transition confidence, and transition readiness. Section 4 provides my reflections on the project's strengths, recommendations for remediation of limitations, scholarship, development and evaluation, leadership and change, self-analysis as a scholar, practitioner, and project developer, potential impact on social change, and implications for future research.

Section 2: The Methodology

Introduction

This section contains a description of the methodology for conducting a quantitative survey study that investigated career adaptability and other career-transition factors (e.g., confidence and readiness) of service persons as they attended transition assistance workshops. This description includes the research design and approach; setting and sample; instrumentation and materials; data collection and analysis; reliability and validity; assumptions, limitations, scope, and delimitations; quantitative results; evidence of quality; and conclusion.

Research Design and Approach

This quantitative study utilized a cross-sectional survey approach to investigate the career-transition adaptability, confidence, and readiness of U.S. service persons as they attended TAP workshop sessions sponsored at a U.S. Navy military base in the Hampton Roads, Virginia area. Data collections occurred during a 3-week period in several randomly-selected, week-long TAP workshops at a Navy TAP campus. Data collection strategies included administering a cross-sectional survey containing a demographic and career information section and two pre-established instruments. Cross-sectional surveys are useful for collecting data and perspectives at one point in time with the capability of measuring attitudes, opinions, beliefs, and practices of study participants (Creswell, 2009). Cross-sectional designs are also useful for conducting other types of studies, which may involve (a) comparing two or more educational groups in terms of beliefs, attitudes, or practices, (b) measuring community needs of educational programs,

projects, or community planning, (c) evaluating programs, and (d) conducting large-scale assessments such as national surveys or statewide studies (Creswell, 2009). Figure 2 provides a schematic diagram of the study's cross-sectional study design. Combining the use of demographic and career information (qualitative and quantitative data) with the survey questionnaire (quantitative data) yielded more accurate results to make the inferences more useful. The study's data collection and analysis provided explanatory insights on career-transition adaptability, confidence and readiness of service persons and veterans as they began the process of transitioning from active military service to civilian life.

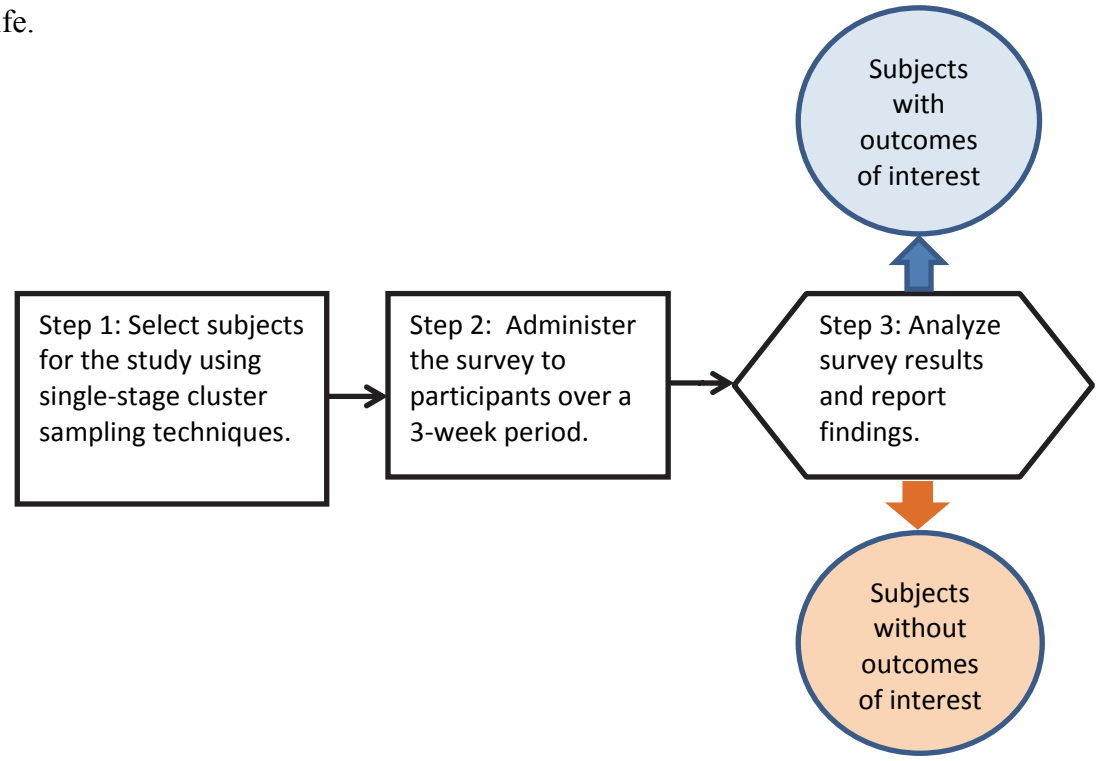

Figure 2. Schematic diagram of a cross-sectional study design. Adapted from *Basic and Clinical Biostatistics* (fourth ed.; p. 10), by B. Dawson and R. G. Trapp, 2004, Boston, Massachusetts, McGraw-Hill Medical. Adapted with permission.

Setting and Sample

The primary research site or setting consisted of one U.S. Navy campus where TAP workshop sessions (i.e., clusters) were administered in classrooms as subsets of the larger campus setting. The TAP Navy campus consists of multiple, concurrently coordinated workshop sessions that included (a) Executive TAP (for officers and senior enlisted service persons), (b) Retiring TAP (retiring service persons not included in the Executive TAP), and (c) Separatee TAP (workshop sessions containing service persons who are separating from active duty before reaching eligibility for retirement).

Several TAP workshops are convened each month at six Navy TAP campuses in the local Hampton Roads area, with 82 TAP workshops held in fiscal year 2012 (October 2011–September 2012). In addition to the Navy-sponsored TAP sessions, the Army, Air Force, and Coast Guard may also sponsor TAP workshops in the Hampton Roads area that includes the cities Hampton, Virginia Beach, Norfolk, Newport News, Portsmouth, Chesapeake, and 10 other towns and counties.

Using convenience sampling, instead of using the planned single-stage cluster method, the study's sample consisted of 264 U.S. Service personnel attending several different sessions or classrooms (i.e., clusters) of the one-week TAP workshops presented at a U.S. Navy TAP campus in Hampton Roads. The sampling approach was changed to using a convenience method instead of clusters to accommodate my method of obtaining maximum survey participation. I actually visted each of the eight to 12 workshops conducted each week over a three-week period. Interested participants were provided a survey form and were asked to return the completed forms to me. Other interested

persons attending TAP workshops stopped by my kiosk to complete an online survey. For this study, the unit describing the cluster was a weeklong TAP workshop session, whether the session was for separatees, retirees, or executive retirees. The number of participants in a cluster (i.e., a TAP workshop) varied from approximately 10 to 50 service persons. The goal was to achieve a heterogeneous sample of participants, which would represent the rich diversity of individuals serving on active duty in the U.S. Navy.

Prior to data collection, I estimated the sample size based on simple random sampling. For example, for a simple random sample, to achieve a confidence level of 95% with a confidence interval (margin of error) of 5% (or .05), the calculated sample size would be 332 for a population of 2,400, or 351 for a population of 4,000 (Bartlett, Kotrlik, & Higgins, 2001). Conversely, for a confidence level of 95% with a confidence interval of 10%, the calculated sample size of a simple random sample would be 93 for a population of 2,400, or 94 for a population of 4,000. For this study using convenience sampling, the size of the sample was 264 service persons, representing 37.5% of the 704 attendees at the TAP workshops during the selected 3-week period. The study's sample size of 264 individuals resulted in a confidence level of 95% and a calculated confidence interval of 4.6%.

Variables for this survey design approach included demographic characteristics, type of TAP workshop attended, CFI-R (5 factors: career agency, negative career outlook, occupational awareness, support, and work-life balances), and CTI (2 of 5 factors: readiness and confidence). The categories of demographic and career information collected included military status, branch of service, gender, ethnicity, race, age, highest

pay grade attained, marital status, number of dependents, years of service completed, level of education completed, and type of TAP workshop attended.

Data collection occurred at the site of the convening TAP workshops on one Navy TAP campus. The TAP workshops, which are mandated by Congress (Bascetta, 2002), are offered by and for Navy, Air Force, Army, Marine Corps, and Coast Guard personnel. The Navy TAP sessions are open to attendance by Navy personnel as well as service members from the other Services (i.e., Army, Air Force, Marine Corps, Coast Guard, National Guard, Public Health Service, etc.). The surveys were administered via the Internet (using Survey Monkey) and paper format. For quantitative studies, using random sampling of the various TAP workshops (i.e., clusters) may allow generalizing or drawing conclusions from the study's results (Lodico et al., 2010). For this study, generalizability or transferability to other veterans may be limited due to the survey response rate, small sample size, and sampling techniques for accessing TAP attendees. I distributed paper surveys and web links to the surveys to interested participants at the TAP facility. I collected completed surveys online or from service persons at TAP campuses during the week of distribution. I kept survey content confidential by maintaining participant identification separately from printed survey data during data collection and analysis. As an added measure to ensure confidentiality, I maintained study participants' contact information (e.g., name, home address, email address, and telephone number), if provided for follow-up actions, separately from survey forms, feedback forms, and other research documents.

Instrumentation and Materials

The study's data collection instrument comprised a demographic and career information section, the CFI-R for measuring the five factors of career adaptability, the Confidence subscale of the CTI for measuring career-transition confidence, and the Readiness subscale of the CTI for measuring career-transition readiness. The three parts of the study's data collection instrument (Appendix B) are as follows:

(1) Part 1—Demographic and career information: Survey respondents were requested to provide the following demographic and career information:

a. Military Status: Indicate whether Active Duty, Reservist or Other.
b. Branch of Service: Indicate whether Navy or Other.
c. Gender: indicate whether male or female.
d. Ethnicity: Indicate whether Hispanic or not.
e. Race: Indicate whether African American, American Indian or Alaska Native, Asian or Pacific Islander, Caucasian, Hispanic or Latino or Other.
f. Age: Indicate age range.
g. Highest Pay Grade or Rank Attained: Indicate grade or rank range.
h. Marital Status.
i. Number of Dependents: Indicate range for the number of dependents.
j. Years of Service Completed: Indicate range of years of service completed.

k. Level of Education Completed: Indicate highest level of education completed.

l. Type of Transition Assistance Program (TAP) attended: Select from the three choices (i.e., executive, retiree, and separatee).

(2) Part 2—Readiness Subscale and Confidence Subscale of the CTI

The CTI was designed by Mary Heppner to assess psychological resources and barriers that are encountered by adults in career transition (Heppner et al., 1998). The CTI has five internally-consistent factors or scales: readiness, confidence, control, perceived support, and decision independence. The 13-item Readiness subscale was designed to assess the extent to which an individual is willing at the present time to do the actions necessary to achieve career goals. The 11-item Confidence subscale was designed to assess an individual's belief in her or his ability to successfully conduct career planning and related activities. Appendix G provides the scoring key for calculating scores obtained using two subscales of the CTI and five subscales of the CFI-R. Appendix H provides Heppner's (1998) guide for understanding a client's results after completing the Readiness and Confidence subscales. Counselors and individuals can use the results of CTI assessments to promote a clarification of internal barriers that may be present during the transition process. Counselors can use the results to help clarify individuals' situations and develop strategies to overcome the obstacles.

(3) Part 3—Career Futures Inventory–Revised (CFI-R):

The 28-item CFI-R is a revised version of the original CFI and is designed to assess aspects of career adaptability (Rottinghaus et al., 2012). The CFI-R consists of five internally-consistent subscales: career agency, occupational awareness, negative career outlook, support, and work-life balances. Encompassing diverse content for examining internal and external resources necessary for being ready to manage career transitions, the CFI-R is an excellent assessment tool for aiding in the understanding of attitudes (strengths and barriers) of individuals in career transition and providing insights for improving the effectiveness of career counseling by focusing on individuals' actual concerns about reemployment (Rottinghaus et al., 2012).

Data Collection and Analysis

The research approach utilized a cross-sectional survey design, where the study participants elected to complete an online survey or the printed questionnaire. The instrument for the study's data collections is provided as Appendix B. Survey research does not explain cause and effects as strongly as experimental research; however, surveys are useful for describing trends in data but not explanations (Creswell, 2008). Creswell added that survey research can be used to correlate variables but is geared toward learning about a population and less on relating variables or predicting outcomes.

Data were collected from U.S. Navy service persons and veterans with diverse demographic and career characteristics as they attended one of the three types of TAP workshops conducted over a 3-week period in Hampton Roads. Measured variables (for example, career adaptability, transition confidence, and transition readiness) are outcome

variables that were measured in the research study, and the descriptive variables are the items in Section 1 of the study's instrument (Appendix B) that included, for example, age, gender, marital status, highest pay grade achieved, years of service completed, and type of TAP workshop attended. Pre-established instruments, the 28-item CFI-R and two subscales (11-item Confidence and 13-item Readiness) of the CTI, were utilized to measure the outcome variables of career adaptability, career-transition readiness, and career-transition confidence. Career adaptability was operationalized using the five factors of the 28-item CFI-R (Rottinghaus et al., 2012). The five factors are career agency, negative career outlook, occupational awareness, support, and work-life balance. The two career-transitions factors (i.e., transition confidence and transition readiness) were operationalized using the 11-item Confidence subscale and 13-item Readiness subscale of the CTI, respectively (Heppner, 1991).

The independent variables of this study are transition confidence, transition readiness, gender, age, branch of service, years of military service, highest pay grade achieved, educational level, marital status, and type of transition workshop attended. Transition confidence and transition readiness were measured using the corresponding subscales of the CTI. The dependent variables are the five sub-scales of the CFI-R, which are career agency (CA), negative career outlook (NCO), occupational awareness (OA), support (S), and work-life balance (WLB). The CFI-R utilizes a 5-point Likert scale (1= *Strongly Disagree*, 2 = *Disagree*, 3 = *Neutral*, 4 = *Agree*, 5 = *Strongly Agree*). The two subscales of the CTI utilize a 6-point Likert scale (1= *Strongly Disagree*, 2 = *Moderately*

Disagree, 3 = *Slightly Disagree*, 4 = *Slightly Agree*, 5 = *Moderately Agree*, 6 = *Strongly Agree*).

During the data analysis process, the subscale scores derived from the survey data may be characterized as raw scores or mean scores for the CTI and CFI-R as presented in Tables 1 through 4, where the ranges of possible scores for each scale of the CFI-R and CTI were divided into three equal intervals – higher scores, medium scores and lower scores.

For this cross-sectional survey design, the data analysis process followed the steps posited by Creswell (2008, p. 411):

- Identifying and reporting the response rate and response bias
- Analyzing and graphing the data to describe the general trends
- Writing a research report to include describing the results, using advanced statistics, and providing tables, figures, and diagrams.

Table 1

Ranges of Scores for CFI-R Subscales

CFI-R Subscale	Number of items	Range of Scores	Higher Scores	Medium Scores	Lower Scores
Career agency (CA)	10	10–50	37–50	23–36	10–22
Negative career outlook (NCO)	4	4–20	16–20	11–15	4–10
Occupational awareness (OA)	6	6–30	22–30	13–21	6–12
Support (S)	4	4–20	16–20	11–15	4–10
Work-life balance (WLB)	4	4–20	16–20	11–15	4–10

Table 2

Ranges of Mean Scores for CFI-R Subscales

CFI-R Subscale	Number of items	Range of Scores	Higher Scores	Medium Scores	Lower Scores
CA	10	1.0–5.0	3.7–5.0	2.3–3.6	1.0–2.2
NCO	4	1.0–5.0	4.0–5.0	2.7–3.9	1.0–2.6
OA	6	1.0–5.0	3.8–5.0	2.1–3.7	1.0–2.0
S	4	1.0–5.0	4.0–5.0	2.7–3.9	1.0–2.6
WLB	4	1.0–5.0	4.0–5.0	2.7–3.9	1.0–2.6

Table 3

Ranges of Scores for CTI Subscales

CTI Subscale	Number of items	Range of Scores	Higher Scores	Medium Scores	Lower Scores
Confidence (TC)	11	11–66	48–66	39–47	11–38
Readiness (TR)	13	13–78	66–78	57–65	13–56

Table 4

Ranges of Mean Scores for CTI Subscales

CTI Subscale	Number of items	Range of Scores	Higher Scores	Medium Scores	Lower Scores
TC	11	1.0–6.0	4.4–6.0	3.5–4.3	1.0–3.4
TR	13	1.0–6.0	5.1–6.0	4.4–5.0	1.0–4.3

Reliability and Validity

In a quantitative study, reliability and validity are addressed in two distinct contexts; the first pertaining to reports of reliability and validity of pre-established instruments from previous studies (i.e., reliability coefficients and instrument test-retest

data) and the second involving the determination of validity and reliability of data collected in the current research study (i.e., reliability using statistical calculations of internal consistency and construct related and construct validity) (Creswell & Plano Clark, 2007). Various techniques and procedures were utilized to ensure the reliability and validity of the study's collected data. Content validity, criterion-related, and construct validity were examined by reviewing the plans and procedures used in constructing the instruments, confirming that the scores from an instrument were predictors of expected outcomes, and determining whether the scores obtained using the instrument were significant, meaningful, and purposeful (Creswell, 2008).

Reliability was enhanced by including questionnaire items that were clear, using standardized data collection and analyses techniques, administering the survey to voluntary participants, and examining the respondents' scores for internal consistency (where Cronbach's alpha coefficient values were presented for each applicable subscale of the CTI and CFI-R; Green & Salkind, 2008). Understanding how to interpret the Cronbach alpha value is beneficial for evaluating the internal consistency or reliability of tests or scales in instruments, assessments, or questionnaires for collecting research data (Tavakol & Dennick, 2011). Internal consistency refers to how well the items in a test or scale measure the construct and the interrelatedness of test or scale items. Alpha values could range from 0 to 1 and may be affected by the number of items in the instrument, interrelatedness of the items, and homogeneity in measuring a single trait or construct (Tavakol & Dennick, 2011). Acceptable alpha values range from 0.75 to 0.90, with (a) lower values possibly indicating low number of questions or items and poor correlation

between test items and (b) alpha values higher than 0.90 possibly indicating redundancy in the test items (Tavakol & Dennick, 2011; Gliem & Gliem, 2004). Gliem and Gliem suggested an easier method for testing the internal consistency of test items; namely, compare the correlation of each item with the total score test and consider discarding the low scoring items and the high scoring (possibly redundant) test items.

Assessments of reliability and validity were reported by Heppner (1998) for the CTI and its subscales. Table 5 provides Cronbach's coefficients; estimates of the reliability (i.e., internal consistency) of the CTI are as follows: (a) total scale alpha coefficient of 0.90 and (b) factor scale alpha coefficients of 0.87, 0.83, 0.69, 0.66, and 0.67 for the factors of readiness, confidence, control, perceived support, and decision independence, respectively (Heppner, 1991; Heppner et al., 1994). Temporal reliability was demonstrated by the test-retest alpha coefficients for the total CTI (alpha = 0.84) and factors scale coefficients for readiness (alpha = 0.74) and for confidence (alpha = 0.79) (Heppner, 1991; Heppner et al., 1994)

Table 5

Alpha Coefficients and Subscale Item Numbers for the CTI

CTI and Its Subscales	Two Samples Sample 1 – individuals in transition, N = 300 Sample 2 – laid off manufacturing workers, N = 104		
	Alphas (α) (N = 404)	Test-Retest (3-weeks; N=43) [Alphas]	Subscale Item Numbers
Readiness (TR)	.87	.74	1, 3, 8, 10, 15, 17, 22, 24, 29, 31, 36, 38, 40
Confidence (TC)	.83	.79	2, 4, 9, 11, 16, 18, 23, 25, 30, 32, 37
Control	.69	.55	5, 12, 19, 26, 33, 39
Perceived Support	.66	.77	6, 13, 20, 27, 34
Decision Independence	.67	.83	7, 14, 21, 28, 35
Total CTI	.90	.84	

Note. From "Assessing psychological resources during career change: Development of the career transition inventory," by M. J. Heppner, K. D. Multon, and J. A. Johnston, 1994, *Journal of Vocational Behavior, 4,* 65–66. Reprinted with permission.

Reports of validity estimates for the CTI have been reported for several studies. For example, estimates of construct validity were obtained by associating the factors to demographic characteristics and investigations of coping by adults in transition. Full text of the 13-item Readiness and 11-item Confidence subscales of the CTI are provided as Section 2 of the study's survey instrument (Appendix B). The reliability of the two subscales of the CTI (i.e., Confidence and Readiness) were assessed by calculating Cronbach's coefficients using survey participants' scores. Before determining the

internal consistency estimates, it is sometimes necessary to transform items in the subscale or scale before calculating the focal scores (i.e., summed score for the scale or subscale) (Green & Salkind, 2008). Appendix G describes the subscale items in the CTI that required reverse-scoring before calculating Cronbach's coefficients for each of the two subscales. In addition, the study's raw data will be retained by the researcher for the required periodicity.

Rottinghaus et al. (2012) examined convergent and discriminant validity of the CFI-R and its subscales by making comparisons with measures of career decision status, difficulties, self-efficacy, optimism, and coping mechanisms. Table 6 provides estimates of reliability of the CFI-R, where Cronbach's alpha coefficient values were 0.90, 0.89, 0.80, 0.81, and 0.78 for the subscales of career agency, negative career outlook, occupational awareness, support, and work-life balances, respectively. Rottinghaus et al. provided insights on how scores on the subscales could be interpreted by individuals and career counselors to adjust adaptive coping methods for enhancing individuals' ability to navigate career transitions effectively.

