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Predictors of Work Styles and Transition Success from Military Service to the Civilian Workforce

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Walden University
2024

Abstract

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by

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MS, Southern New Hampshire University, 2019

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Dissertation Submitted in Partial Fulfillment

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Abstract

Upon leaving the armed forces, service members face challenges transitioning to the civilian workforce. The relationship between service members' work styles and successfully transitioning to the civilian workforce is unknown. It is also unknown if military occupation (MO) affects the relationship between work styles and transition success. Although researchers have investigated the transition from active military service to the civilian workforce, they have not focused on identifying predictors of transition success. Three theories, positive psychology, transformational learning theory, and career decision-making theory, were used as the foundation of the study and to develop the research questions to determine the success of service members transitioning to the civilian workforce. In this quantitative correlational study, multiple and moderated regression analyses were used. The Working Styles Assessment (WSA) was used to evaluate respondents work styles and the Military-Civilian Adjustment Reintegration Measure (M-CARM) was used to measure transitional success. Using multiple regression, the data were analyzed by the moderator for the continuation of MO into the civilian workforce. Results showed significance for the workstyles of initiative and self-control positively affecting transitional success; however, results did not indicate a relationship between the WSA and M-CARM. Through the addition of this research to the military transition field, this research will increase positive social change awareness of working styles transitioning service members possess in their path to the civilian workforce.

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Dedication

I dedicate this dissertation to my grandmother, Mary Nell Blackmore (Snider); mother, Sue Lynn Boyette (Blackmore); and wife, Amber Dawn Schuler (Womack). Without the support of these women in my life, I would not have had the courage, drive, and determination to reach this stage of my academic journey. Mrs. Blackmore and Mrs. Boyette hold graduate degrees and instilled the importance of academics into my life. My wife watched as I received my undergraduate degree and supported me through postgraduate degrees while raising our family. The unwavering support that I have received from these three women empowered my academic journey in support of my country, community, and family.

My final dedication is to the veterans in my family who are no longer with us but have served in the United States Armed Forces and launched my career in pursuing veterans in transition. RIP, Technical Sargent Richard "Dick" Allen Blackmore (USAF), RT2 Earl Thomas James Blackmore (USN), Captain George Wayne Snider (USN), Commander Barrie Wayne "BAZ" Snider, ESQ (USN), and all those who have served our country.

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Chapter 1: Introduction to the Study

Military service members worldwide contribute to their homeland security, cultural identity, natural disaster recovery, international relations, and humanitarian aid where needed (Michaud et al., 2019). According to Pew Research Center data, these individuals face numerous challenges upon leaving the armed forces (Schaeffer, 2021). United States veterans comprise 10% (approximately 19 million) of the American population. In 2020, there were 1,304,418 active-duty service members, 41,132 Coast Guard, 1,039,308 Ready Reserves (reservists and inactive ready reserves), 11,391 Standby Reserves, and 208,032 Retired Reservists (Department of Defense [DoD], 2020).

Although researchers have investigated the transition of personnel from active military service to the civilian workforce, researchers have not examined this topic while identifying the predictors of transition success specific to service members (Dexter, 2020; Krigbaum et al., 2020; Mobbs & Bonanno, 2018; Ward, 2020; Whitworth et al., 2020). Extant programs include those managed by the Department of Veterans Affairs (VA), the DoD, and other postseparation employment or vocational rehabilitation organizations. The research gap has resulted in a need for more information on service members' or veterans' predictive work styles that lead to transition success. The Government Accountability Office (GAO) reported 45 federal programs that assist service members, veterans, dependents, and spouses transitioning to civilian life. However, no evaluations have been provided (Reed et al., 2022). A DoD program identified by GAOs report

matches military skills and training with civilian occupations (Reed et al., 2022). It offers resources to help service members obtain credentials.

Additionally, some programs allow service members to fulfill civilian apprenticeship requirements while on active duty. While the DoD tracks these programs, there needs to be more evidence to demonstrate their effectiveness. The programs are intended to help service members transition to civilian life. Still, with proper tracking and data, it is easier to measure how much they have achieved that goal (Reed et al., 2022). Additionally, the programs may not reach all service members who need them or help them find meaningful employment after leaving the military.

After entering the armed forces, service members become indoctrinated into the rigidity and formality of military culture as they progress through the initial entry and occupational training for their designated military occupations (MOs) (Figinski, 2019). These individuals face unique opportunities and educational differences during military service that set them apart from their civilian counterparts.

In this chapter, I discuss critical points regarding the consistent lack of transition support, the acknowledgment of the data gathered by the GAO, and the significance of this study. However, the implications of social change are cemented around the focal point that, although there are active programs, there needs to be more transition support (see Reed et al., 2022). The critical aspect of this research was the possibility of positive stimulation of social change by improving transition programs.