Rottinghaus et al. also reported threats to validity and acknowledged that studies were ongoing to examine the psychometric properties of the newly introduced CFI-R and its potential utility in various other settings and populations. Participants in the initial study employing the CFI-R were university students; therefore, the research findings were not expected to be generalizable to other educational settings or life circumstances. Additional research is needed to investigate the use of the CFI-R in other settings, for

other populations, and over time in longitudinal studies to supplement the results achieved in the initial cross-sectional design (Rottinghaus et al., 2012).

Table 6

Means, Standard Deviations, and Alpha Coefficients for the CFI-R

CFI-R Subscale	Development Sample (N = 250)			Validation Sample (N = 348)			Number of items
	Mean	SD	Alpha	Mean	SD	Alpha	
Career agency	3.92	.64	.90	3.94	.61	.88	10
Negative career outlook	2.34	1.12	.89	2.06	.85	.77	4
Occupational awareness	3.45	.71	.80	3.31	.77	.80	6
Support	3.98	.75	.81	4.01	.73	.77	4
Work-life balance	3.80	.71	.78	3.75	.73	.75	4

Note. From "The career futures inventory-revised: Measuring dimensions of career adaptability," by P. J. Rottinghaus, K. L. Buelow, A. Matyja, and M. R. Schneider, 2012, *Journal of Career Assessment*, *20*(2), 131. Reprinted with permission.

Assumptions, Limitations, Scope, and Delimitations

In every research study, the considerations of assumptions, limitations, and delimitations must be clearly articulated to ensure the credibility of the research proposal and the subsequent study (Ellis & Levy, 2009). Assumptions, serving as the foundation of any proposed research, entail the attributes or characteristics that the researcher takes for granted, the particular behaviors or conditions that can be observed and measured, and various other basic suppositions (Ellis & Levy, 2009; Thomas, Nelson, & Silverman, 2005). Examples of assumptions for this study were: (a) participants would follow instructions for completing surveys, (b) participants would make sincere efforts to complete the assigned tasks, and (c) participants would have basic familiarity with the

workshops, resources and services for assisting transitioning veterans (Ellis & Levy, 2009; Thomas et al., 2005).

Each study has its inherent limitations, which are potential weaknesses or problems that are identified by the researcher (Ellis & Levy, 2009). Ellis & Levy related that the limitations must be explicitly stated in order to help other researchers to conduct similar studies or expand the study and to assist other researchers determine whether the results can be generalized to other people and situations. Limitations are possible influences or conditions that cannot be controlled or are the results of the restrictions imposed by the investigator (Thomas et al., 2005). This study has the following limitation: all participants in the study would be U.S. Navy volunteers who could have withdrawn from the study at any time, which meant that the participants who finished the study might not be representative of the target population (i.e., service persons who were attending TAP workshops at U.S. and overseas locations, during a particular period of time).

Delimitations are described as: (a) choices the researcher makes to define a workable research problem, (b) limitations on the scope of the study that are set by the researcher, and (c) choices by the researcher to restrict selections of certain participants or conditions (Ellis & Levy, 2009; Thomas et al., 2005). Ellis and Levy indicated that delimitations can impact the external validity or generalizability of the research results. Examples of delimitations for this study included (1) narrowing the study's scope to comprise as participants only locally-available, U.S. Navy service persons who are currently attending in-session TAP workshops at one TAP campus in Hampton Roads

during a 3-week period, and (2) selecting the participants from one of the six Navy TAP campuses in Hampton Roads but not TAP campuses sponsored by the Army, Air Force, Marine Corps, and Coast Guard.

Protection of Participants

The protection of participants is a primary concern of the researcher, the organization hosting the study, the researcher's institutional review board, and other interested parties. The researcher's role during the planning, conducting, and reporting the study covered codes such as deception, protection from harm, confidentiality, informed consent, exploitation, anonymity, and reciprocity, which are useful in guiding the various actions of researchers and study participants (Postholm & Madsen, 2006). Postholm and Madsen added that while adhering to the codes, researchers must balance the actions of their work with their humanity, where researchers should understand the importance of being honest, fair, open, and truthful to participants and stakeholders. During this study, the researcher's only contact with study participants took place at the site of the transition-planning workshops. Volunteer participants were provided consent letters, which presented the purpose of the study and other pertinent information. A sample of the consent letter for this study is provided as Appendix C. Appendix D provides the letter of cooperation from the community partner that approved my access to potential research participants. The researcher provided either paper copies of the survey or access codes for the online survey. A drop box was provided for returning the paper surveys. Prior to conducting data collections, required ethical training was completed, and required permissions were obtained.

Administrative and procedural practices were utilized to ensure standardization and high ethical standards. To achieve standardization and high ethical standards, specific training and written procedures regarding all aspects of data collection, handling, and recording were provided to the researcher and participants (Lodico et al., 2010). Care was exercised to respect the rights and anonymity of all parties, treated data as being confidential, and strived to ensure that the data collection process was both reliable and valid (Lodico et al., 2010). Permissions were obtained to access and collect information from the participating service persons. In addition, requests for permission and approval were submitted to interested parties, including institutional review boards, government authorities, program facilitators, and others, before commencing data collection efforts. Measures were taken to protect participants' confidentiality, safeguard information, and maintain participant identification separate from surveys and other research documents. In addition, to protect participants from harm, the following practices were implemented (SEDL, 2002; Creswell, 2008):

- The researcher identified and examined the potential risks to participants
- The researcher weighed the risks against potential benefits
- The researcher shared the information about risks and benefits with individuals who voluntarily participated in the study
- Principles were utilized as guidelines for conducting ethical research

This study adopted the use of ethical practices suggested by Creswell (2008) to address these elements for research studies – reciprocity, assessment of risk, confidentiality, informed consent, and data access and ownership. In addition, care was

exercised to ensure that participants understood the purpose of the study. Participants' confidentiality was further protected by focusing on group responses and themes instead of focusing on an individual (Creswell, 2008). Other potential ethical issues that required addressing included the use of deception, obtaining and using *off the record* commentary from participants, the researcher sharing his experiences during data collections, possible disruptions at the research site, issues of conflict, power and influence among participants and sponsors, and the use of rewards and incentives (Creswell, 2008).

Quantitative Results

Overview

The results of the data analysis process will be presented here. Descriptive statistics provides a summary of demographic and career information of the 264 service persons that elected to participate in a cross-sectional survey. Next, the two research questions will be addressed using Pearson correlation coefficients to examine the relationships between the operationalized variables. Finally, mean scores, standard deviations, and reliability coefficients will be presented for the operationalized variables, which will include transition confidence, transition readiness, and career adaptability.

Statistical software tools, such as Statistical Package for the Social Sciences (SPSS) and software applications (e.g., Wessa, 2012a, 2012b, 2013), were utilized to analyze the survey data. Several types of data analysis were proposed for this study. First, descriptive results are presented, including demographic information (for example, gender, years of service, post-service employment status, marital status, dependent status, etc.), means, ranges, and standard deviations for certain scores. Second, to determine the

relationship (for example, strength and direction) between a continuous dependent variable and a continuous independent variable, Pearson product moment correlation coefficients will be determined (Creswell, 2008). Third, one-way analysis of variance (ANOVA) will be used to describe the relationships between and the effects of the dependent variable on three or more independent variables. *T* tests will be used to describe the relationships between and the effects of the dependent variable on two independent variables. ANOVA and *t* tests are useful for testing the significance of group differences for two or more groups, with the independent variable having two or more categories (McDonald, 2009).

The 13-item Readiness subscale was designed to assess the extent to which an individual is willing at the present time to do the actions necessary to achieve career goals. The 11-item Confidence subscale was designed to assess an individual's belief in her or his ability to successfully conduct career planning and related activities. Counselors and individuals can use the results of these CTI assessments to help clarify individuals' situations and develop strategies to overcome barriers (Heppner et al., 1998). The CFI-R consists of five internally-consistent subscales – career agency, occupational awareness, negative career outlook, support, and work-life balances. Encompassing diverse content for examining internal and external resources necessary for being ready to manage career transitions, the CFI-R is an excellent assessment tool for aiding in the understanding of attitudes (strengths and barriers) of individuals in career transition and providing insights for improving the effectiveness of career counseling by focusing on individuals' actual concerns about reemployment (Rottinghaus et al., 2012). Rottinghaus

et al. (2012, p. 130) provided the following descriptions for the five subscales of the CFI-R:

- Career agency (CA): Perceived capacity for self-reflection and forethought to intentionally initiate, control, and manage career transitions; item numbers for CA as depicted in the CFI-R (Appendix B, Part 3 and Appendix G) include 1, 3, 6, 10, 14, 16, 19, 22, 26, and 28
- Negative career outlook (NCO): Negative thoughts about career decisions and belief that one will not achieve favorable outcomes; item numbers for NCO as depicted in the CFI-R (Appendix B, Part 3 and Appendix G) include 2, 8, 11, and 25
- Occupational awareness (OA): Perceptions of how well an individual understand sjob market and employment trends; item numbers for OA as depicted in the CFI-R (Appendix B, Part 3 and Appendix G) include 5, 7, 15, 17, 21, and 27
- Support (S): Perceived emotional and instrumental support from family and friends in pursuing career goals; item numbers for S as depicted in the CFI-R (Appendix B, Part 3 and Appendix G) include 4, 13, 18, and 23
- Work-life balance (WLB): Ability to understand and manage responsibilities to others across multiple life roles; item numbers for WLB as depicted in the CFI-R (Appendix B, Part 3 and Appendix G) include 9, 12, 20, and 24

Description of the Sample

This research study involved identifying a population sample to gain participants' perceptions and perspectives on their attitudes toward transitioning from active military

service to civilian life. Permissions were obtained to access Navy service persons as they attended Transition Assistance Program (TAP) GPS workshops conducted weekly at a U.S. Navy base in Hampton Roads, Virginia. A cross-sectional survey was administered to service persons who volunteered as participants during a three-week period that commenced during the week of July 21, 2014 and concluded on August 5, 2014. During the three-week period, approximately 704 persons signed up for TAP workshops conducted at that facility. Workshop participants included service persons serving in the Air Force, Army, Coast Guard, Marine Corps, and Navy. The majority of the workshop participants were serving in the Navy. The number of service persons who participated in this survey research project was 264, representing approximately 37.5% of the 704 persons attending TAP sessions at that location during the noted three-week period. Forty-four persons signed up during the first week of data collections, in which each week represented a different set of TAP attendees. During the second week, 112 service persons completed the survey; and, during the third week, 107 persons completed the survey.

Table 7 provides descriptive statistics for the sample of 264 service persons who volunteered to take the one-time survey. As depicted in the table, the sample consisted of 197 (74.62%) men and 67 (25.38%) women. In the sample, 31 (11.74%) self-reported as being of Hispanic ethnicity. Also in the sample, 51 (19.32%) were African American; 8 (3.03%) were American Indian or Alaska Native; 4 (1.52%) were Asian; 1 (0.38%) was Native Hawaiian or other Pacific Islander; 169 (64.02%) were Caucasian; 17 (6.44%) were of two or more races; and, 14 (5.30%) were undeclared or some other race. The

research participants' age groupings ranged from 18 to 21 to over 50 years. Married participants made up 59.47% of the sample, followed by singles (27.65%), divorced (7.58%), separated (4.55%), and other (0.76%). Among the study participants, 193 (73.11%) were enlisted personnel and 71 (26.89%) achieved the rank of warrant officer or commissioned officer. Years of service among the study participants ranged from 1 to 5 (N = 86, 32.58%) to over 30 (N = 13, 4.92%). Education achievement ranged from some high school (N = 1, 0.8%) to doctoral degree (N = 8, 3.03%) to undeclared (N = 4, 1.52%). The types of TAP workshops attended by study participants included executive TAP (N = 60, 22.73%), retiree TAP (N = 73, 27.65%), separatee TAP (N = 126, 47.73%), five persons selected the other TAP category. During the first and second weeks of data collections, service persons normally eligible to attend executive TAP workshops opted to attend retiree TAP workshops instead since executive TAP sessions were not offered until the third week.

Table 7

Demographics and Career Information

Category	Subcategory	N	%
Overall		264	100
Gender	Male	193	25.77%
	Female	67	74.23%
Ethnicity	Hispanic	31	12.02%
	Not Hispanic	227	87.98%
Race	African American/Black	51	19.47%
	American Indian or Alaska Native	8	3.05%
	Asian	4	1.53%
	Native Hawaiian or Other Pacific Islander	1	0.38%
	Caucasian/White	169	64.50%
	Two or More Races	17	6.49%
	Other Race or Races	12	4.58%
Military Status	Active Duty	256	96.97%
	Reservist	8	3.03%
Branch of Service	Navy	239	91.92%
	Other	21	8.08%
Age	18–21	9	3.41%
	22–25	65	24.62%
	26–30	43	16.29%
	31–40	61	23.11%
	41–50	58	21.97%
	Over 50	28	10.61%
Marital Status	Single	73	27.76%
	Married	156	59.32%
	Divorced	20	7.60%
	Separated	12	4.56%
	Other	2	0.76%
Number of Dependents	None	87	33.08%
	1	45	17.11%
	2 to 4	118	44.87%
	5 to 7	13	4.94%

(table continues)

Category	Subcategory	N	%
Highest Rank Achieved	E1–E4	20	7.60%
	E5–E6	144	54.75%
	E7–E9	28	10.65%
	W3–W5	5	1.90%
	O1–O3	11	4.18%
	O4–O6	53	20.15%
	O7–O10	2	0.76%
Years of Service	1 to 5	86	32.70%
	6 to 10	39	14.8%
	11 to 15	15	5.70%
	16 to 20	48	18.25%
	21 to 25	38	14.45%
	26 to 30	24	9.13%
	Over 30	13	4.94%
Education	Some High School	1	0.38%
	High School	49	18.85%
	Some College	87	33.46%
	2-year degree	25	9.62%
	4-year degree	43	16.54%
	Master's	38	14.62%
	Post master's degree	9	3.46%
	Doctoral degree	8	3.08%
Type of TAP Workshop	Executive TAP	60	22.73%
	Retiree TAP	73	27.65%
	Separatee TAP	126	47.73%

Note.When totals in the subcategories are not equal to the overall sample ($N = 264$), survey respondents' characteristics were undeclared.

Research Questions

Research questions and hypotheses were posed to aid in examining service persons' career and psychological perspectives, which could provide insights on efficient use of resources in facilitating service persons' entry into the civilian community.

Research Question 1: How do service persons' transition confidence scores correlate with their career adaptability scores?

This research question (RQ-1) and hypotheses were employed to investigate the correlations between career-transition adaptability and transition confidence of U.S. service persons as they commenced the career change from active military service to civilian life. Table 8 provides the correlations between the mean scores of the transition confidence subscale with mean scores for each of the five subscales of the CFI-R. To address RQ-1, the study tested null and alternative hypotheses.

H_{01}: The transition confidence scores are not significantly related to the career adaptability scores. Transition confidence scores (M = 30.10, SD = 8.21) show statistically significant, low negative relationships to means scores for individuals' total career adaptability scores (for TOT CA, M = 105.60, SD = 8.40, where TOT CA = sum of five CFI-R subscale scores) (r = -0.4299; $p < 0.01$).

Examining the correlations between the means scores of transition confidence (TC) and the subscales of the CFI-R (in Table 8) yielded the following results for addressing RQ-1's alternative hypotheses:

H_{A1a}: Transition confidence scores show statistically significant, moderate negative relationships to career agency scores (r = -0.5571; $p < 0.01$).

H_{A1b}: Transition confidence scores show statistically significant, moderate positive relationships to negative career outlook scores ($r = 0.6351$; $p < 0.01$).

H_{A1c}: The transition confidence scores show statistically significant, low negative relationships to occupational awareness scores ($r = -0.267$; $p < 0.01$).

H_{A1d}: The transition confidence scores show statistically significant, low negative relationships to support scores ($r = -0.4474$; $p < 0.01$).

H_{A1e}: The transition confidence scores show statistically significant, low negative relationships to work-life balance scores ($r = -0.3962$; $p < 0.01$).

Table 8

Correlations Between CFI-R Subscales and Transition Confidence Data

CTI or CFI-R Subscale	CA	NCO	OA	S	WLB	TOT CA
TC	-0.5571	0.6351	-0.267	-0.4474	-0.3962	-0.4299
CA	1	-0.7033	0.5448	0.6003	0.7113	0.8693
NCO		1	-0.3731	-0.4822	-0.5386	-0.4848
OA			1	0.4476	0.4706	0.7624
S				1	0.5394	0.7444
WLB					1	0.8051
TOTCA						1

Note. These Pearson correlation coefficients (r) are statistically significant at $p < 0.01$.

While the correlations between transition confidence scores and CFI-R subscale scores were low, the positive relationship between transition confidence (TC) and negative career outlook was surprisingly unexpected. One would expect that as a person's TC increased then that person's negative career outlook or negative attitudes would decrease, and vice versa. Also surprising were the low to moderate negative relationships obtained with the other subscales of the CFI-R, where the expected positive relationships

would have indicated increases in TC as increases were seen in career agency, occupational awareness, support, and work-life balances, and vice versa. However, those results were not cause for alarm for there were several plausible reasons for the unexpectedly low TC values; for example, many of the transitioning service persons commented that their separations from service were involuntary due to high year tenure, administrative reasons, medical reasons, or other conditions. In addition, the timing of conducting the survey could have impacted the results; for example, surveys completed on Tuesday represented a timeframe in which the service persons were on the second day of the weeklong workshop and may not have gained the full measure of improved readiness and confidence that would be expected upon successfully completing the workshop. Another possibility could be the survey instrument itself, where respondents were not familiar with the type of questions, and the questions might not have applied to service persons' unique situations.

Research Question 2: How do service persons' transition readiness scores correlate with their career adaptability scores?

This research question (RQ-2) and hypotheses were employed to investigate the correlations between career-transition adaptability and transition readiness of U.S. service persons as they participated in career transition workshops prior to leaving military service and returning to the civilian community. Table 9 provides the Pearson correlation coefficients determined using mean scores of the transition readiness subscale with mean scores for each of the five subscales of the CFI-R. To address RQ-2, the study tested null and alternative hypotheses.

Table 9

Correlations Between CFI-R Subscales and Transition Readiness Data

CTI or CFI-R Subscale	CA	NCO	OA	S	WLB	TOT CA
TR	0.3988	-0.2268	0.2672	0.2677	0.3307	0.3998
CA	1	-0.7033	0.5448	0.6003	0.7113	0.8693
NCO		1	-0.3731	-0.4822	-0.5386	-0.4848
OA			1	0.4476	0.4706	0.7624
S				1	0.5394	0.7444
WLB					1	0.8051
TOTCA						1

Note. These Pearson correlation coefficients (r) are statistically significant at $p < 0.01$.

H_{02}: The transition readiness scores are not significantly related to the career adaptability scores. Transition readiness scores (M = 59.17, SD = 7.15) show statistically significant, low positive relationships to mean scores for individuals' total career adaptability scores (for TOT CA, M = 105.60, SD = 8.40) ($r = 0.3998$; $p < 0.01$).

Examining the correlations between the mean scores of transition readiness (TR) and the subscales of the CFI-R in Table 9 yielded the following results for addressing RQ-2's alternative hypotheses:

H_{A2a}: The transition readiness scores for the sample (N = 264) showed statistically significant, low positive relationships to career agency scores ($r = 0.3988$; $p < 0.01$).

H_{A2b}: The transition readiness scores for the sample showed statistically significant, low negative relationships to negative career outlook scores ($r = -0.2268$; $p < 0.01$).

H_{A2c}: The transition readiness scores for the sample showed statistically significant, low positive relationships to occupational awareness scores ($r = 0.2672$; $p < 0.01$).

H_{A2d}: The transition readiness scores for the sample showed statistically significant, low positive relationships to support scores ($r = 0.2677$; $p < 0.01$).

H_{A2e}: The transition readiness scores for the sample showed statistically significant, low positive relationships to work-life balance scores ($r = 0.3307$; $p < 0.01$).

While the correlations between transition readiness scores and CFI-R subscale scores were low, the negative relationships between transition readiness and negative career outlook were as expected; for example, if a person's transition readiness increased one would expect a lessening of that person's negative attitudes with a leaning toward being more optimistic. Conversely, the positive relationships between transition readiness and the other subscales of the CFI-R are consistent with the notion that as transition readiness increases one would expect corresponding decreases in transition barriers and increases in available resources.

Transition Confidence and Transition Readiness

The overall confidence scores for the sample ($N = 264$) were low (M = 30.10, SD = 8.21). The confidence scores ranged from a high of 57 to a low of 14 as compared with a possible range of 11 to 66 and as compared with confidence scores obtained in previous studies for involuntarily laid off workers and nurse educators as noted in Table 10. The current study's low scores could indicate significant barriers related to transition confidence, where increased confidence during transitions enables individuals to

overcome obstacles and barriers that may impede their career transitions (Heppner, 1991). Other factors may be at play in contributing to the low overall confidence scores. For example, several of the transitioning service persons indicated that their career transitions were involuntary, meaning that were being directed to transition from service due to other factors (for example, medical conditions, administrative issues, high year tenure, and age). Another contributing factor may have been the actual timing during the TAP workshop when the TAP survey was completed. For example, when the TAP survey was completed on Monday or Tuesday during the five-day workshop, service persons' confidence levels might be lower than that of other service persons that had benefited from attending the majority of the weeklong sessions in the TAP workshop. Other possible contributing factors to the low scores could be service persons' unfamiliarity with the survey instrument, some questions might not have applied to their situations, and the 6-point Likert-type CTI scale may not have provided opportunities for respondents to indicate neutral positions for subscale items.

Table 10 presents mean scores and standard deviations for the CTI subscales of Confidence and Readiness for the current study and from the literature. Note that while the Readiness mean scores are comparable to the present study and three other studies, the present study's Confidence mean scores are markedly lower than the other studies.

Table 10

Mean Scores and Standard Deviations for CTI Subscales

Subscale	TAP Attendee Sample (N = 264)		Sample 2 (N = 371)		Sample 3 (N = 104)		Sample 4 (N = 541)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Readiness subscale (13 items)	59.17	7.15	60.51	9.65	63.40	7.80	57.19	9.65
Confidence subscale (11 items)	30.10	8.21	44.03	9.79	41.14	9.68	47.18	7.00

Note. Sample 2 was involuntarily laid off Midwest workers; from "Adults in involuntary career transition: An analysis of the relationship between the psychological and career domains," M. Heppner, B. E. Fuller, and K. D. Multon, 1998, *Journal of Career Assessment*, *6*(3), 336. Sample 3 was involuntarily laid off Midwest workers; from "Assessing psychological resources during career change: Development of the career transition inventory," M. J. Heppner, K. D. Multon, and J. A. Johnston, 1994, *Journal of Vocational Behavior, 44,* 69. Sample 4 was a convenience sample of Registered Nurses employed at U.S. accredited nursing programs granting baccalaureate or higher degrees; from "Transition to academic nurse educator: A survey exploring readiness, confidence, and locus of control," R. S. Goodrich, 2014, *Journal of Professional Nursing*, *30*(3), 206.

Table 11 provides measures of central tendency and dispersion for the readiness and confidence variables for the overall sample.

Table 11

Measures of Central Tendency and Dispersion for CTI Subscales

Subscale	Mean	SD	Actual score range	Possible score range	Score Range for TAP attendees
Readiness	59.17	7.15	25 – 73	13 – 78	Medium – High
Confidence	30.10	8.21	14 – 57	11 – 66	Low – Medium

Table 12 provides mean scores and standard deviations for confidence and readiness subscales based on demographic and career characteristics of the service persons (i.e., survey respondents attending the TAP workshops). Independent samples t-tests and single factor analysis of variance (ANOVA) tests were utilized to determine whether there were statistically significant differences in the confidence and readiness scores based on comparing subcategories within demographic and career categories. While the ANOVA is useful for determining whether significant differences exist among the group's means, post hoc follow-up analyses (using Tukey's HSD Test) were conducted to determine which groups were statistically different from each other.

Statistical significance implies that observed differences are greater than what is likely to occur by chance (Norman, 2010). Assumptions underlying the use of t-tests and one-way ANOVAs include that of independence, normality, and homogeneity of variance. Independence was assured by assigning each person to only one subcategory

within a particular category, where each person's scores were not related to any other person's scores.

In addition, individuals were assigned to only one of the subcategories examined using a particular *t*-test or ANOVA. The assumption of normality refers to the distributions of the populations from which the samples are taken are normal. To test the assumption of normality, frequency distributions, and normal quantile plots were prepared and examined for the mean transition confidence and mean transition readiness scores.

Table 12

Demographics Mean Scores and Standard Deviations for CTI Subscales

Category	Subcategory	N	Transition Confidence		Transition Readiness	
			Mean	SD	Mean	SD
Overall		264	30.10	8.21	59.17	7.15
Gender	Male	197	29.66	7.97	58.80	7.38
	Female	67	31.39	8.81	60.28	6.36
Race	African American/Black	51	31.35	8.39	61.29	7.06
	Caucasian/White	171	29.49	7.94	58.33	7.31
	Other Races	42	31.10	8.95	60.02	6.08
Age	18 – 21	9	33.67	11.05	61.00	8.29
	22 – 25	65	31.00	7.74	59.95	6.11
	26 – 30	43	30.26	8.47	60.23	7.26
	31 – 40	61	31.26	8.80	59.48	6.95
	41 and over	86	28.15	7.41	57.65	7.74
Marital Status	Single	73	29.74	8.77	60.84	5.65
	Married	157	29.71	7.95	58.29	7.32
	Other	34	32.68	7.92	59.71	8.65
Highest Rank	E1 – E3	20	29.85	8.78	59.75	7.02
	E4 – E6	145	31.37	8.32	59.92	7.20
	E7 – E9	28	28.86	7.29	58.21	6.72
	W3 – O3	16	33.00	9.95	59.00	10.56
	O4 – O10	55	26.65	6.52	57.53	5.93
Years of Service	1 to 5	86	30.07	8.92	60.35	6.93
	6 to 10	39	33.69	7.67	59.31	6.20
	11 to 20	63	30.40	8.7	59.21	7.08
	21 and over	76	28.05	6.88	57.75	7.77
Education	High School and under	50	31.54	7.64	59.28	7.61
	Some College	88	31.56	8.88	59.69	6.52
	2-year degree	25	28.04	6.76	59.56	7.01
	4-year degree	43	30.47	8.71	59.44	7.83
	Master's degree and above	55	26.80	6.82	57.98	7.38
Type of TAP Workshop	Executive TAP	60	26.27	6.44	57.93	5.80
	Retiree TAP	73	31.96	8.00	58.75	8.30
	Separatee TAP	131	30.82	8.53	59.98	6.98

Note. The sums of subcategories may not equal the total sample size due to exclusion of some subcategories or due to persons not declaring particular characteristics.

Norman (2010) also indicated that previous empirical research has shown the robustness of ANOVA and other tests of central tendency to "things like skewness and non-normality" (p. 629). Normal quantile plots allow the comparison of the research data values to values that would be predicted by a standard normal distribution. Norman (2010) reminded us that the Central Limit Theorem showed that "for sample sizes greater than 5 or 10 per group, the means are approximately normally distributed regardless of the original distribution" (p. 628).

Figures 3 and 5 provide the normal quantile plots for transition confidence and transition readiness scores, respectively. Both plots depict the survey data as almost a straight line, indicating somewhat normal distributions. Figures 4 and 6 provide frequency distributions for transition confidence scores and transition readiness scores, respectively. The frequency distribution of transition confidence illustrated in Figure 4 is skewed to the right, indicating a trending from medium to low confidence scores. Conversely, the frequency distribution of transition readiness illustrated in Figure 6 is skewed to the left, indicating a trending from medium to high readiness scores.

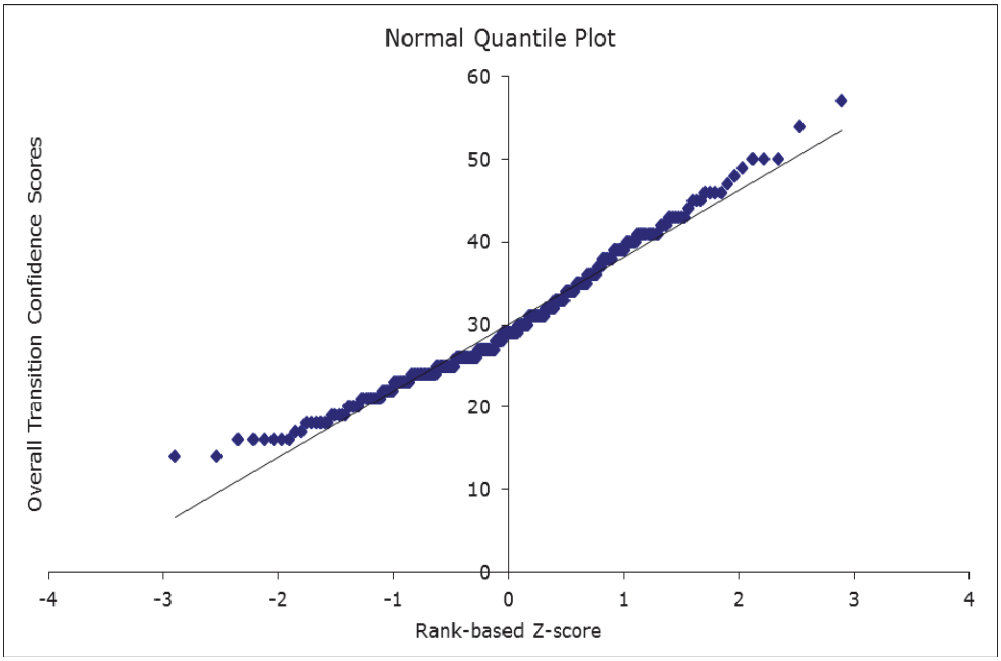

Figure 3. Normal quantile plot for transition confidence scores.

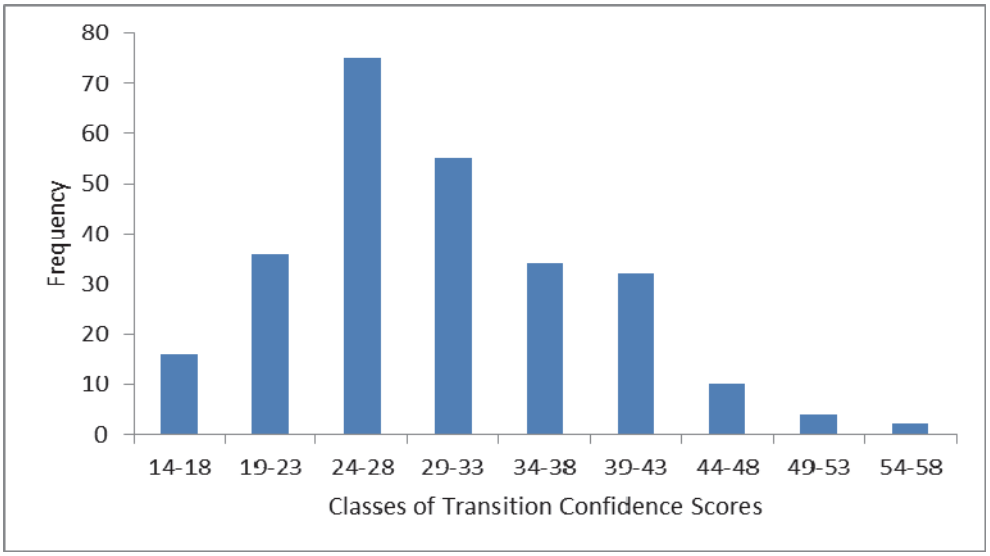

Figure 4. Frequency distribution of transition confidence scores.

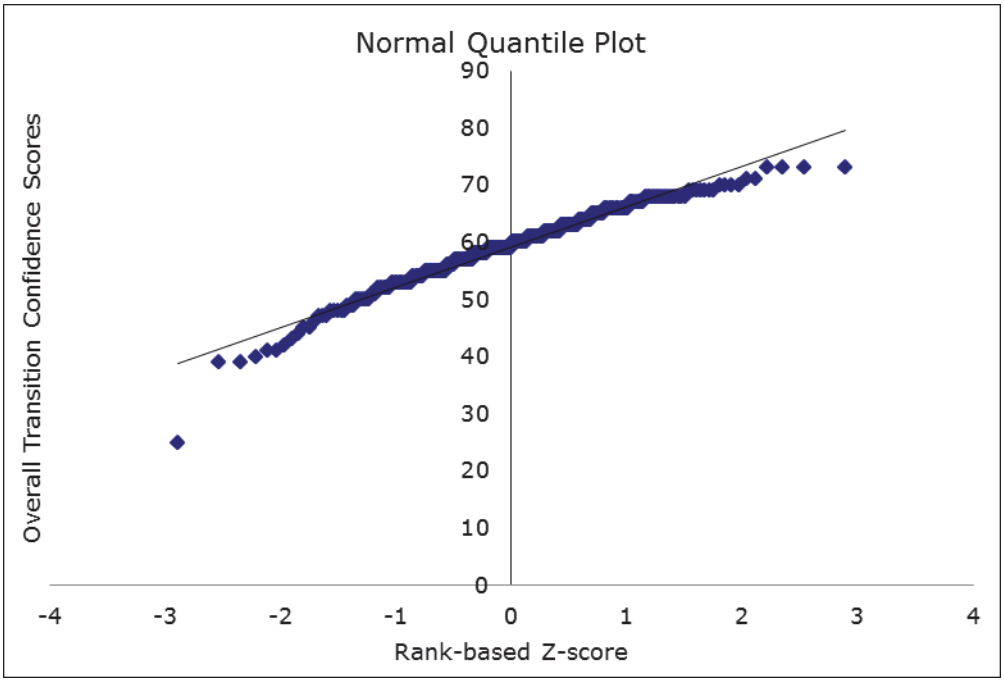

Figure 5. Normal quantile plot for transition readiness scores.

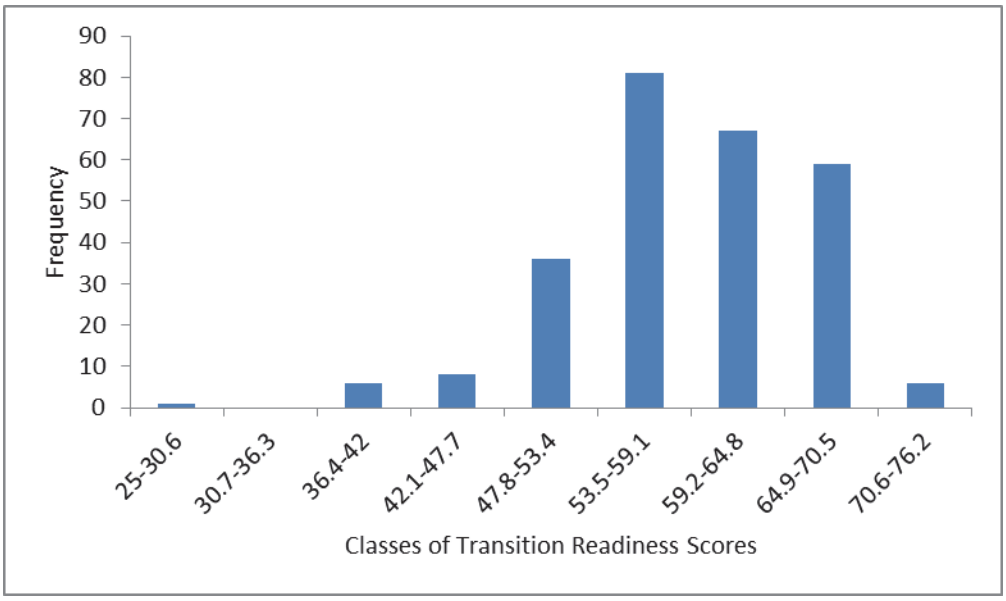

Figure 6. Frequency distribution of transition readiness scores.

A commonly used statistic, Levene's *F* test for equality of variances, was used to test the assumption of homogeneity of variance, where the significance level, alpha, was set at 0.05. In addition, other statistics provide valuable insights on sample characteristics, such as omega squared (ω^2) and effect size for providing a measure of the total variance in the dependent variable that is accounted for by changes in the independent variable in t-test and ANOVA calculations (Kotrlik, Williams, & Jabor, 2011).

ANOVA calculations may indicate significant differences between the groups being compared; however, the ANOVA results do not inform on which of the groups' differences are actually significant (Abdi & Williams, 2010). In order to shed light on the pattern of differences between the means of the groups, a commonly used and simple, yet conservative, approach was utilized to report significant differences in pairwise comparisons of group means using Tukey's honestly significant difference (HSD) test. Because the assumption of homogeneity of variance was met, Tukey's HSD tests were utilized to determine whether to reject the null hypothesis for each of the pairwise comparisons, where calculations for HSD were determined for alpha of .05 and .01.

Standard methods of reporting effect sizes for ANOVA include Cohen's *f* and omega squared (ω^2), where both statistics provide estimates of the proportion of variance accounted for by the categorical variable, with ω^2 providing estimates of the proportion of variance explained for the population and Cohen's *f* estimating the proportion of variance explained for the sample (Kotrlik et al., 2011). For independent samples t-tests, Cohen's *d* is commonly used to estimate effect size (Kotrlik et al., 2011). Using data

from the ANOVA calculations' table, Cohen's *f* is equal to the square root of (η^2 / (1 - η^2), eta squared = $\eta^2 = SS_{between} / SS_{total}$.

For this study, Cohen's *f* and omega squared statistics were reported using criteria provided in Table 13 for the one-way ANOVA calculations to enable readers to compare the quantitative results to previous research and for determining practical significance as well as statistical significance (Kotrlik et al., 2011). Table 13 provides the descriptors utilized in this quantitative study of reporting and interpreting effect sizes calculations.

Table 13

Descriptors for Reporting Effect Size in Quantitative Research

Effect Size Statistic	Values	Interpretation of Effect Size
Cohen's *d* of independent t-tests	.20	Small effect size
	.50	Medium effect size
	.80	Large effect size
Cohen's *f* for ANOVA and ANCOVA	.10	Small effect size
	.25	Medium effect size
	.40	Large effect size
Omega squared (ω^2) for ANOVA and ANCOVA	.010	Small effect size
	.059	Medium effect size
	.138	Large effect size

Note. From "Reporting and interpreting effect size in quantitative agricultural education research," J. W. Kotrlik, H. A. Williams, and M. K. Jabor, 2011, *Journal of Agricultural Education*, *52*(1), 138.

Statistically significant differences in TC and TR based on demographic and career characteristics of service persons who completed the career transition (TAP) survey are summarized in the following paragraphs. An alpha level of .05 was set for all analyses.

For TC scores based on type of TAP workshop attended, the test for homogeneity of variance was not significant [Levene F (2, 256) = 2.315808, p = 0.10075; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of the TC scores (Table 14) revealed statistically significant main effect [F (2, 256) = 9.51, $p <$ .01] indicating that not all three groups representing the different TAP workshops resulted in the same TC scores. The ω^2 of .062 showed that approximately 6.2% of the variation in the TC scores was attributable to differences between the three different types of TAP workshops available for service persons. Cohen's f equals .27, indicating a medium effect size and implying moderate, practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 2.99, HSD[.01] = 3.73), TC scores for Executive TAP (M = 26.27, SD = 6.44) were significantly lower than TC scores for Separatee TAP (M = 30.82, SD = 8.52) ($p < .01$) and Retiree TAP (M = 31.96, SD = 8.00) ($p < .01$), and there were no significant differences when comparing TC scores for Separatee TAP and Retiree TAP.

Table 14

Analysis of Variance for TC Scores Based on TAP Workshop

Source	SS	Df	MS	F	p
Between	1198.7196	2	599.3598	9.51	0.000104
Within (Error)	16127.4116	256	62.9977		
Total	17326.1313	258			

For TC scores based on education level, the test for homogeneity of variance was not significant [Levene F (4, 256) = 1.613919, p = 0.171174; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of transition confidence scores based on education level (Table 15) revealed statistically significant main effect [F (4, 256) = 3.87, $p <$ .01] indicating that not all five education levels resulted in the same TC scores. The ω^2 of .0422 showed that approximately 4.22% of the variation in the TC scores was attributable to differences between the five different education levels of service persons. Cohen's f equals .25, indicating a medium effect size and implying moderate, practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 4.69, HSD[.01] = 5.63), TC scores for education level of masters degree and above (M = 26.80, SD = 6.82) had statistically significant lower scores than respondents at education levels of high school and below (M = 31.54, SD = 7.64) and some college (M = 31.56, SD = 8.88); and, none of the other education levels had statistically different TC scores as compared with each other.

Table 15

Analysis of Variance for TC Scores Based on Education

Source	SS	df	MS	F	p
Between	1000.0961	4	250.024	3.87	0.004521
Within (Error)	16522.5936	256	64.5414		
Total	17522.6897	260			

For TC scores based on highest pay grade (or rank) achieved, the test for homogeneity of variance was not significant [Levene F (4, 256) = 1.613919, p = 0.171174; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of TC scores based on highest pay grade of respondents (Table 16) revealed statistically significant main effect [$F(4, 259) = 4.14$, $p < .01$] indicating that not all five pay-grade groups resulted in the same TC scores. The ω^2 of .0454 showed that approximately 4.54% of the variation in the TC scores was attributable to differences between the different pay grade levels of service persons. Cohen's f equals .25, indicating a medium effect size and implying moderate, practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 5.8, HSD[.01] = 6.94), TC scores for the highest pay grade of O4-O10 (M = 26.65, SD = 6.5184) had statistically significant lower scores than the pay grade level of W3-O3 (M = 33, SD 9.95); and, none of the other paired pay-grade levels had statistically different scores as compared with each other.

Table 16

Analysis of Variance for TC Scores Based on Highest Pay Grade (Rank)

Source	SS	df	MS	F	p
Between	1064.1961	4	266.049	4.14	0.002870
Within (Error)	16650.0425	259	64.2859		
Total	17714.2386				

For TC scores based on years of service, the test for homogeneity of variance was not significant [Levene F (3, 260) = 1.577701, p = 0.195168; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of TC scores based years of service (Table 17) revealed statistically significant main effect [$F(3, 260) = 4.25$, $p < .05$] indicating that not all groups based on years of service resulted in the same TC scores. The ω^2 of .0356 showed that approximately 3.56% of the variation in the TC scores was attributable to differences between the different categories of service persons based on their years of service. Cohen's f equals .22, indicating a small effect size and implying low practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 3.8, HSD[.01] = 4.61), TC scores in the 6-10 year group (M = 33.69, SD = 7.67) were statistically higher than the scores for the 21-over year group (M = 28.05, SD = 6.88); and, there was no statistical differences in scores when comparing the other groups.

Table 17

Analysis of Variance for TC Scores Based on Years of Service

Source	SS	Df	MS	F	p
Between	827.407	3	275.8269	4.25	0.005932
Within (Error)	16886.7579	260	64.9491		
Total	17714.2386				

For TR scores based on race, the test for homogeneity of variance was not significant [Levene F (2, 261) = 0.415349, p = 0.660546; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of TR scores based on race (Table 18) revealed statistically significant main effect [F (2, 261) = 3.8, $p <$ .05] indicating that not all three race groups resulted in the same TR scores. The ω^2 of .0207 showed that approximately 2.07% of the variation in the TR scores was attributable to differences between three different categories of service persons based on their race. Cohen's f equals .17, indicating a small effect size and implying low practical significance. The Tukey HSD Test (HSD[.05] = 3.02, HSD[.01] = 3.77) revealed no significant differences in the TR scores based on race, with Blacks (M = 61.29, SD = 7.06), Whites (M = 58.33, SD = 7.31), and Others (M = 60.02, SD = 6.08).

Table 18

Analysis of Variance for TR Scores Based on Race

Source	SS	df	MS	F	P
Between	380.4204	2	190.2102	3.8	0.023618
Within (Error)	13077.5644	261	50.1056		
Total	13457.9848				

For TR scores based on marital status, the test for homogeneity of variance was not significant [Levene F (2, 261) = 2.930314, p = 0.055135; p > 0.05] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of TR scores based on marital status (Table 19) revealed statistically significant main effect [F(2, 261) = 3.33, p < .05] indicating that not all three marital groups resulted in the same TR scores. The ω^2 of .017 showed that approximately 1.7 % of the variation in the TR scores was attributable to differences between the three different categories of service persons based on their marital status. Cohen's f equals .16, indicating a small effect size and implying low practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 3.04, HSD[.01] = 3.78), there were no significant differences in TR scores based on marital status, with single scores (M = 60.84, SD = 5.65), married scores (M = 58.29, SD = 7.32), and other scores (M = 59.71, SD = 8.65).

Table 19

Analysis of Variance for TR Scores Based on Marital Status

Source	SS	Df	MS	F	p
Between	334.7967	2	167.984	3.33	0.037320
Within (Error)	13123.1881	261	50.2804		
Total	1457.9848				

Career Adaptability

Mean scores for measuring career adaptability using the CFI-R subscales for the overall sample (N = 264) ranged from medium to high for the subscales of career agency (CA) and support (S), and ranged from low to medium for the subscales of negative career outlook (NCO), occupational awareness (OA), and work-life balance (WLB). Table 20 provides the means, standard deviations, and alpha-coefficient reliability coefficients for the CFI-R subscales. Table 21 provides measures of central tendency and dispersion for the study's results for the CFI-R subscales.

The possible range for each of the five subscales of the CFI-R is 1.00 to 5.00. The CA mean scores (M = 4.36, SD = 0.51) ranged from a high of 5.00 to a low of 2.40. The NCO mean scores (M = 1.98, SD = 0.71) ranged from a high of 4.25 to a low of 1.00. The OA mean scores (M = 3.57, SD = 0.52) ranged from a high of 5.00 to a low of 1.00. The S mean scores (M = 4.31, SD = 0.63) ranged from a high of 5.00 to a low of 2.00. Finally, the WLB mean scores (M = 4.08, SD = 0.68) ranged from a high of 5.00 to a low of 1.00.

Table 20

Means, Standard Deviations, and Reliability Estimates for the CFI-R Subscales

Subscale	TAP Attendee Sample (N = 264)			Development Sample (N = 250)			Validation Sample (N = 348)		
	Mean	SD	Alpha	Mean	SD	Alpha	Mean	SD	Alpha
Career agency (CA)	4.36	0.51	0.89	3.92	.64	.90	3.94	.61	.88
Negative career outlook (NCO)	1.98	0.71	0.62	2.34	1.12	.89	2.06	.85	.77
Occupational awareness (OA)	3.57	0.52	0.50	3.45	.71	.80	3.31	.77	.80
Support (S)	4.31	0.63	0.77	3.98	.75	.81	4.01	.73	.77
Work-life balance (WLB)	4.08	0.68	0.79	3.80	.71	.78	3.75	.73	.75

Note: The development sample consisted of 250 students from two large Midwestern universities enrolled in a career development course and a graduate management seminar; and, the validation sample consisted of 348 undergraduate students enrolled in an introductory psychology course who volunteered to participate to earn college credit; from "Career futures inventory-revised: Measuring dimensions of career adaptability," P. J. Rottinghaus, K. L. Buelow, A. Matyja, and M. R. Schneider, 2012, *Journal of Career Assessment*, *20*(2), 131.

Table 21

Measures of Central Tendency and Dispersion for CFI-R

Subscale	Mean	SD	Actual score range	Possible score range	Score Range for TAP attendees
CA	4.36	0.51	2.40–5.00	1.00–5.00	High – Medium
NCO	1.98	0.71	1.00–4.25	1.00–5.00	Medium – Low
OA	3.57	0.52	1.00–5.00	1.00–5.00	Medium – Low
S	4.31	0.63	2.00–5.00	1.00–5.00	High – Medium
WLB	4.08	0.68	1.00–5.00	1.00–5.00	Medium – Low

Note: Possible rankings: low = 1 – 1.66; medium = 1.67 – 3.33; and high = 3.34 – 5.

As illustrated in Table 20, the mean scores for the CFI-R subscales were slightly improved over the mean scores reported for the CFI-R's development sample ($N = 250$) and its validation sample ($N = 348$). This study's CFI-R subscale scores indicated that the sample of transitioning service persons demonstrated medium to high levels of career adaptability as measured using the CFI-R.

Table 22 provides mean scores and standard deviations for the CFI-R subscales based on demographic and career characteristics of the service persons attending TAP workshops.

Table 22

Mean Scores and Standard Deviations for CFI-R Subscales

Category	Subcategory	CA	NCO	OA	S	WLB
Overall		4.36 (0.51)	1.98 (0.71)	3.57 (0.52)	4.31 (0.63)	4.08 (0.68)
Gender	Male	4.37 (0.51)	1.99 (0.69)	3.58 (0.50)	4.32 (0.59)	4.08 (0.69)
	Female	4.32 (0.52)	1.94 (0.76)	3.53 (0.58)	4.27 (0.74)	4.07 (0.66)
Race	A. A. / Black	4.45 (0.53)	1.92 (0.75)	3.62 (0.61)	4.34 (0.72)	4.17 (0.74)
	Cauc. / White	4.32 (0.52)	1.98 (0.70)	3.55 (0.48)	4.30 (0.61)	4.02 (0.69)
	Other Races	4.42 (0.45)	2.07 (0.68)	3.60 (0.57)	4.30 (0.61)	4.20 (0.53)
Age	18 – 21	4.52 (0.33)	2.17 (0.59)	3.81 (0.44)	4.36 (0.50)	4.19 (0.33)
	22 – 25	4.38 (0.54)	1.93 (0.66)	3.55 (0.47)	4.34 (0.66)	4.09 (0.74)
	26 – 30	4.43 (0.43)	2.00 (0.64)	3.62 (0.56)	4.26 (0.66)	4.19 (0.61)
	31 – 40	4.26 (0.65)	2.11 (0.83)	3.43 (0.66)	4.25 (0.74)	3.93 (0.85)
	41 and over	4.36 (0.43)	1.90 (0.70)	3.63 (0.40)	4.35 (0.52)	4.10 (0.54)
Marital Status	Single	4.42 (0.54)	1.93 (0.71))	3.60 (0.55)	4.38 (0.65)	4.15 (0.63)
	Married	4.33 (0.51)	1.97 (0.71)	3.56 (0.50)	4.31 (0.59)	4.03 (0.71)
	Other	4.35 (0.48)	2.13 (0.68)	3.54 (0.55)	4.18 (0.75)	4.15 (0.64)
Highest Rank	E1 – E3	4.48 (0.53)	1.86 (0.70)	3.59 (0.55)	4.54 (0.42)	4.09 (0.53)
	E4 – E6	4.32 (0.56)	2.07 (0.71)	3.55 (0.56)	4.22 (0.68)	4.07 (0.74)
	E7 – E9	4.42 (0.46)	1.94 (0.80)	3.60 (0.41)	4.44 (0.56)	4.19 (0.66)
	W3 – O3	4.37 (0.57)	1.97 (0.78)	3.66 (0.59)	4.31 (0.79)	4.11 (0.80)
	O4 – O10	4.38 (0.38)	1.80 (0.60)	3.58 (0.44)	4.39 (0.49)	4.02 (0.55)
Years of Service	1 to 5	4.45 (0.52)	1.86 (0.62)	3.60 (0.52)	4.31 (0.67)	4.19 (0.63)
	6 to 10	4.17 (0.62)	2.31 (0.83)	3.41 (0.64)	4.19 (0.73)	3.82 (0.85)
	11 to 20	4.32 (0.50)	2.04 (0.67)	3.60 (0.55)	4.25 (0.60)	4.02 (0.77)
	21 and over	4.38 (0.44)	1.89 (0.72)	3.59 (0.41)	4.42 (0.53)	4.13 (0.51)
Education	H. S. and under	4.35 (0.48)	2.13 (0.68)	3.49 (0.52)	4.27 (0.61)	4.06 (0.63)
	Some College	4.32 (0.58)	2.05 (0.74)	3.57 (0.60)	4.21 (0.71)	4.04 (0.71)
	2-year degree	4.54 (0.47)	1.71 (0.47)	3.56 (0.47)	4.57 (0.52)	4.22 (0.79)
	4-year degree	4.32 (0.50)	2.12 (0.80)	3.60 (0.47)	4.33 (0.63)	4.12 (0.78)
	Master's degree and above	4.40 (0.43)	1.72 (0.62)	3.62 (0.47)	4.40 (0.51)	4.07 (0.55)
Type of TAP Workshop	Executive TAP	4.43 (0.40)	1.78 (0.66)	3.63 (0.44)	4.42 (0.49)	4.13 (0.55)
	Retiree TAP	4.26 (0.55)	2.15 (0.72)	3.52 (0.60)	4.25 (0.65)	3.97 (0.84)
	Separatee TAP	4.38 (0.53)	1.98 (0.70)	3.57 (0.51)	4.29 (0.67)	4.11 (0.64)

Notes. Data are provided as Mean (SD).; the sums of subcategories may not equal the total sample size due to exclusion of some subcategories or due to persons not declaring particular characteristics.

Figures 7 and 8 provide the normal quantile plot and frequency distribution of the total CFI-R subscales scores. Figure 7 depicts the total CFI-R data as almost a straight line with some outliers at both ends, indicating a somewhat normal distribution. The frequency distribution in Figure 8 is skewed to the left, showing a trending from medium to high total CFI-R scores.

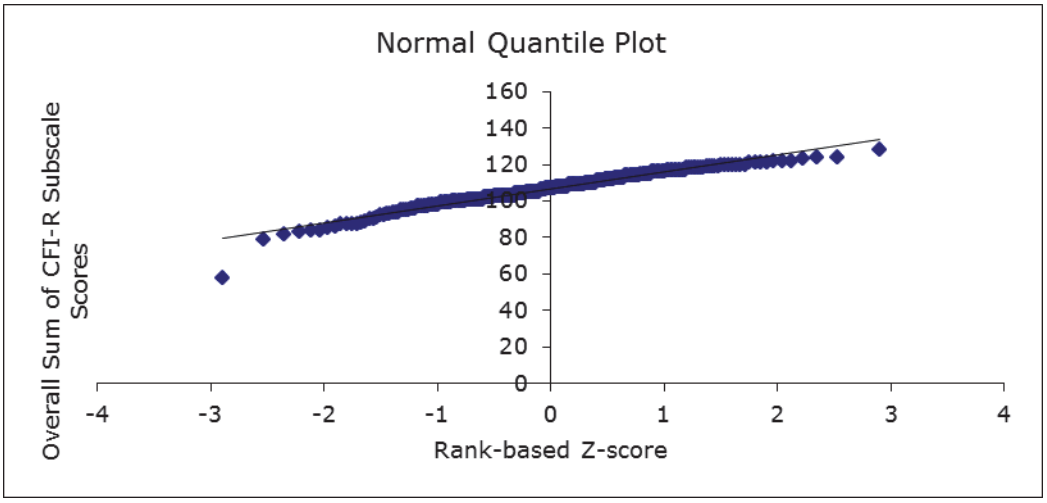

Figure 7. Normal quantile plot of total CFI-R scores.

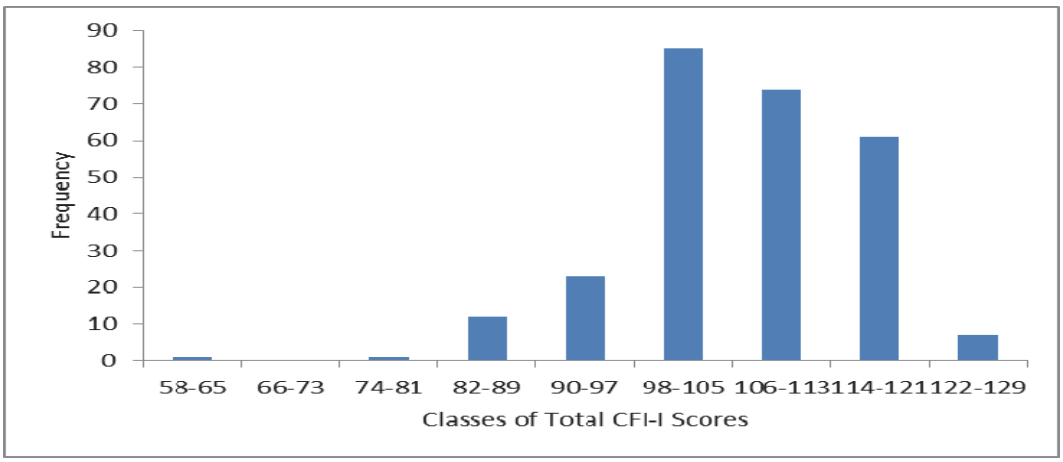

Figure 8. Frequency distribution of total CFI-R scores.

Figures 9 and 10 provide the normal quantile plot and frequency distribution of the CA subscale mean scores. Figure 9 depicts CA mean scores as almost a straight line with some data at both ends deviating from the trend line, indicating a somewhat normal distribution. The frequency distribution in Figure 10 is skewed to the left, showing a trending from medium to mostly high CA mean scores.

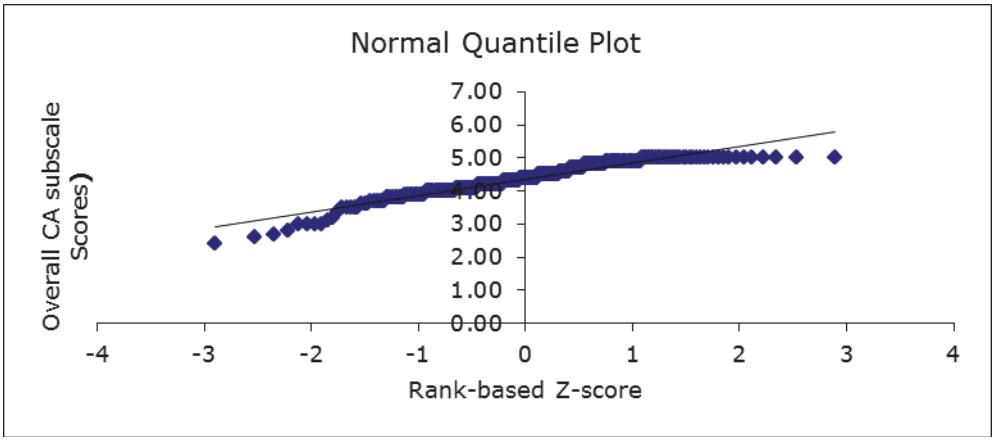

Figure 9. Normal quantile plot for CA subscale scores.

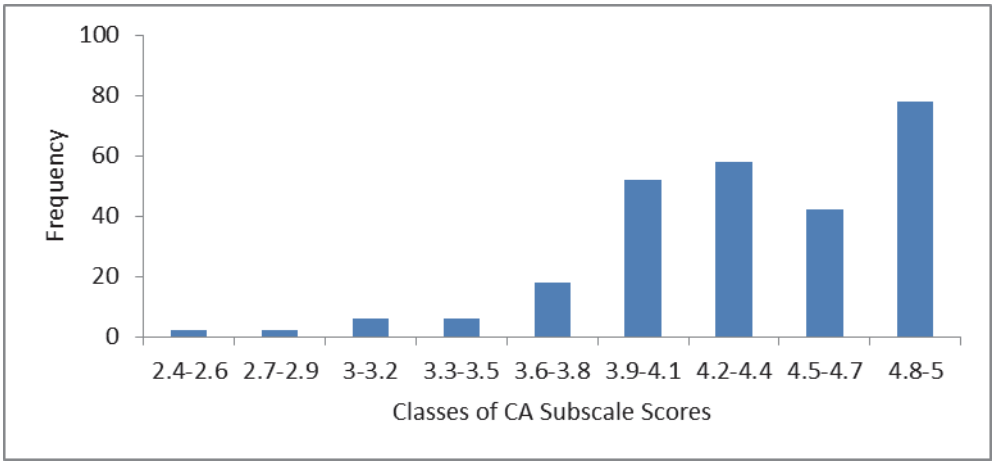

Figure 10. Frequency distribution of CA subscale scores.

Figures 11 and 12 provide the normal quantile plot and frequency distribution of the NCO subscale mean scores. Figure 11 depicts the NCO mean scores as nonlinear with most of the data on or near the trend line, indicating some deviation from a normal distribution. The frequency distribution in Figure 12 is skewed to the right, showing a trending from medium to mostly low NCO mean scores.

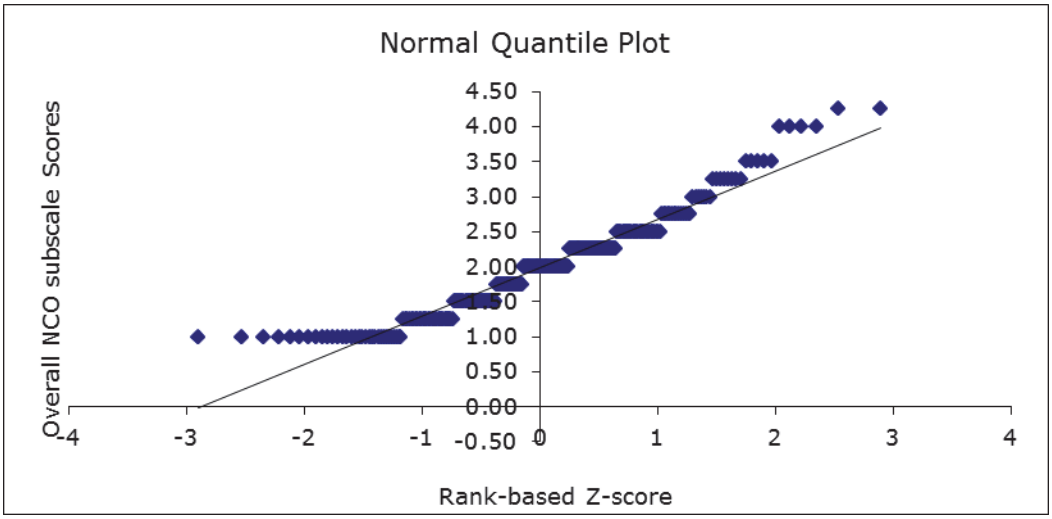

Figure 11. Normal quantile plot for NCO subscale scores.

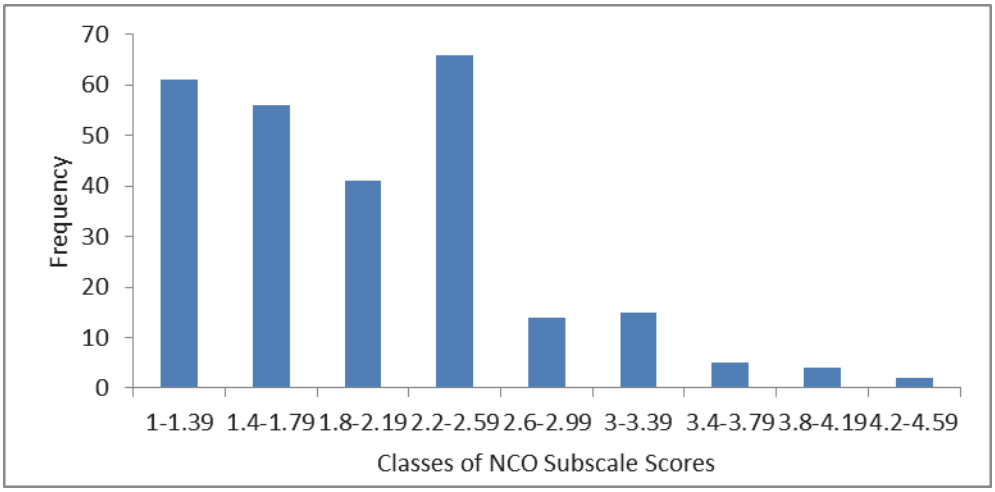

Figure 12. Frequency distribution of NCO subscale scores.

Figures 13 and 14 provide the normal quantile plot and frequency distribution of the OA subscale mean scores. Figure 13 depicts the OA mean scores as almost a straight line with some outliers at both ends, indicating a somewhat normal distribution. The frequency distribution in Figure 14 is skewed to the left, showing a trending from medium to mostly high OA mean scores.

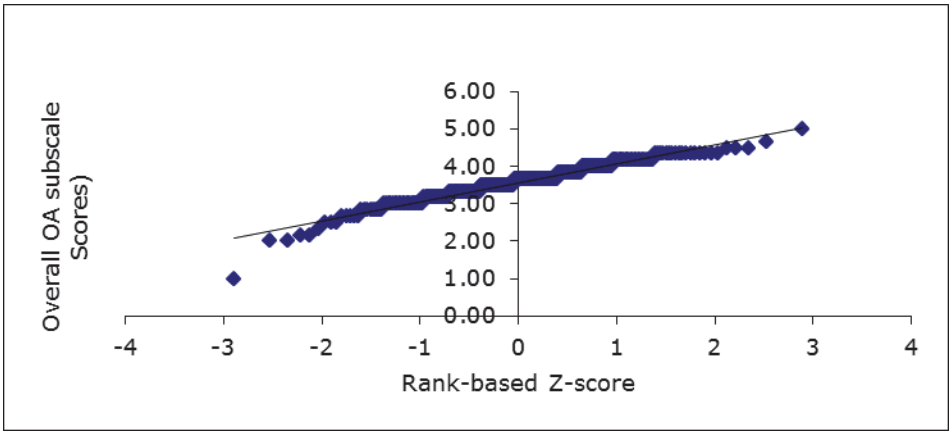

Figure 13. Normal quantile plot for OA subscale scores.

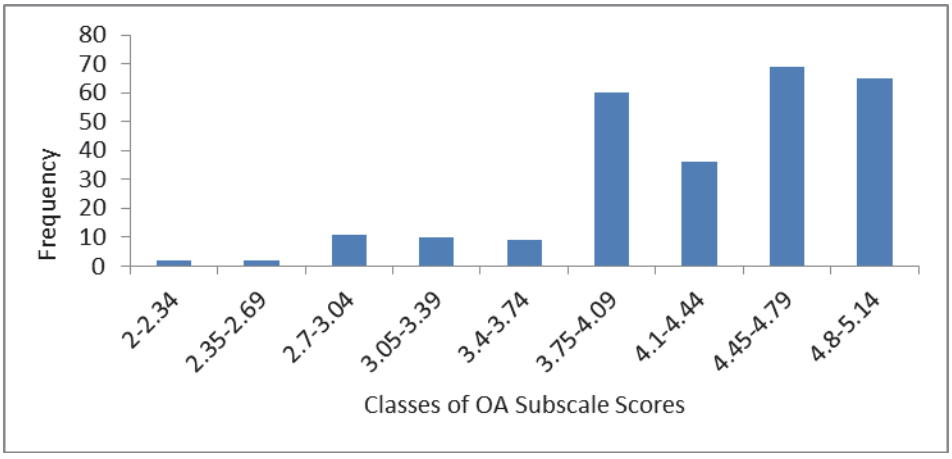

Figure 14. Frequency distribution of OA subscale scores.

Figures 15 and 16 provide the normal quantile plot and frequency distribution of the S subscale mean scores. Figure 15 depicts the S mean scores as almost a straight line with some outliers at both ends, indicating a somewhat normal distribution. The frequency distribution in Figure 16 is skewed to the left, showing a trending from medium to mostly high S mean scores.

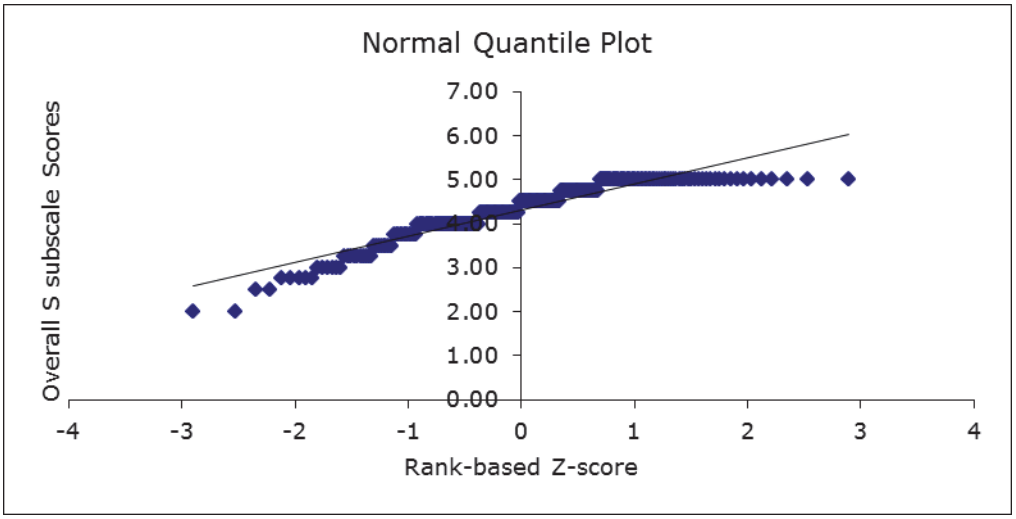

Figure 15. Normal quantile plot for S subscale scores.

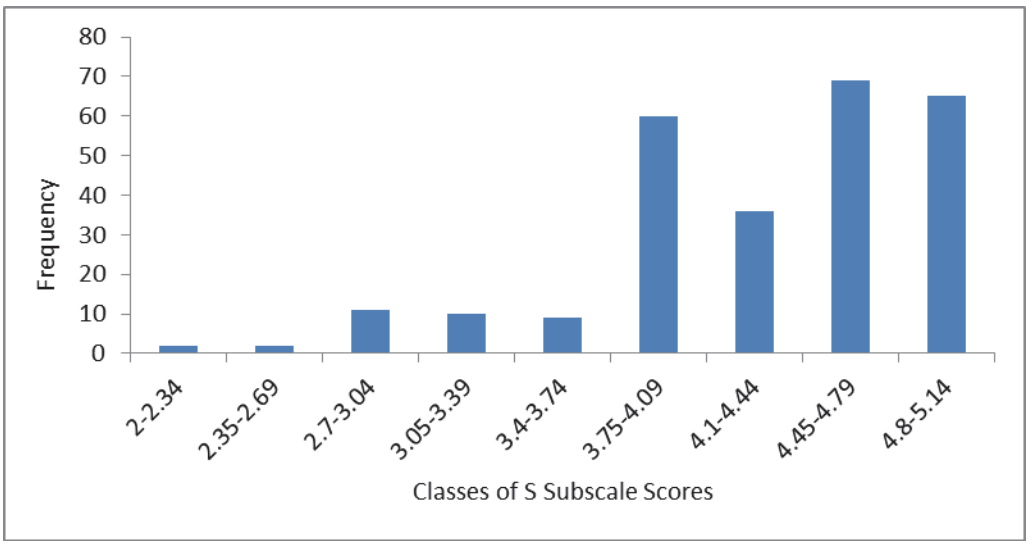

Figure 16. Frequency distribution of S subscale scores.

Figures 17 and 18 provide the normal quantile plot and frequency distribution of the WLB subscale mean scores. Figure 17 depicts the WLB mean scores as nonlinear with most of the data near the trend line, indicating some deviation from a normal distribution. The frequency distribution in Figure 18 is skewed to the left, showing a trending from medium to mostly high WLB mean scores.

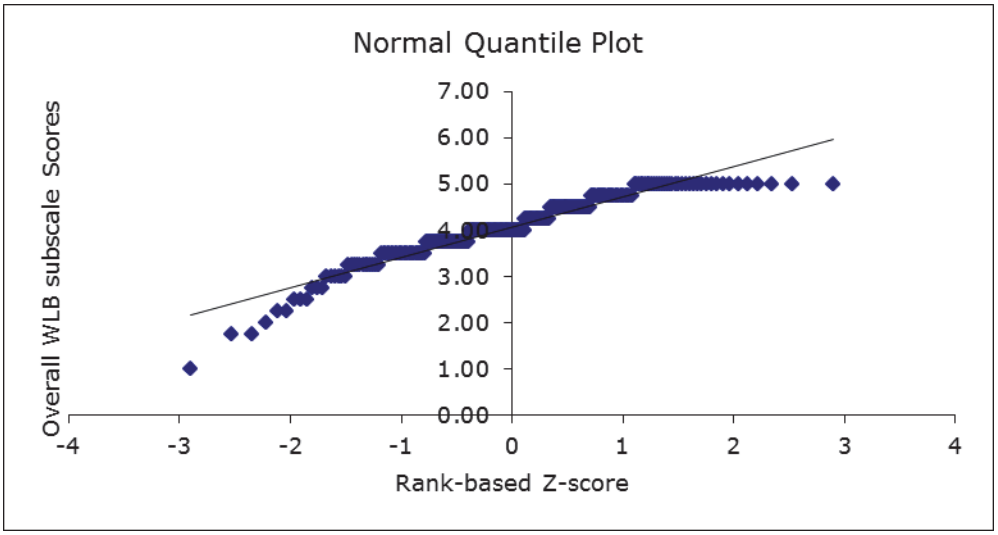

Figure 17. Normal quantile plot for WLB subscale scores.

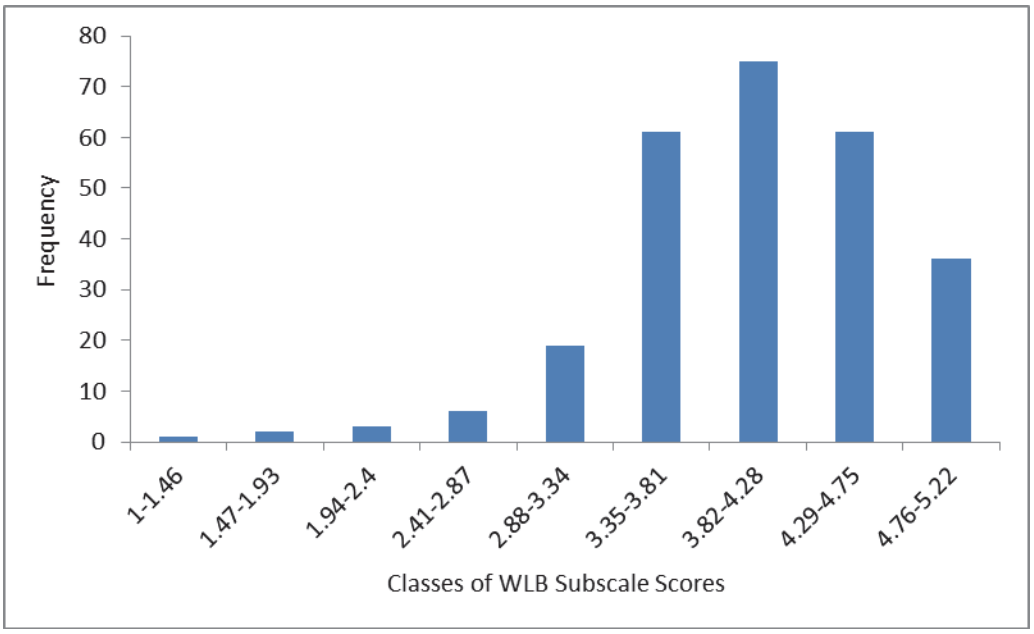

Figure 18. Frequency distribution of WLB subscale scores.

Independent samples *t*-tests and single factor analysis of variance (ANOVA) tests were utilized to determine whether there were statistically significant differences when comparing the subcategory groupings. The assumptions of independence, normality, and homogeneity of variance were addressed in conjunction using the *t*-tests and ANOVAs. Independence was assured by maintaining strict segregation of participants according groupings within the demographic and career categories. Normality was examined by reviewing normal quantile plots and frequency diagrams. As was mentioned previously, for large samples, the t-tests and ANOVAs are considered robust regardless of skewness or non-normality. The assumption of homogeneity of variances was addressed by calculating Levene's test for survey respondents' demographic and career characteristics

based on descriptive categories (for example, gender, highest rank achieved, years of service, education level, marital status, race. etc.).

Statistically significant differences in CFI-R subscales based on demographic and career characteristics of service persons who completed the career transition survey are summarized in the following paragraphs. An alpha level of .05 was set for all analyses.

For Career Agency (CA) scores based on years of service, the test for homogeneity of variance was not significant [Levene F (3, 259) = 0.505896, p = 0.678542; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of CA scores based years of service (Table 23) revealed statistically significant main effect [$F(3, 259) = 2.9$, $p < .05$] indicating that not all groups resulted in the same CA scores. The ω^2 of .0212 showed that approximately 2.12 % of the variation in the CA scores was attributable to differences between the different categories of service persons based on their years of service. Cohen's f equals .18, indicating a small effect size and implying low practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 0.24, HSD[.01] = 0.29), there was a significant difference noted between one pairwise comparison; Years 1-5 (M = 4.4535, SD = 0.516) was significantly different from Years 6-10 (M = 4.1744, SD = 0.6159); and, there were no significant differences when comparing other unique pairings based on years of service.

Table 23

Analysis of Variance for CA Scores Based on Years of Service

Source	SS	Df	MS	F	P
Between	2.2481	3	0.7494	2.9	0.035533
Within (Error)	67.0066	259	0.2587		
Total	69.2547				

For Negative Career Outlook (NCO) scores based on years of service, the test for homogeneity of variance was not significant [Levene F (3, 259) = 0.640276, p = 0.589721; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of NCO scores based years of service (Table 24) revealed statistically significant main effect [F(3, 259) = 4.37, $p <$ .05] indicating that not all four groups based on years of service resulted in the same NCO scores. The ω^2 of 0.037 showed that approximately 3.7% of the variation in the NCO scores was attributable to differences between the four different categories of service persons based on their years of service. Cohen's f equals .22, indicating a small effect size and implying low practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 0.33, HSD[.01] = 0.4), there were significant differences noted between two pairwise comparisons of NCO scores; scores for Years 1-5 (M = 1.8634, SD = 0.6239) were significantly different from those for Years 6-10 (M = 2.3141, SD = 0.8286); scores for Years 6-10 were significantly different from those for Years 21 and over (M = 1.8947, SD = 0.7156); and, there were

no significant differences when comparing any other unique pairings based on years of service.

Table 24

Analysis of Variance for NCO Scores Based on Years of Service

Source	SS	df	MS	F	P
Between	6.355	3	2.1183	4.37	0.005058
Within (Error)	125.6027	259	0.485		
Total	131.9577				

For Work-life Balance (WLB) mean scores based on years of service, the test for homogeneity of variance was not significant [Levene F (3, 259) = 2.308666, p = 0.076898; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of WLB scores based years of service (Table 25) revealed statistically significant main effect [F(3, 259) = 2.9, $p <$ .05] indicating that not all groups resulted in the same WLB scores. The ω^2 of .0213 showed that approximately 2.13% of the variation in the WLB scores was attributable to differences between the different categories of service persons based on their years of service. Cohen's f equals .18, indicating a small effect size and implying low practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 0.32, HSD[.01] = 0.39), there was a significant difference noted between one pairwise comparison of WLB scores; Years 1-5 (M = 4.186, SD = 0.635) was significantly different from Years 6-10 (M = 3.8205, SD =

0.8467); and, there were no significant differences when comparing other unique pairings based on years of service.

Table 25

Analysis of Variance for WLB Scores Based on Years of Service

Source	SS	df	MS	F	P
Between	3.9772	3	1.3257	2.9	0.035533
Within (Error)	118.2761	259	0.4567		
Total	122.2533				

For NCO scores based on education level, the test for homogeneity of variance was not significant [Levene F (4, 256) = 1.50956, p = 0.193597; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of NCO scores based education (Table 26) revealed statistically significant main effect [F(4, 256) = 4.1, $p <$ .05] indicating that not all five groups based on education resulted in the same NCO scores. The ω^2 of 0.0453 showed that approximately 4.53% of the variation in the NCO scores was attributable to a differences between the five different categories of service persons based on their education. Cohen's f equals .25, indicating a medium effect size and implying moderate, practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 0.41, HSD[.01] = 0.49), there were significant differences noted between two pairwise comparisons of NCO scores; scores for high school and under (M = 2.13, SD = 0.6818) were significantly different from scores for the 2-year degree group (M = 1.71, SD = 0.4715); scores for 2-year degree group were significantly different

from the 4-year degree group (M = 2.1221, SD = 0.8025); and, there were no other significant differences when comparing any other unique pairings based on education level.

Table 26

Analysis of Variance for NCO Scores Based on Education Level

Source	SS	df	MS	F	P
Between	7.8973	4	1.9743	4.1	0.003076
Within (Error)	123.3905	256	0.482		
Total	131.2878				

For NCO scores based on type of TAP workshop attended, the test for homogeneity of variance was not significant [Levene F (2, 256) = 0.516027, p = 0.597507; $p > 0.05$] indicating the assumption underlying the application of ANOVA was met. The one-way ANOVA of NCO scores based on type of TAP workshop attended (Table 27) revealed statistically significant main effect [F (2, 256) = 4.65, p < .05] indicating that not all three groups attending different TAP workshops resulted in the same NCO scores. The ω^2 of .0274 showed that approximately 2.74% of the variation in the NCO scores was attributable to a difference between the three different types of TAP workshops available for service persons. Cohen's f equals .19, indicating a small effect size and implying low practical significance. Based on performing the Tukey HSD Test (HSD[.05] = 0.26, HSD[.01] = 0.33), NCO scores for Executive TAP (M = 1.779167, SD = 0.663982) were significantly lower than NCO scores for Retiree TAP (M = 2.150685,

SD = 0.717756), and there were no significant differences when comparing NCO scores for Separatee TAP (M = 1.990079, SD = 0.705266) and Retiree TAP.

Table 27

Analysis of Variance for NCO Scores Based on Type of TAP Workshop

Source	SS	df	MS	F	P
Between	4.548679	2	2.27434	4.65	0.010384
Within (Error)	125.279023	256	0.489371		
Total	129.827703				

Evidence of Quality

Evidence of quality in this research study began with the choice of the research design. A cross-sectional survey approach was selected as an appropriate method for capturing the perspectives of U.S. Navy service persons as they began the process of making career transitions from active duty to civilian life. For data collections, a survey instrument was created and consisted of a demographic and career information section and the use of two pre-established instruments that had been shown to be both reliable and valid, where validity is concerned with an instrument's ability to measure the concept of interest, reliability is concerned with making consistent measurements, and the reliability of an instrument is closely related to its validity in that an instrument that is not valid cannot be reliable (Tavakol & Dennick, 2011). The demographic and career information section was used to enable analysis of the research data based on unique characteristics of the diverse research sample. To operationalize the research variables of

career adaptability, transition readiness, and transition confidence, two subscales of the Career Transition Inventory (CTI) and the five-subscale Career Futures Inventory – Revised (CFI-R) were utilized to address two research questions. In addition to addressing the research questions, this section also presented in-depth data analysis summaries of the variables of transition confidence, transition readiness, and career adaptability. The calculated reliability coefficients for the subscales of the CTI and CFI-R (Table 28) revealed that the pre-established instruments provided reasonable assessments and evaluations of the research variables. Table 28 provides means, standard deviations, and reliability coefficients of CTI and CFI-R subscales for the overall sample ($N = 264$).

Table 28

Means, Standard Deviations, Alpha Coefficients for the CTI and CFI-R

	TR	TC	CA	NCO	OA	S	WLB	TOT CA
Mean	59.17	30.10	4.36	1.98	3.57	4.31	4.08	105.60
SD	7.15	8.21	0.51	0.71	0.52	0.63	0.68	8.40
Count	264	264	264	264	264	264	264	264
Maximum	73	57	5	4.25	5	5	5	124
Minimum	25	14	2.40	1	1	2	1	62
Alpha	0.65	0.76	0.89	0.62	0.50	0.77	0.79	0.73

Note. Values for the overall sample, with SD = standard deviation, count = number of participants in overall sample, max = maximum subscale score, min = minimum subscale score, and alpha = reliability coefficient.

To add validity and accuracy to a study's data analyses, it is imperative to report estimates of the alpha reliability coefficients obtained for the particular research sample because the calculated alpha is a property of the scores for a particular sample. When items in an instrument are correlated, the value of the alpha coefficient is increased; however, Tavakol & Dennick (2011) reminded us that high alpha coefficients do not necessarily mean high reliability since large number of items will increase the coefficient and low numbers of items in the instrument will contribute to a low coefficient. The authors related that adding more related items assessing the same concept may serve to increase the alpha coefficient.

Conclusion

This section presented the methodology of the research study. A quantitative research study utilizing a cross-sectional survey approach was conducted to investigate career adaptability, transition confidence, and transition readiness of service persons and veterans as they commenced career transitions from active military service to civilian life. The career transitions were viewed through the lens of Schlossberg's adult transition theory, where individuals are viewed as being in the process of moving from one career to another. Transitioning service persons were administered a survey questionnaire during a three-week period during weeklong Transition Assistance Programs (TAP) workshop sessions on one U.S. Navy campus in Hampton Roads. To achieve an estimated confidence level of 95% with a confidence interval between five and 10 percent for an estimated population of approximately 700 U.S. Navy service persons attending TAP workshops at a local facility during a three-week period, I collected

survey data from a sample consisting of 264 individuals. Convenience sampling was utilized. Reliable and valid pre-established instruments were utilized as components of the study's survey questionnaire. Descriptive, bivariate and multivariable analyses were conducted to examine relationships between service persons' demographic and career factors, career transition confidence and readiness as measured using the CTI, and career adaptability as measured using the CFI-R. Required permissions were obtained before engaging service persons at the research site. Efforts taken to protect study participants from harm included safeguarding personal information, restricting access to data and utilizing ethical practices during the research, analyses, and report preparation processes. Employing those techniques may allow other researchers to access and replicate this study without compromising participants' expectation of protection from harm and confidentiality (Ellis & Levy, 2009).

Survey respondents were recruited using convenience sampling on the campus and within the building where TAP workshops were being conducted in Hampton Roads, Virginia. Survey questionnaires were completed using paper forms or via an online survey accessed using Tablet Personal Computers. Pearson product-moment correlation, *t*-test, one-way analysis of variance (ANOVA), Levene's *F* test, Tukey's (HSD) test, effect size, and omega squared were used for statistical calculations. Results showed significant, low positive relationships ($p < .01$) between transition readiness and career adaptability and significant, low negative relationships ($p < .01$) between transition confidence and career adaptability. Significant differences were found in subscales of the career adaptability instrument, subscales of the career transitions inventory, and

demographic and career variables of race, education, marital status, highest pay-grade achieved, years of service, and type of TAP workshop attended. The next section, Section 3, presents the project that will be designed and implemented to improve upon the techniques employed for examining career adaptability, transition confidence, and transition readiness of service persons making the transition from active military service to civilian life. The final section, Section 4, provides my perspectives on the project's strengths, recommendations for remediation of limitations, scholarship, development and evaluation, leadership and change, self-analysis as a scholar, practitioner, and project developer, potential impact on social change, and implications for future research.

Section 3: The Project

I completed a research study utilizing a cross-sectional survey approach to investigate career transition perspectives of U.S. Navy service persons as they attended a TAP workshop. The project will draw upon the literature and lessons learned from the the study to implement a similar survey design for capturing the career transition perspectives of U.S. service persons, where the results may be useful in improving the attitudes and experiences of the transitioning individuals and may be helpful when providing career transition counseling and interventions. This section presents information about the project, including description and goals, rationale, literature review, implementation, project evaluation, and implications for social change.

Description and Goals

The project involves gaining insights from the perspectives of U.S. service persons as they attend TAP workshops in preparation for transitioning from active military service back to civilian life. Service persons need assistance in successfully assimilating back into the civilian community as productive, self-directed individuals. During the past several years, service persons have been leaving military service in record numbers following more than a decade of war against terrorism throughout the world. Complications facing thousands of these individuals are alarmingly high unemployment rates, underemployment dilemmas, physical and psychological medical issues, homelessness, and many other challenging situations.

There are several important goals for the project. One goal is to investigate the relationships between psychosocial factors—such as career adaptability, transition

confidence, and transition readiness—that may positively or adversely impact service persons' successful transitions. The second goal is to introduce the use of pre-established or modified instruments for measuring the psychosocial constructs of interest so that real-time data could inform provision of counseling and interventions for assisting service persons navigate their personal journeys through the transitioning process. Assessment during the actual attendance of the TAP workshops could provide opportunities for individuals and counselors and other TAP facilitators to identify transition areas of concern and initiate timely actions for appropriate counseling or interventions. Another goal is to add to the literature by investigating psychosocial factors of adults undergoing career transitions.

Rationale

The local area of Hampton Roads for conducting the research study illuminated the need for acquiring information to better understand the dilemmas encountered by U.S. service persons as they begin the process of transitioning from military service back to the civilian community. The actual numbers of service persons transitioning from service coupled with the number of veterans living in Hampton Roads are staggering. More than one quarter of the 1.4 million active duty service personnel in the Army, Air Force, Navy, Marine Corps, and Coast Guard perform military duties in Hampton Roads. Approximately 25 percent of Virginia's 822,000 veterans live in Hampton Roads, and nearly 200,000 military personnel separate or retire from active duty each year, with thousands of those transitioning personnel and their families electing to continue residing in Hampton Roads. It is hoped that this project will illustrate the need for not only

providing information about benefits, careers, and employment at the TAP workshops but also demonstrate the need to assess service persons' attitudes and perspectives during the transitioning process, where the results could be useful to the individuals and TAP facilitators for obtaining insights into individuals' strengths and barriers and for identifying the need for specific counseling or interventions. Because of the rich diversity of service persons transitioning annually, the results of the research study indicated that assessments of psychosocial factors should be conducted and the data analysed for the overall sample as well as for demographic categories on characteristics such as gender, age, race and ethnicity, pay grade or rank, years of service, education, marital status, and any other potentially moderating variables.

Review of the Literature

There are a plethora of studies examining aspects of service persons' that have transitioned or are transitioning from active military service to the civilian community, with each study adding relevant perspectives and insights. This review of the literature conducted in support of the project will include information on the theoretical and conceptual frameworks, research on transitioning adults and veterans, career transitions, career adaptability, and TAP workshops.

Theoretical and Conceptual Frameworks

As I mentioned previously in this report, Schlossberg's transition theory and the 4S transition model provided the frameworks for guiding the research study and its two research questions that sought to examine relationships between service persons' career adaptability and transition confidence and readiness. The model also served as a

conceptual framework for guiding the proposed project. Transition and adult development theories provide useful frameworks for understanding how adults cope with change (Anderson, Goodman, & Schlossberg, 2012). The transition framework assumes the following criteria: (a) people continuously experience transitions, (b) persons' reactions to transitions depend on the type (e.g., anticipated, unanticipated, and nonevent), (c) their perceptions of the transition, the contexts or environment in which the transition occurs, and (d) that transitions have no end point but rather is a process during which persons accept and adapt to the changes by moving in, through, and out (Anderson et al., 2012). Anderson et al. offered the following insights into the three types of transitions:

- Anticipated events are those regular gains, losses, and changes that would be expected to occur in one's lifetime, such as marriage, having children, getting a job after college, and receiving promotions on the job.
- Unanticipated events can comprise nonscheduled occurrences appearing in the form of crises and any unexpected outcomes, whether positive (for example, receiving a raise in pay, leaving one career for another) or negative (losing a job or pay or having a major illness).
- Non-events consist of actions that never occur, such as missing out on a promotion, not getting married, or being misdiagnosed by your physician and preparing for the worst.

Ronzio (2012) acknowledged that the economic landscape (e.g., global recession, unemployment, underemployment, and diminishing retirement plans) for adults in career

transition is much more challenging than in other periods of history. Ronzio noted that those challenges make the work of career counselors more complex and require the counselors to draw on a developmental context (e.g., developing individualized interventions, addressing clients' psychosocial issues, and assessing clients' vocational skills and interests). Scholl and Cascone (2010) discussed underlying theories that established the foundation for a relatively new theoretical perspective for counseling adults to keep pace with contemporary society. Scholl and Cascone presented an original approach to incorporating the use of constructivist resumes for promoting professional identity development and career adaptability in training curricula for future career counselors. Recognizing that students may present with varying levels of professional identity development and career adaptability, applying the constructivist resume approach would enable the counselor to tailor interventions to accommodate a broad range of adults whose identity development falls along a continuum from simple or naïve to multidimensional and fully employed (Scholl & Cascone, 2010). Whereas the individuals with fully engaged professional identities would benefit from traditional counseling, the novices may require a counseling approach that uses the constructivist resume; the resume helps the individual create a more sophisticated professional identity, increases the person's career adaptability, and enhances the individual's goal setting and achievement (Scholl & Cascone, 2010). Exploring employment situations and issues encountered by transitioning veterans may also allow the use of a pragmatic framework, which calls for using "whatever philosophical and methodological approach works for the particular research problem under study", in which the research design and

implementation decisions are made according to which methods best meet the practical demands of the particular study (Rocco, Bliss, Gallagher, & Perez-Prado, 2003, p. 21).

Research on Transitioning Adults and Veterans

Numerous studies were utilized to inform the research study and the project. For example, Kleykamp (2013) offered insights into why some service persons have positive experiences obtaining employment after transitioning from active service, and some have difficulties assimilating as employed civilians. Kleykamp shared that some transitioning individuals viewed their military service as an enhancement while others saw their military service as a hindrance to labor market success. Some reasons why military service was considered to be an improvement included: (a) veterans may have gained employment advantages from the specialized on-the-job training received, such as electronics, healthcare, and communications; (b) veterans may have characteristics that are valued by employees such as work habits, attitudes, behaviors, leadership, and supervising others; (c) veterans may develop contacts or be exposed to job networks and have or gain access to information about employment opportunities; and (d) some veterans' prior military service may serve as an employability indicator to some employers (Kleykamp, 2013). Some reasons offered for why some veterans viewed their military service as a hindrance included: (a) veterans' military occupations did not translate well into civilian job experiences; (b) civilian employers may have difficulties evaluating prior military experience; (c) some veterans may not have access to information about future employment opportunities; and (d) some veterans may suffer a loss of human capital in the form of years of civilian job experience and skills

(Kleykamp, 2013). The literature also contained numerous studies on important aspects concerning career transition experiences of service persons; examples included research and reports on:

- Survey results, psychosocial factors, and other concerns affecting career transitions of men and women service persons (Black & Papile, 2010; Blanton & Foster, 2012; Brisson-Banks, 2010; Coll & Weiss, 2012; Colorado Collaborative Partnership, 2010; Darolia et al., 2007; De Groat & Crowley, 2013; Dixon-Brugh, 2011; Foster & Vince, 2009; Lee, 2011; Lin, 2012: Morin, 2011; National Survey of Veterans, 2010; Osran, Smee, Sreenivasan, & Weinberger, 2011; Robertson & Brott, 2013; Ronzio, 2012; Toland, 2011; Vigoda-Gadot, Baruch, & Grimland, 2010)
- Aspects of TAP workshops, its administration and implementation, and recommendations for improvements (Barnow, 2013; DVA, 2005, 2012; Kelly, 2012; White House, 2012)
- Service persons' and veterans' successful assimilation to higher learning (Alfred, Hammer, & Good, 2014; Beatty, 2013; Cate, Gerber, & Holmes, 2010; Cunningham, 2012; Diamond, 2012; Ford, Northrop, & Wiley, 2009; Green & Van Dusen, 2012; Koen, Klehe, & Van Vianen, 2012; Lokken, Pfeffer, McAuley, & Strong, 2009; O'Herrin, 2011; Rumann & Hamrick, 2010; Rumann, Rivera, & Hernandez, 2011; Smole, 2010; Steele, Salcedo, & Coley, 2010; Strickley, 2009; Wheeler, 2012)

- Labor outcomes and concerns regarding income, employment, unemployment, homelessness, incarceration, and discrimination (Bellotti, Laffaye, Weingardt, Fischer, & Schumacher, 2011; Burnett-Ziegler, Valenstein, Ilgen, Blow, Gorman, & Zivin, 2011; Chicas, Maiden, Oh, Young, & Wilcox, 2012; Clemens & Milsom, 2008; Collins, Bradley, Dortch, Kapp, & Scott, 2012; Crane, Scott, & Davis, 2008; Elbogen, Johnson, Wagner, Newton, & Beckham, 2012; GAO Report, 2011; Greenberg, Rosenheck, & Desai, 2007; James, 2007; Kleykamp, 2013; McCarty, 2005; Parker, 2012; Perl, 2007; Robertson, 2013; Szelwach, Steinkogler, Badger, & Muttukumaru, 2011; Whitaker, 2006)
- Veterans benefits and programs, GI Bill, assistance programs, and related legislation (Bascetta, 2002; Buckley & Cleary, 2010; GAO, 2005a, 2005b, 2010; Keene, 2001; McGrevey & Kehrer, 2009; Murray, 2008; Scott, 2010; Scott & Davis, 2010; Serow, 2004; Shankar, 2009; Smole & Loane, 2008)
- Underlying health-related issues and concerns (Greenberg & Wessely, 2008; Brenner, Gutierrez, Cornette, Betthauser, Bahraini, & Staves, 2008; Mattocks, Haskell, Krebs, Justice, Yano, & Brandt, 2012; McFarland, Choppa, Betz, Pruden, & Reiber, 2010; Ostovary & Dapprich, 2011; Ruh, Spicer, & Vaughn, 2009; Scannell-Desch & Doherty, 2010)

There are many possible factors and situations that may prevent or encumber the career transitions and career adaptability of service persons and veterans. Examples of such factors may include not receiving compensatory and resource entitlements in a timely manner, having limited access to transition training and counseling, receiving

inadequate access to transition programs, lacking necessary core competencies or soft skills (such as interpersonal traits, teamwork, cultural awareness, and social competence) to succeed in educational and training programs, having personal issues (e.g., psychological, health or disability), and expiring eligibility for benefits (Adamchik, 2008; Bellotti, Laffaye, Weingardt, Fischer, & Schumaher, 2011; Burnett-Ziegler et al., 2011; Elbogen, Johnson, Wagner, Newton, & Beckham, 2012; GAO, 2005a, 2010; Hogan, Chamorro-Premuzic, & Kaiser, 2013; King, 2010; MacLean, 2010; Williams, 2012).

Clemens & Milsom (2008) offered insights into challenges faced by enlisted service members as they transition into the civilian world of work—those challenges included (a) having a decreased ability to establish and maintain private professional and social networks due to the propensity for making frequent moves and relocations during their careers, (b) not attending or limited attendance at transition assistance workshops, (c) having little or no post-graduation civilian work experience to help guide their post-military job searches, (d) having significant military work experience but lacking transferrable-to-civilian-workforce job skills, and (e) not seeking the needed help of career counselors during the transitioning process.

Career Transitions

Different versions of the TAP workshops (i.e., individually tailored to the intended audience such as separates, retirees, and executive retirees) are offered several times per month at multiple sites at world-wide locations (Clemens & Milsom, 2008; Darolia et al., 2007; Foster & Vince, 2009). Currently, approximately 700,000 veterans are unemployed in any given month, and roughly 200,000 service members leave active

duty and transition to civilian life each year, according to the Department of Labor (DOL) (U.S. Bureau of Labor and Statistics, 2013; GAO, 2007; Military Homefront, 2010). Many of those veterans transition to civilian life without the training and skills needed to gain employment (GAO, 2010; Pranger, 2009; Savych, 2008). In addition, many veterans transition to civilian life and do not receive timely disability compensation and other entitlements that could ease their transitions (Bascetta, 2002; GAO, 2005a). Congress and the DOL have championed highly famous and notable special monetary, employment, and training programs. However, veterans' unemployment issues persist, and the impact of the employment services for veterans is still unknown (GAO, 2007).

Each year since 2000, the number of Active Duty separations (including retirees) from military service has declined through 2010 (Military Homefront, 2010). In 2000, more than 300,000 service persons were separated from military service; and, in 2010, more than 176,000 service persons separated (Military Homefront, 2010). Of those 176,000 persons separating in 2010, more than 12,000 were separated with a medical or other disability (Military Homefront, 2010), which include people who can have also filed separate disability claims with the DVA (GAO, 2010). GAO (2010) allowed that while opportunities remain for improving DVA's accountability and veterans' access to compensation benefits at separation from military service, the DVA was not completely and consistently monitoring the implementation of two initiatives – Benefits Delivery at Discharge (BDD) for Active Duty personnel and Quick Start for National Guard and Reserves – for lessening the claims-processing time and promptly delivering compensation to transitioned service persons.

Career Adaptability

Adaptability is viewed as an essential competency for career success, where persons with high adaptability have the capacity to proactively engage in goal-setting, demonstrate initiative, and achieve psychological success (O'Connell, McNeely, & Hall, 2008). Career adaptability is a term used to conceptualize how adults manage the challenges associated with occupational transitions, where career adaptability was identified as a psychosocial construct describing a person's readiness and resources needed to cope with work-related transitions (Rottinghaus et al., 2012). Rottinghaus et al. added that research on career adaptability is limited in part due to the differing methods used in the literature for operationalizing its definition and techniques for measurements.

Career adaptability has been associated with a range of benefits, for example, it supports vocational and competence development, motivates intellectual and personal development, elevates persons' awareness of self-defeating attitudes and actions, promotes learning, and increases autonomy (Bimrose & Hearne, 2012). Ito and Brotheridge (2005) investigated the effects of career adaptability in the workplace and whether its enhancement in employees would lead to commitment, turnover or both. Their study viewed career adaptability as two separate factors – career development and career resiliency – that were expected to influence each other positively. Career development activities could include formal and informal training, socialization and networking activities, decision-making workshops, development programs, and temporary work assignments outside of primary duties (Ito & Brotheridge, 2005). Persons with career resilience would have the ability to adapt to work-related changes,

have a willingness to take risks, and confidently face problems or complex situations (Ito & Brotheridge, 2005). Reemployment interventions would be aimed at increasing service persons' job-search activities and employability, and employment counseling would aid service persons identify job skills, assist in providing encouragement, and energize one's use of job-related networks (Koen, Klehe, & Van Vianen, 2013)

Career adaptability was selected as a measurement variable in the research study due to its potential for indicating the need for counseling and interventions, which, when provided, would position service persons to have successful career transitions after leaving military service. Fortunately, career adaptability as a psychosocial trait is more changeable than other personal characteristics, where the individual could practice self-regulation and demonstrate a positive mindset, which is characterized by perseverance toward goals, increased confidence, optimism, resilience, and hope (Savickas & Porfeli, 2012). Individuals can improve their adaptability or learn to adapt through (a) challenging work, gaining new skills, or improving job skills; (b) updating their knowledge base via training and additional education; (c) interacting with workers on the job and via networking; and, (d) self-directed learning and self-reflection (Brown, Bimrose, Barnes, & Hughes, 2012).

Benefits associated with developing, improving, and maintaining adaptability may include (a) increasing life satisfaction and organizational loyalty, (b) enabling individuals to locate quality employment and reach career goals, (c) enabling individuals to deal with job loss, (d) empowering individuals to prepare for unknown situations and barriers, (e) encouraging job searches and explorations, (f) developing employment decisiveness and

skills, and (g) motivating work competence and personal development (Bimrose et al., 2011).

TAP Workshops

Depending on the branch of military service (i.e., Army, Air Force, Navy, Marine Corps, or Coast Guard) or whether serving on active duty or as part of the Reserves or National Guard, service persons' and veterans' levels of participation in components of TAP workshops could vary. For example, involvement in TAP workshops could vary among the Services because each service was afforded the flexibility of tailoring its TAP offerings to meet mission requirements and the perceived needs of its service persons. TAP workshops are delivered at one of the 215 transition support campuses located on military bases in the U.S. and overseas (GAO, 2005b). In addition, full-time active duty service members may be afforded opportunities to attend a full complement of TAP sessions, which would include the mandated-by-law pre-separation counseling services and optional sessions on employment preparation, veterans' benefits and entitlements, and disability compensation. However, Reservist and National Guard persons' participation in TAP sessions may be non-existent or consist of shortened sessions due to rapid demobilizations and subsequent release from active duty within days after returning from overseas deployments (GAO, 2005a).

In August 2011, President Barack Obama directed the Departments of Defense and Veterans Affairs to guide a task force in developing the upgrade to the 1990-version of the legislated Transition Assistance Program (TAP) (Kelly, 2012; White House, 2012). On July 23, 2012, President Obama, while addressing the Veterans of Foreign Wars,

announced the newly-designed Transition Assistance Program, entitled Transition Goals-Plans-Success (or Transition GPS). Transition GPS was developed, began pilot testing in 2012 and was implemented in phases during 2013 and 2014. Hundreds of thousands of service persons and veterans had participated in the earlier versions of the TAP since its inception in the early 1990's through mid-2012 when pilot testing began for Transition GPS (Bascetta, 2002; Collins, Bradley, Dortch, Kapp, & Scott, 2012). The previous TAP version was attended by approximately fifty percent of the service persons and veterans who separated annually and consisted of mandatory pre-separation counseling and optional three-day workshops with sessions presented by the Departments of Defense, Labor, and Veteran Affairs (Collins et al, 2012; White House, 2012). Based on the preferences of participating service persons and veterans, the newly-designed Transition GPS offers an array of mandatory and optional training components and include the following building blocks (Kelly, 2012):

- Preseparation counseling (the TAP's starting point that includes the completion of a checklist not less than 90 days before separating or retiring from military service).
- CORE Curriculum, consisting of financial planning, Military Occupational Code crosswalk (for translating military skills to civilian jobs), Veterans Administration briefings on benefits and entitlements, and Individual Transition Plan (individualized step-by-step plan for meeting postseparation goals).

- Optional Tracks—for example, Education Track (to pursue higher education), Career Technical Training Track (to pursue technical or vocational training), and Entrepreneurship Track (to pursue self-employment).
- Capstone, a singular event to verify the service member meets the Career Readiness Standards to posture him or her for postseparation success.

Some of the key differences between the old version of TAP and the new Transition GPS (TAP GPS) include the following (Collins et al., 2012):

- The 5-day core curriculum is mandatory (not optional) for service members except for those who qualify to be exempted from attendance (for example, exemptions may apply to service persons who are retiring with 20 or more years of service or individuals with confirmed post-military employment offers or service persons with confirmed post-military education or training enrollment)
- Workshop class sizes will be smaller to provide more individualized attention as compared with previous TAP sessions comprising 50 to 100 or more participants in a TAP session
- The Individual Transition Plan is a personalized process and includes a gap analysis to indicate measures the individual may take to reach his or her goals
- Successful completion of TAP GPS is estimated based on service members achieving the career readiness standards
- The capstone concludes the TAP GPS workshop and verifies the service member reached career readiness

- In addition to the core curriculum, service members can elect to participate in optional tracks for technical training, higher education, and entrepreneurship.

The Department of Defense's Dr. Susan Kelly, Deputy Director, Transition to Veterans Program Office, provided the following closing remarks on the transition assistance program before the House Committee on Veterans Affairs Subcommittee on Economic Opportunity Hearing (Kelly, 2012, p. 16):

> In summary, the end-state for the redesigned TAP will be manifested by a population of Service members who have the tools and resources to empower themselves to make informed career decisions, be competitive in the workforce, and continue to be positive contributors to their community as they transition to civilian life.

Implementation

Procedures for implementing the project are provided in Appendix A. Appendix A summarizes the goals, procedure and timeline, materials, and suggestions for project evaluations, which include goal-based assessments, formative assessments, and summative assessments. The implementation of the project will draw upon lessons learned from the cross-sectional survey study. Appendix A is provided as guidance for conducting the project or for conducting pilot testing. If the goal is to conduct a pilot test prior to full implementation, the coordinator could select one or more TAP facilities, decide upon the number of weeks to collect data, revise the survey instrument as needed, and based on the projected TAP attendance during the selected period, determine targeted sample size. The pilot testing could examine the efficacy of using a survey instrument

and whether components of the instrument should be altered. Appropriate permissions should be obtained prior to using any pre-established instruments.

Potential Resources and Existing Supports

Potential resources and existing supports relating to implementation of the project include establishing an understanding with the TAP facility administrators and managers that the survey would be administered on a not-to-interfere basis and survey participation would be voluntary and survey responses would be anonymous in that no personally-identifiable information would be collected. The TAP facilities where the TAP workshops are in session are the most convenient locations for advertising and administering the survey. Each week represents a different cohort of service persons attending TAP workshops. Consent forms or information flyers could be distributed to interested people in advance or on the day survey forms or online survey web links are provided to potential survey respondents. The TAP administrators and the TAP facility managers are the key persons for obtaining permission to access service persons to take the survey. In addition, other permissions are necessary per Department of Defense and Department of Navy guidelines. If the survey administration would include service persons from the other Services (e.g., Marine Corps, Army, Air Force, and Coast Guard) or retirees or Reservists, other permissions are required before contacting the persons regarding participating in the survey effort. Coordinate with the TAP facility managers regarding the dates that the survey will be administered to participants, when the completed forms will be collected, and any other requests for accessing the potential survey participants. Existing supports will include working in close coordination with the

TAP facility managers and TAP workshop facilitators, obtaining permissions to set up areas for communicating with potential participants and for participants to complete the survey. Persons tasked with coordinating the administration of the survey would be responsible for distributing and collecting the survey forms and informing participants about the purpose of the survey and how the data would be used.

Potential Barriers

Potential barriers could include limited or inadequate access to service persons to complete the survey, restricted access to the selected TAP facilities, and possibly delays in receiving required permissions to administer the survey. Obtain schedules of the convening TAP workshops at the TAP facilities of interest and work closely with TAP administrators, TAP facility managers, survey approval officials of DoD, Navy, and other Services to mitigate those potential barriers. Another barrier could involve analyzing the collected data. Properly sort the data and adjust any values of the variables prior to data analysis operations. In addition, ensure that plans are developed for data preparations, analyses, and reporting.

Proposal for Implementation and Timetable

The project can be implemented as data collections over time intervals that could vary from a few weeks to several weeks or several months, depending upon the established goals. Appendix A provides a sample timetable for implementing the project. Appendix A suggests a multi-week data collection period, which would permit the collection of data from a large number of TAP workshops, thus ensuring a

demographically diverse sample of participants from the three types of TAP workshops (i.e., executive TAP, retiree TAP, and separatee TAP sessions).

Roles and Responsibilities of Student and Others

After appropriate permissions are obtained for accessing potential survey participants, the survey coordinator would assume the responsibility for implementing the project. The coordinator's responsibilities would include assembly of needed supplies, equipment, and sufficient copies of consent letters and survey questionnaires to accommodate the targeted number of survey participants. The survey coordinator could utilize Appendix A to guide the administration of the survey. The survey coordinator would also be responsible for determining the desired sample size and identifying the TAP workshops to be surveyed, maintaining communications with TAP administrators and facility managers, analyzing and reporting survey data, and providing summary reports to TAP officials and others as required. The role of survey respondents would be to agree voluntarily to complete the survey questionnaire. In that voluntary role, participants would agree to make honest attempts for completing the survey as truthfully and as completely as possible. Finally, the survey coordinator would be responsible for maintaining accountability of the survey process to ensure that completed surveys are safeguarded, and the targeted number of completed survey questionnaires was achieved.

Project Evaluation

Various types of evaluations will be used during the implementation of the project, which includes goal-based assessments, formative assessments, and summative

assessments. Goal-based assessments will be utilized to ensure implementation milestones are achieved, which will include:

- Based on the desired weekly and overall sample sizes, the survey coordinator would make periodic assessments of the progress toward obtaining a diverse sample and meeting the targeted number of respondents.
- Prepare weekly and overall participation rate statistics in summaries and reports.

Formative assessments will occur iteratively throughout the project's implementation period; these evaluations will include:

- Documenting, evaluating and implementing the most efficient approaches and techniques for maximizing service persons' participation in the survey.
- Recording and evaluating constructive comments provided by individuals and stakeholders.
- Making adjustments, if warranted, to the project's implementation to accommodate worthy suggestions and to achieve goals and objectives.

Summative assessments would be completed and documented to capture lessons learned for improving future applications of the project. For example, at the conclusion of the survey administration for the designated period, the survey coordinator would document and assess comments and feedback received from TAP facility staff and service persons attending TAP workshops. Goals of conducting summative evaluations would be to evaluate feedback from stakeholders and assessment results for the purpose of improving the efficiency and effectiveness of future implementations of the project.

Implications Including Social Change

Local Community

This project has implications for improving the transitioning experiences of thousands of service persons, both locally in Hampton Roads and globally, that leave military service and transition back to the civilian community. Improved transitioning experiences such as achieving employment, higher education, vocational training, and entrepreneurship would also benefit family members, the local economy, TAP administrators, community partners, and government sponsors (for example, U.S. Departments of Defense, Labor, and Veterans Affairs). The sponsors and facilitators of TAP facilities could benefit from implementing the project and exploring whether examining psychosocial factors (for example, career adaptability, employability, transition confidence, and transition readiness) could provide insights on modifying TAP workshops to include specific counseling and interventions for service persons experiencing barriers or obstacles affecting their career transitions.

Far-Reaching

Left unchanged and under-utilized for more than 20 years, the legislated Transition Assistance Program (TAP) benefited from renewed high-level interest and commitment, resulting in a substantial upgrade and emerged as the revamped TAP Goals-Plans-Success (TAP GPS). These initiatives were aimed at addressing the transition needs of approximately 200,000 U.S. service persons leaving the military each year. The project can be adapted to assess psychosocial traits of service persons as they attend TAP GPS workshops at any U.S. military installation that offers transition services. The self-

reported data could then be used to focus counseling and interventions for individuals, which could potentially enhance their career transition experiences.

Conclusion

This section introduced the project, which included the project's introduction, description and goals, rationale, review of the literature, implementation, evaluation, and implications for social change. The project would apply techniques utilized in a cross-sectional survey study to assess psychosocial traits of U.S. service persons attending TAP GPS workshops. The project's implementation and evaluation can be facilitated by using Appendix A. Obtaining insights on service persons' career adaptability, transition confidence, and transition readiness could be helpful for providing adequate and timely counseling and interventions. The next and final section, Section 4, provides my reflections on the project's strengths, recommendations for remediation of limitations, scholarship, development and evaluation, leadership and change, self-analysis as a scholar, practitioner, and project developer, potential impact on social change, and implications for future research.

Section 4: Reflections and Conclusions

Introduction

I conducted a cross-sectional survey to investigate and report on correlations between career adaptability, transition confidence, and transition readiness of U.S. Navy service persons. Those psychosocial factors were deemed of importance when examining the perspectives and experiences of individuals during their career transitions from military service to civilian life. This section provides my reflections as the researcher with regards to the proposed project's strengths, recommendations for remediation of limitations, scholarship, and project development and evaluation. In addition in this section, I present perspectives on leadership and change, self-reflections, social change, and implications and directions for future research.

Project Strengths

I conducted the research study to examine a problem that may affect thousands of veterans of the U.S. Armed Forces who are being discharged or retired from service without the skills and resources needed for successful assimilation back into civilian communities. The project would provide an easily-implemented mechanism for obtaining career transition perspectives and experiences of service persons using a survey questionnaire administered during weeklong TAP workshops. Other project strengths for addressing the problem include:

- Utilizing paper or online survey format to provide a convenient method of obtaining a diverse sample of participants.

- Administering paper survey forms at numerous weeklong TAP workshops conducted concurrently at TAP facilities.
- Collecting data on one day or multiple days during the designated data collection period.
- Compiling and analyzing survey data to obtain overall statistics as well as statistics based on sorting the data according to demographic and career characteristics of respondents.
- Readily revising or updating the survey questionnaire to measure other psychosocial constructs of interest or to collect qualitative data by adding open-ended questions.

Recommendations for the Remediation of Limitations

The project will build upon the foundation of work provided by the study's cross-sectional survey. Limitations of the project when addressing service persons' career transition issues and concerns might include (a) use of a cross-sectional (one-time) survey design that yield results that cannot be interpreted for cause–effect linkages or to make before–after comparisons that would be possible with other types of studies; (b) relatively small sample size, (c) loss or lack of certain participants because they may choose not to participate, (d) sample may be drawn from a single geographical region of the United States, and (e) the sample may contain only U.S. Navy service personnel and not include transitioning individuals from the other Services (i.e., Army, Air Force, Marine Corps, Coast Guard, and their Reserve Components). Other limitations may include (a) the composition of the survey instrument (e.g., too many items, too few items, items not

pertinent to many or all participants) and (b) there may be temporal issues (e.g., assessing on different days during the weeklong workshop might make a difference, assessing during a low-participation period, etc.).

Possible remedies for addressing the limitations may include:

- The study's sample was limited to U.S. Navy personnel at one TAP facility location in order to streamline the process for obtaining the necessary permissions for accessing service persons. This action can be remediated in the project by obtaining the necessary permissions from the Services and the Department of Defense in order to include service personnel at multiple and geographically dispersed locations from all of the other Armed Services as potential survey respondents.
- The absence of temporal comparisons could be remediated by changing the cross-sectional (one-time) survey design to a longitudinal approach in which respondents have opportunities to complete surveys on two or more different occasions (for example, before and after attending a TAP workshop or whether immediately after completing the workshop or after several months or years after transitioning).
- The project's sample of participants could be increased to the maximum extent possible and from many different TAP facility locations to improve the ability to generalize the results to the population of U.S. service persons in transition.

- The survey questionnaire could be reviewed and revised prior to implementation of the project. Pilot testing could take place to identify whether items on the survey required modifications. Another possible remediation action is automating the survey instrument with capabilities to (a) capture limited identification information from survey respondents, (b) provide instant survey results to respondents detailing the scores achieved on constructs of interest, (c) providing immediate preliminary recommendations to respondents based on pre-determined interpretations of score ranges, and (d) make summary data available to TAP facilitators and counselors for use when service persons request follow-up appointments.
- In addition to assessing service persons' career adaptability, transition confidence, and transition readiness, the literature provides a myriad of constructs that could be evaluated to provide insights on individuals' characteristics that are critical to transition-related behaviors, career choice, and development, for example, career maturity, employability, self-efficacy, outcome expectations, and goal-setting (Fugate, Kinicki, & Ashforth, 2004; Rottinghaus & Hauser, 2013).

Scholarship

Embarking on this doctoral program journey seemed like an excellent idea when I initially enrolled a few years ago. Having completed graduate programs at other institutions of higher learning, I envisioned an academic retreat with similarities to my previous endeavors. After completing the required doctoral coursework and I had began

developing a proposal for conducting a research study, it became apparent that this academic venture would test body and soul. Along this educational journey, I have learned that scholarship extends well beyond coursework and seemingly endless hours of reviewing articles, documents, and other references to support the countless iterations of submitted works for consideration. I also found that scholarship means identifying and developing a research study or project aimed at bringing about positive social change, with both local and far-reaching implications. For me, scholarship also entails engaging in critical thinking, gaining perspectives from multiple sources, learning to identify scholarly documents and references, practicing objectivity, being open to learning, maintaining a curious attitude, reflecting on or pondering newfound knowledge or concepts, and so much more.

Project Development and Evaluation

During this doctoral journey, I had opportunities to learn about project development and evaluation. Important aspects of conducting the doctoral study included both project development and evaluation. From the onset of the first doctoral course, instructors advised students in my doctoral cohort to begin the process of identifying a worthy project study. The idea and structure of my doctoral project started as a desire to assist U.S. service persons in their quest for successful transitions from military service to civilian life. Project development encompassed each phase of the doctoral journey and began to take shape when developing the proposal to conduct the research study. Obtaining approval of the proposal and permission to start the project included actions such as completing numerous iterations of revisions, getting permissions to use pre-

established instruments, gaining permissions to access potential survey respondents and the TAP facility, and receiving approvals from the Walden University Institutional Review Board to ensure the proposed project met ethical standards and considerations. One of the last phases of this project's development concluded with data collections, analysis, and report preparations. During this entire development process and completion of the cross-sectional survey project study, different types of evaluations were carried out to ensure that the researcher achieved the goals and objectives. For example, on an iterative basis, goal-setting assessments and formative assessments were performed to ensure data collections included an appropriate sample size, required permissions from all interested parties and stakeholders were obtained, and goals and objectives for data analyses were included in each section of the final report. Summative assessments were conducted following the completion of each significant project milestone to ensure that goals and objectives for the overall doctoral process remained on track for successful completion.

Leadership and Change

Members of my cohort of doctoral candidates were required to complete the courses and a project. Doctoral candidates were expected to champion efforts in leadership roles to guide a research study aimed at bringing about positive social change. The implications for my project included contributing to the literature, developing a survey questionnaire using pre-established instruments for measuring psychosocial constructs of interest to service persons in career transition, and demonstrating the efficacy of using assessment data for prescribing counseling and interventions for

assisting individuals to manage barriers and obstacles that impact their transitions. As a leader, the researcher is responsible for developing a research proposal, obtaining necessary permissions from the institution of higher learning and stakeholders, conducting data collections and analysis, and successfully defending the doctoral dissertation. Only through effective leadership can the researcher navigate through the various requirements and commitments to achieve the necessary goals for completing the doctoral journey. In this context, change not only refers to implications of conducting the research study and presenting recommendations for implementing a project, change also relates to the apparent transformation of individuals who completed the doctoral journeys to become well-qualified scholars, practitioners, and project developers. The terms leadership and change could represent professional expectations of persons completing their doctoral studies, where each person has the capability of assuming leadership roles to bring about different types of change. I embrace the challenges of leading others or taking part in efforts to contribute to social change.

Analysis of Self as Scholar

Completing the doctoral coursework, striving through the numerous trials and iterations to achieve an approved research proposal, conducting the data collections using a cross-sectional survey, spending countless hours analyzing and re-analyzing the data to extract understanding and meaning, and preparing the final report for the research study have greatly enhanced my abilities as a scholar. My (almost daily) routine during this doctoral journey consisted of visiting and revisiting the literature to become familiar with educational concepts, constructs, and theories. In addition, I learned to modify my goals

and maintain my focus as required to achieve my doctoral study's objectives and milestones. Along this doctoral journey, I also learned that I still possess the patience, perseverance, and strong internal push to continue growing and challenging myself as a lifelong learner and scholar.

Analysis of Self as Practitioner

As a practitioner, I learned the importance of fostering engagement in a variety of learning environments and learning approaches. I have appreciated understanding the importance of utilizing combinations of learning strategies when teaching adult learners; for example, using pedagogy, andragogy, paragogy, blended learning and other techniques for teaching adults students, with pedagogical methods comprising traditional classroom approaches, andragogy allowing the teaching of adults based on how they learn, paragogy gearing efforts toward peer and group learning, and blended learning indicating the use of two or more teaching approaches such classroom techniques combined with computer-aided activities (Chan, 2010; Corneli & Mikroyannidis, 2012). As is typical of doctoral studies, there were ample independent learning opportunities. As a practitioner, I learned the importance of applying andragogical principles when teaching adult learners. Advanced by Malcolm Knowles in the 1970's, andragogy is a well-known teaching approach geared toward meeting the needs of adult learners, where the six assumptions of andragogy are self-directedness, need to know, use of prior experience in learning, readiness to learn, orientation to learning, and motivation to learn (Chan; Taylor & Kroth, 2012; Wilson, 2012).

Analysis of Self as Project Developer

As a project developer, I learned the importance of sticking to an idea, nurturing its development, and implementing a project for the purpose of exploring the perspectives of service persons that make career transitions when leaving active duty and returning to civilian life. A few years ago, I recognized the need for additional research on the transition experiences of veterans and service persons. During the intervening years, many studies have been published that touch on veterans' issues and concerns. My study adopted the novel approach of acquiring service persons' perspectives as they were beginning their transitions. Also as a project developer, I learned the importance of identifying constructs that could be investigated and finding pre-established instruments to operationalize or measure the construct of interest that would hopefully shed light on perspectives and experiences of service persons. I was hopeful that gaining those insights would aid service persons, counselors and facilitators to identify remedies or interventions to overcome career-transition barriers and other obstacles. I am confident that my research study will add to the literature on career transitions of service persons and veterans and the efficacy of measuring constructs of interest. During this academic venture, I have practiced numerous aspects of project development and implementation. Several of the pertinent milestones of the project's development included generating an initial research concept, developing and defending a research proposal, receiving the necessary permissions for data collections, and completing the data analysis and reporting processes.

The Project's Potential Impact on Social Change

The local area is Hampton Roads Virginia, the home to almost one-quarter of the 1.4 million service persons serving on active duty in the U.S. Armed Forces. In addition, Hampton Roads is home to nearly one-quarter of a million retirees from the Armed Forces and National Guard and Reserves. Moreover, thousands of service persons and their families leave military service annually and choose to continue residing in Hampton Roads. The project has the potential of enhancing the career transition experiences of service persons. The project has the potential to bring about social change at the local level as well as globally if transition coordinators implement the project at U.S. military installations positioned around the world. This project has implications for improving the transitioning experiences of U.S. service persons by (a) providing techniques for career counselors and facilitators to employ psychometrically sound instruments to assess individuals' psychological coping strategies, in which the results would be used to implement specific counseling and interventions and (b) demonstrating the efficacy of using assessment techniques for operationalizing psychosocial constructs of interest to adults in career transition, such as adaptability, confidence, employability, and readiness. By evaluating assessments of individuals' psychological resources (for example, strengths, weaknesses, coping strategies, and barriers), facilitators, counselors, and program managers could implement appropriate interventions for assisting persons in career transition.

Implications, Applications, and Directions for Future Research

In the research study that served to shape the project, the results indicated that using survey instruments is a viable option for obtaining assessments of service persons' strengths, weaknesses, coping strategies, and barriers. Counselors and facilitators could utilize individuals' evaluations to deliver accurately focused counseling and interventions to facilitate improved career transitions. An important implication of the proposed study is that it presents techniques for acquiring the perspectives and insights of service persons as they transition from active military service to civilian life. Another implication is that the psychosocial assessments may provide counselors, facilitators, and program managers with insights on psychological strengths, barriers, and coping strategies of persons in career transition. The assessment data could be utilized to formulate counseling and interventions to enable successful career transitions.

For the research study that informed the project, the subscale scores that indicated the greatest need for potential improvements for aiding service persons' career transitions were transition confidence (TC) and occupational awareness (OA), where TC was measured using the confidence subscale of the CTI, and OA was measured using the occupational awareness scale of the CFI-R. Since service persons' endorsed a high level of career agency (CA) but lower OA, transition counseling could focus on increasing the persons' self-efficacy to seek career information and strengthen their career decision-making abilities (Rottinghaus et al., 2012). Completing TAP workshops, obtaining information about employment or entrepreneurship or higher education or vocational

training, participating in career and job fairs, and seeking career counseling are just a few of many possible ways for individuals to improve their transition confidence.

Future research could be conducted to examine the feasibility of conducting assessments before and after service persons complete TAP workshops, which might provide insights on the effectiveness of workshops and specific sessions. In addition, future research could be utilized to examine the efficacy of using survey instruments for measuring other psychosocial constructs of interest that would provide useful information to improve the career transitions of service persons. In addition, instead using paper forms and online surveys that require analysis and reporting at later times, future research could implement a software application that could maintain a log of all data entries for subsequent comprehensive data analyses and reporting. In addition, the software applications could also be designed to include other capabilities. For example, an automated survey application could yield instant results, enabling respondents to obtain calculated scores of the measured constructs, general interpretations of the results, and opportunities to get transition counseling and interventions. This survey tool could be utilized locally as well as globally at any of the worldwide locations where service persons are taking advantage of transition services.

Conclusion

In this section, I presented reflections from my perspective regarding the completion of the cross-sectional survey study and presentation of the project. Project strengths emphasized the ease of implementation, with or without modifications. Recommendations for remediation of project limitations included suggestions for

including greater numbers survey respondents from multiple TAP locations, changing the temporal nature of the survey administration to include collecting responses from participants on two or more occasions, and revising items in the survey questionnaire to include military-related questions and activities. I also reflected on my numerous opportunities for enhancing scholarship, project development and evaluation skills, meanings of leadership and change, and analyses of self as a scholar, practitioner, and project developer. The project has the potential to bring about social change both at the local level and globally by providing psychological assessments of individuals to enhance the provision of counseling and interventions. The project has implications for immediate implementation or can be modified to improve its delivery and utilization of the assessment results.

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Appendix A: The Project

The following sections provide information for implementing the project. The project entails administering a survey to service persons during the week that the service persons are attending weeklong TAP GPS workshops. Each offering of the weekly TAP workshop, whether for Executive TAP GPS, Retiree TAP GPS, or Separatee TAP GPS, will provide opportunities to administer surveys to audiences of U.S. service persons with diverse demographic and career-information characteristics.

Goals

1) Obtain career-transition perspectives of U.S. service persons attending the mandated Transition Assistance Program (TAP) Goals-Plans-Success (GPS) workshops
2) Utilize two pre-established instruments, unmodified or partially modified, to capture service persons perspectives on career adaptability, transition confidence, and transition readiness

Procedure and Timeline

1) Obtain the necessary local, Navy, Department of Defense, authors of the pre-established instruments, and other required permissions before administering any surveys and before approaching any service persons regarding participation in the survey questionnaire.
2) Prepare a flyer, poster, or other suitable advertisement for informing potential survey respondents of the nature and purpose of the survey. Appendix B provides the survey questionnaire utilized in the cross-sectional survey research study.

Appendices E and F provide copies of permissions obtained when using the pre-established instruments in the research study.

3) Obtain permissions from managers of the TAP facilities where the survey will be administered.
4) Select a time interval for data collection activities. Data collections will occur once or twice during the types of TAP GPS workshops each week for a 5-week or more period. Each week's data collections represent a different cohort of service persons participating in the workshops. Optimally, data collections should occur between mid-week and Friday before the workshop participants conclude their participation. The survey takes approximately 10 minutes to complete. Survey participants remain anonymous as no personally-identifiable information is collected.
5) Each week, obtain information about the number of each type of TAP workshop being offered, the number of service persons in each of the workshops, and any other demographic and career information of interest. Set up a table in a common area for approaching service persons to encourage their participation in the one-time survey. If possible, to maximize participation, seek permission to speak with group of TAP participants to seek their participation in the survey. Distribute paper surveys to each group of TAP participants. Promptly collect the completed surveys. Bundle the completed surveys according to the week the forms were completed to enable calculation of detailed participation-rate statistics.

6) Solicit and document feedback and comments about the survey and survey process received from TAP facility staff and survey respondents.
7) Code and enter the data into a data analysis tool or Excel spreadsheet.
8) Conduct data analyses for the overall sample and for each of the demographic and career information subcategories.
9) Prepare summaries and reports, including recommendations for interpreting the results and for making improvements in future surveys.

Materials

1) Copies of survey questionnaires (such as Appendix B) or upoad asurvey instrument using Survey Monkey or some other online survey tool
2) Copies of consent forms (such as Appendix C), ink pens, and note pads
3) Announcement flyers, posters, and/or other advertisements
4) Plastic bins or appropriate containers for carrying and protecting completed surveys and survey materials
5) Refreshments: Assorted candy, snacks/fruit, napkins, and bottled water.
6) Table, chairs, and table cloth

Project Evaluations

Goal-based Assessments

- Based on the desired weekly and overall sample sizes, the survey coordinator would make periodic assessments of the progress toward obtaining a diverse sample and meeting the targeted number of respondents.
- Prepare weekly and overall participation-rate statistics in summaries and reports.

Formative Assessments

- Document, evaluate, and implement the most effective approaches and techniques for maximizing service persons' participation in the survey.
- Record and evaluate constructive comments provided by service persons.
- Consider making adjustments to the survey procedures to accommodate worthy suggestions.

Summative Assessments

- At the conclusion of the survey administration for the designated period, document and assess comments and feedback received from TAP facility staff and service persons attending TAP workshops.
- Make improvements or changes to the survey process as indicated by feedback and comments received.

Appendix B: Survey Questionnaire Instrument

	Part 1 – Demographic and Career Information						
1. Military Status >>> check one >>>							
Active Duty		Reservist		Other			
2. Branch of Service >>> check one >>>							
Navy		Other					
3. Gender >>> check one >>>						Male	
						Female	
4. Ethnicity >>> check one >>>							
	Are you of Hispanic or Latin origin?					Yes	No
5. Race >>> check one >>>							
American Indian or Alaska Native	Asian	Black or African American	White	Native Hawaiian or Other Pacific Islander		Some Other Race	Two or More Races
6. Age >>> check one >>>							
18 – 21	22 – 25	26 – 30		31 – 40		41 – 50	Over 50
7. Highest Pay Grade achieved >>> check one >>>							
E1-E4	E5-E6	E7-E9	W1-W2		W3-W5	O1-O3	O4-O6	O7-O10
8. Marital Status							
Single	Married		Divorced		Separated		Other
9. Number of Dependents							
None	1	2	3	4	5		6	7	8	9	10 or more
10. Years of Service completed >>> check one >>>								
Less than 1	1 - 5	6 – 10	11 - 15		16 - 20	21 - 25	26 – 30	Over 30
11. Level of Education completed >>> check one >>>								
Some High School	High School	Some college	2-year degree		4-year degree	Master's degree	Post Master's	Doctoral degree
12. Type of TAP GPS Workshop Attended >>> check one >>>								
Executive TAP GPS		Retiree TAP GPS		Separatee TAP		Other	

Part 2: Career Transitions Index

This instrument is designed to help an individual assess the resources and barriers experienced in making a career transition. You will be asked a series of questions regarding your current thoughts and feelings about how you plan your career. Please answer the following items as honestly as you can. There are no right or wrong answers. Read each statement carefully, then use the following scale to indicate how strongly you agree or disagree with each statement:

Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1	2	3	4	5	6

Readiness Subscale – Measures how willing you are to do what is needed to achieve your career goals

_____ I believe I am ready to risk some of the security I now have in my current career in order to gain something better.

_____ I feel as though I have a driving force within me on this career transition right now.

_____ Even though there are risks, I think there is a realistic hope of finding a better career choice.

_____ My effort, creativity, and motivation will lead me to a new career.

_____ The risks of this career transition are high but I am willing to take the chance.

_____ This isn't one of those times in my life when I really feel propelled to make a career transition.

_____ I don't feel much internal "push" to work hard at this career transition.

_____ At this point in my life I really feel the need for more meaning in my work, that need keeps me moving at this process.

_____ Each day I do something on this career transition process, I would say I am motivated.

_____ I am feeling challenged by this career transition process and this knowledge keeps me motivated.

_____ Even though the solution to this career transition is not readily apparent, I believe I will successfully work through it.

_____ Recent events in my life have given me the shove I needed for this career transition.

_____ Even though this might not be the best time for other people in my life, I feel the need to go for it.

Confidence Subscale – Measures your belief in your ability to perform your career planning activities

_____ This career transition process may be too complex for me to work through.

_____ I have never been able to go through career transition very easily. I doubt I will this time.

_____ The risk of changing careers seems serious to me.

_____ Some would say that this career transition is a risky venture, but the risk doesn't bother me.

_____ I don't feel that I have the talent to make a career transition that I will feel good about.

_____ It seems natural with something as scary as a career transition. I would be preoccupied with worry about it.

_____ I am not one of those people who were brought up to believe I could be anything I wanted to be.

_____ In dealing with aspects of this career transition, I am unsure whether I can handle it

_____ I feel confident in my ability to do well in this career transition process.

_____ The magnitude of this career transition is impossible to deal with.

_____ The number of unknowns involved in making a career transition bothers me.

Part 3: Career Futures Index (CFI)

This questionnaire assesses critical factors for people considering career transitions. You will be asked a series of questions regarding your current thoughts and feelings about how you plan your career. Please answer the following items as honestly as you can. There are no right or wrong answers. Read each statement carefully, then use the following scale to indicate how strongly you agree or disagree with each statement:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

_____ 1. I can perform a successful job search
_____ 2. I doubt my career will turn out well in the future
_____ 3. I can establish a plan for my future career
_____ 4. Others in my life are very supportive of my career
_____ 5. I understand how economic trends affect career opportunities available to me
_____ 6. I am aware of priorities in my life
_____ 7. I am good at understanding job market trends
_____ 8. Thinking about my career frustrates me
_____ 9. I can easily manage my needs and those of other important people in my life
_____ 10. I can overcome potential barriers that may exist in my career
_____ 11. I lack the energy to pursue my career goals
_____ 12. Balancing work and family responsibilities is manageable
_____ 13. My family is there to help me through career challenges
_____ 14. I can adapt to change in the world of work
_____ 15. I do not understand job market trends
_____ 16. I am aware of my strengths
_____ 17. I keep up with trends in at least one occupation or industry of interest to me
_____ 18. I receive encouragement from others to meet my career goals
_____ 19. I understand my work-related interests
_____ 20. I am very strategic when it comes to balancing my work and personal lives
_____ 21. I keep current with job market trends
_____ 22. I understand my work-related values
_____ 23. Friends are available to offer support in my career transition
_____ 24. I am good at balancing multiple life roles such as worker, family member, or friend

_____ 25. It is unlikely that good things will happen in my career

_____ 26. I will successfully manage my present career transition process

_____ 27. I keep current with changes in technology

_____ 28. I am in control of my career

Thank you.

Appendix C: Consent Letter

Consent Letter

You are invited to take part in a research study that will involve administering a survey to volunteer participants. The researcher is inviting as study participants Navy service persons who are commencing the transition process and are attending Transition Assistance Program workshops. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Schleurious L. (Van) Gaiter, who is a doctoral student at Walden University.

Background Information:
The purpose of this study is to obtain insights from service persons and veterans about their motivational strengths, challenges and barriers as they transition from military service back to the civilian community. The study will investigate the relationship between career adaptability, transition confidence, and transition readiness. Assessing adaptability, confidence, and readiness of transitioning individuals could yield information beneficial to the individual and counselors to act upon for enhancing the effectiveness of career-transition counseling, workshops, and other interventions.

Procedures:
If you agree to be in this study, you will be asked to:

- Complete a survey on one occasion
- Either complete a paper survey and return to a designated drop box or complete the survey online using the web link provided below
- Completing the survey will take about 5 to 10 minutes
- Cut and paste the following link into your web browser or use the following link to access the online survey: **https://www.surveymonkey.com/s/X77SYP9**

Here are some sample questions from the survey:

- I believe I am ready to risk some of the security I now have in my current career in order to gain something better
- I will successfully manage my present career transition process
- I keep current with changes in technology
- I feel as though I have a driving force within me on this career transition right now

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at this TAP Workshop or other organization will treat you differently if you

decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as becoming somewhat anxious or nervous. Being in this study would not pose risk to your safety or well-being.

Potential benefits of this study are that it may: (1) add to the literature for assisting persons in career transitions, (2) aid career counselors in identifying persons' challenges and strengths, and (3) aid in the selection of suitable interventions for individuals needing help with career transitions.

Payment:
There is no payment or reimbursements associated with participation in the research study. Refreshments will be provided as a token of appreciation for your participation in the research study.

Privacy:
Any information you provide will be kept anonymous. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by using password-protected computer files and locked file cabinets or brief case. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via Schleurious.gaiter@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **06-03-14-0083391** and it expires on **February 2, 2015**.

Please keep this consent form for your records.

Statement of Consent:
I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By clicking the survey link above or by returning a completed survey, I understand that I am agreeing to the terms described above.

Navy Survey Approval
OPNAV RCS: 1800-2
Issued: July 3, 2014
Expiration: July 31, 2015

2014.06.03 15:41:49 -05'00'

Appendix D: Letter of Cooperation

Naval Station Norfolk Transition Assistance Program (TAP) Facility
West C Street, Building U 93
Norfolk VA 23511

13 Jun 14 (Date)

Dear Schleurious L. Gaiter,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Veterans in Transition: A Correlational Investigation of Career Adaptability, Confidence and Readiness" within the Program Manager of the Norfolk TAP Facility. As part of this study, I authorize you to introduce yourself to service personnel and veterans attending the TAP Goals, Plans and Success (TAP GPS) workshops to request their volunteer participation in the above-mentioned research study. A survey questionnaire will be administered to persons volunteering to participate in the study. After the doctoral dissertation is approved for release, a one- or two-page summary of the research results will be provided to the TAP Administrator for dissemination to interested staff and study participants. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: allowing the researcher access to the convening TAP GPS workshops for a one- to three-month period commencing in May 2014. Volunteer participants will be asked to return completed paper surveys to a designated Dropbox. The researcher will pick up the completed surveys in a timely manner. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University Institutional Review Board (IRB).

Sincerely,

Mr. Alexander Ottaviani
Authorization Official
Contact Information: (757) 322-9184

Appendix E: Permission to Use the Career Transitions Inventory (CTI)

-----Original Message-----
From: Heppner, Mary [mailto:HeppnerM@missouri.edu]
Sent: Saturday, June 29, 2013 8:40
To: Gaiter, Schleurious L CIV SEA 04, 04N
Subject: RE: CTI Request

Sounds great! Yes you have my permission to use the CTI in your study. Mary

-----Original Message-----
From: Gaiter, Schleurious L CIV SEA 04, 04N [mailto:schleurious.gaiter@navy.mil]
Sent: Friday, June 28, 2013 3:06 PM
To: Heppner, Mary
Subject: CTI Request

Greetings Dr. Heppner

My name is Schleurious La Van Gaiter. Van for short. I am a doctoral candidate at Walden University, in the Adult Education specialty track.

I am preparing my doctoral research proposal and dissertation to examine the experiences and factors affecting the (employment) transitioning of military service persons and veterans as they leave active military service and return to the civilian community. I was fortunate to serve 29 years on active duty in the U.S. Marine Corps and U.S. Navy before obtaining employment at a Navy organization. I respectfully request your permission to use the Career Transitions Inventory (CTI) in my study. I would be happy to share the results of my study with you.

Thank you in advance for your consideration.
Van

Schleurious L. (Van) Gaiter

Supervisory Health Physicist
Director, Training and Technical Support Division Naval Sea Systems Command
Detachment Radiological Affairs Support Office Bldg 1971
160 Main Road
Yorktown VA 23691-0260
Comm: (757) 887-7662
DSN: 953-7662
Fax: (Comm Only): (757) 887-4920
Email: schleurious.gaiter@navy.mil

Appendix F: Permission to Use the Career Futures Inventory – Revised (CFI-R)

-----Original Message-----
From: Patrick Rottinghaus [mailto:rpatrick@siu.edu]
Sent: Thursday, August 15, 2013 12:16
To: Gaiter, Schleurious L CIV SEA 04, 04N
Subject: Re: CFI-R Use Request

Dear Van,

Thanks for your interest in using the Career Futures Inventory-Revised. The CFI-R has a significant and growing research base. However, I am not currently using a formal publisher for the measure. My main focus is to make it available for research purposes at this time. You have permission to use the CFI-R for your research or practice purposes free of charge. The CFI-R is good for evaluating outcomes of counseling interventions as well as for use with individual clients.

The attached files include the CFI-R, scoring key, and the 2012 Journal of Career Assessment article. This study offers normative data that could be used for comparison purposes. In addition, I attached the APA poster that my team and I presented at the American Psychological Convention in Orlando in August, 2012. It involves an analysis of the CFI-R factor structure and counseling outcomes in a sample actual career counseling clients. I am pleased to provide additional information on the assessment in the future if you would like more details. We are refining interpretation materials and they should be available within a couple months. I welcome any comments you may have on your experience with the measure. It is important for me to keep track of studies involving the CFI-R. Therefore, I would appreciate a brief summary of your study upon completion of the project.

Best regards,

Patrick

--
Patrick J. Rottinghaus, Ph.D.
Associate Professor and Training Director, Counseling Psychology Doctoral Program
Director, Career Development and Resource Clinic Department of Psychology Life Science II - Room 222C Southern Illinois University Carbondale Carbondale, IL 62901
618.453.3573
rpatrick@siu.edu

On Thu, Aug 15, 2013 at 11:03 AM, Gaiter, Schleurious L CIV SEA 04, 04N <schleurious.gaiter@navy.mil> wrote:

Greetings Dr. Patrick Rottinghaus

My name is Schleurious La Van Gaiter. Van for short. I am a doctoral candidate at Walden University, in the Adult Education specialty track.

I am preparing my doctoral research proposal and dissertation to investigate the experiences and factors affecting the (employment) transitioning of military service persons and veterans as they leave active military service and return to the civilian community.

I was fortunate to serve 29 years on active duty in the U.S. Marine Corps and U.S. Navy before obtaining employment at a Navy organization. I respectfully request your permission to use the Career Futures Inventory - Revised (CFI-R) in my study. I would be happy to share the results of my study with you.

Thank you in advance for your consideration.
Van

Schleurious L. (Van) Gaiter

Supervisory Health Physicist
Director, Training and Technical Support Division Naval Sea Systems Command
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160 Main Road
Yorktown VA 23691-0260
Comm: (757) 887-7662
DSN: 953-7662
Fax: (Comm Only): (757) 887-4920
Email: schleurious.gaiter@navy.mil

Appendix G: Scoring Keys for CTI and CFI-R

Scoring Key for the Career Transitions Inventory (CTI)

Readiness: 1, 3, 8, 10, 15, 17, 22, 24, 29, 31, 36, 38, 40

Note: Except for item #22, all other items in this Readiness subscale must be reverse scored; where 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6)

Confidence: 2, 4, 9, 11, 16, 18, 23, 25, 30(RS), 32, 37

Note: Only item #30 in this Confidence subscale must be reverse scored; where 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6)

Control: 5, 12, 19, 26, 33, 39

Perceived Support: 6, 13, 20, 27, 34

Decision Independence: 7, 14, 21, 28, 35

Scoring Key for Career Futures Inventory – Revised (CFI-R)

Career Agency: 1, 3, 6, 10, 14, 16, 19, 22, 26, 28

Occupational Awareness: 5, 7, 15, 17, 21, 27

Note: Only item #15 in this Occupational Awareness subscale must be reverse scored; where 5 = 1, 4 = 2, 3 = 3, 2 = 4, 5 = 1)

Negative Career Outlook: 2, 8, 11, 25

Support: 4, 13, 18, 23

Work-Life Balance: 9, 12, 20, 24

Appendix H: Guide for Understanding CTI Results

The CTI is designed to help you understand the internal barriers that may be blocking you from moving ahead with your career transition (Heppner, 1991). There are five scales, each represents a different aspect of how you perceive yourself and your career transition process. By understanding more about the internal barriers you are facing, you may be able to develop strategies to overcome these barriers.

The descriptions of the five scales give you an indication of what a high, medium, or low score may mean in your situation. Look first at your scores on each scale and be sure they accurately reflect what you believe to be true about yourself at this time. If not, be sure to discuss it with your counselor. Remember, this is a guide to promote clarification and discussion of issues that surround making a transition; thus all scores can be seen as helping you clarify your situation.

Readiness Your score: _____

This scale helps identify how willing you are at this time to actually do things you need to do to achieve your career goals.

High Scores (66-78) indicate that you see few barriers in the area of motivation. You are, in effect, saying "I am powerfully motivated to go through this career planning process." You are more likely to proceed quickly and put in extra effort to achieve your goals. For many of us, sometimes the motivation comes from something outside of our control: divorce, lay-off from a job, or the death of someone with whom you feel particularly close. For whatever the reason, your score indicates that you feel a strong sense of readiness to pursue your career transition.

Medium Scores (57-65) indicate that you are probably having mixed feelings about making a career transition. Part of you might be saying "Yes, go ahead, make the change" while another part of you is saying "No, it would be better to stay in your current situation." Sometimes you may feel unclear as to why you are not making more progress. Since the process of career transitions tend to take a strong level of motivation, it may be important for you to analyze what is serving to motivate you and what is serving to keep you from action.

Low Scores (13-56) indicate that you may be feeling that you have some barriers in the motivational area. This lack of motivation might relate to a number of factors in your life. Sometimes it is simply a matter of timing. You may feel that this is not the right time in your life to make a change. You may also feel that you lack good options or alternatives and thus lack the powerful, driving motivation that an attractive career goal can provide. Perhaps you feel that other issues in your life are a higher priority at this time. If you score low on this scale, try to analyze the issues in your life that are creating these feelings of ambivalence.

Confidence Your score: _____

High Scores (48-66) indicate that you see few barriers related to your confidence. You are, in effect, saying, "I believe I have what it takes to make this career transition successfully." The stronger you are in your confidence rating the more likely you are to persevere with the career planning process when difficulties or obstacles occur.

Medium Scores (39-47) indicate that you have some confidence in your ability to make this career transition, but that confidence can waiver at times. It may be helpful for you to analyze the parts of this career transition that you feel confident about and those parts that really test your confidence. By becoming aware of these areas, you may be able to work specifically on the areas that seem most difficult to you.

Low Scores (11-38) indicate that you feel you have some barriers in the area of confidence. You may be feeling self-doubt or lack of belief in your ability to go through the career transition successfully. Perhaps you feel that you have done poorly in this process during past transitions and question your ability to do well. Whatever the reason you may be feeling low in self-confidence, we know that the most powerful way of changing these beliefs is by actually having successful experiences in the career transition process. In essence, you are proving to yourself that you can take small steps and succeed (e.g., taking this instrument, talking to a counselor, developing a resume).

Curriculum Vitae

Schleurious L. (Van) Gaiter

Chesapeake, Virginia

January 22, 2015

Education

- Doctor of Education (Ed.D); Higher Education and Adult Learning, Walden University, Minneapolis, MN, April 2015
- Master of Science (MS) in Software Engineering (MSWE), University of Maryland University College(UMUC), College Park, MD, May 2004.
- MS, Radiation Science (Health Physics), Georgetown University, Washington, DC, February 1995.
- MS, Chemical Engineering (MSChE), University of Florida (UF), Gainesville, FL, April 1983.
- BS, Chemical Engineering, UF, December 1981.

Professional and Work Experience

- 2011 – Present: Director of Training and Technical Support and Supervisory Health Physicist. U.S. Naval Sea Systems Command Detachment, Radiological Affairs Support Office, Yorktown, VA.
- 2007 – 2010: Director, Medical Radiation Health Team; Supervisory Heath Physicist, Navy and Marine Corps Public Health Center, Portsmouth, VA.
- 2004 – 2007: Director of Radiation Health and Supervisory Health Physicist. Pearl Harbor Naval Shipyard and Intermediate Maintenance Facility (PHNSY&IMF), Honolulu, HI.
- 2000 – 2004: Health Physics Program Manager. Headquarters, U.S. Marine Corps, Safety Department, Washington, DC.
- 1995 – 2000: Director of Occupational Health and Safety; Radiation Safety Officer. Naval Medical Research Institute/Center, Bethesda, MD.
- 1990 – 1995: Medical Safety Course Coordinator and Health Physicist. Armed Forces Radiobiology Research Institute (AFFRI), Bethesda, MD.

Military / Uniformed Armed Service

- 1986 – 2010: U.S. Navy, Commissioned Officer (retired), Civil Engineering Corps and Medical Service Corps (as a Radiation Health Officer)
- 1972 – 1986: U.S. Marine Corps and U.S. Marine Corps Reserves, Warrant Officer and Enlisted Service