Participation in the study was limited to transitioned service members between the years of 2015 through March 2024. Different MOs have direct civilian counterparts, and the military provides credit for educational experience gained in the service (American Council on Education, n.d.; DoD, 2021; Harper et al., 2017). However, some individuals either desire to transition to new careers or possess MO identifiers that do not reflect transparent career paths postmilitary service and require additional requirements in the civilian workforce. One of the primary challenges for personnel leaving the military is the transition to new civilian employment levels (Dexter, 2020). Researchers have yet to identify the relationship between service members transition success to the civilian workforce and their work styles.

I focused on informing the research community and various stakeholders in the postmilitary career transition to improve the transition success of service members to the civilian workforce. The first research question (RQ) was used to determine if work styles can predict service members transition success. Secondly, some service members continued in the same MOs in their civilian careers posttransition. The second RQ evaluated if continuing in MO-specific career fields and post-military service affects transition success. Positive psychology (PP; Seligman & Csikszentmihalyi, 2000); transformational learning theory (TLT; Mezirow, 1997, 1998, 2004); and career decision-making theory (CDMT; Hodkinson & Sparkes, 1997) served as the theoretical foundation of the study. Through a predictive correlational design with multiple and moderated regression of MO to civilian career direction was used to answer the RQs. The results

may support further research and aid in building a more prepared transition program. In Chapter 1, I discuss the background of the topic for this research. I continue with the problem statement, the purpose of the study, and the two research questions. Then, the theoretical framework and the nature of the study are introduced. This chapter ends with the research's definitions, assumptions, scope and delimitations, limitations, and significance.

Background

Organizations value work styles for their importance to organizational development (AbuJbara & Worley, 2018). Dean and East (2019), who studied successful training programs in the logistics industry, determined that communication, motivation, problem-solving, enthusiasm, trust, and other variables are necessary for employee retention and success. Work styles are often called soft skills, traits, abilities, or similar descriptors (Dean & East, 2019).

Work styles result in supportive self-regulation and motivation that enhances employee performance. PP focuses on the benefits of individuals knowing their strengths, which provides a starting point for future transformational and transitional leadership development (Mezirow, 1997, 1998, 2004; Seligman & Csikszentmihalyi, 2000). Different work styles also may result in more productive methods to cope with stressful workplace situations. These work styles affect organizational stakeholders regardless of the profession, leadership level, or career progressions (AbuJbara & Worley, 2018; Bates & Morgan, 2018).

After transitioning from their military careers to the civilian workforce, service members may have experiences that are not routinely shared with members of the civilian force (Becker et al. 2023; Cooper et al., 2018; Krigbaum et al., 2020; Shepherd et al., 2021). These experiences may be comparable to those of individuals changing careers in their later working years or those transitioning from paramilitary organizations such as law enforcement, fire protection, and some emergency medical services (Krigbaum et al., 2020). Beyond transitioning based on age or service length, service members also transition while coping with challenges such as posttraumatic stress disorder (PTSD) that may result in a legitimate or perceived divide between the transitioning service members and the civilian population (Romaniuk et al., 2019). Other challenges beyond working style and physical and emotional issues may increase transition difficulties for service members (Mobbs & Bonanno, 2018).

Although there are generalizable outcomes in education, researchers have identified specific personalized outcomes when focusing on the work styles from the Occupation Network online (Frizzell et al., 2017; Work Styles, Occupational Information Network [O*NET], n.d.). The modern educational system helps most students prepare for future careers (Frizzell et al., 2017). However, some individuals may need experience beyond school. Military service is one way to fulfill this need (Frizzell et al., 2017). Military service provides individuals with further education and work experience, gives them new life experiences, and promotes different work styles (Figinski, 2019; Robbins, 2019).

Individual work style affects how well someone performs given tasks. This is one part of the paradigm of person-job (P-J) fit. Proper fit within the workforce, individual stress levels within organizations (person-organization [P-O] fit), and those who do not fit into organizational structures are at greater risk of struggling with P-J fit (Katić et al., 2019). Correctly understanding individuals work styles may improve all parts of their lives and sustain their work-life balance and positive self-development. While comparing the job analysis to work style evaluation, Yang (2012) wrote that the top three elements are resilience, and interpersonal skills, and emotional intelligence. PP (Seligman & Csikszentmihalyi, 2000) reminds leaders in the workforce that service members transitioning to the civilian workforce want a work-life balance. Positive self-development means a better P-J fit posttransition. Maintaining consistency in the work-life balance is vital to ensure adequate levels of organizational staffing and the development of the P-O fit (Miller, 2017; Yang, 2012). The employment status of transitioning service members, their desire for a work-life balance, and the positive motives that lead to transition success are critical components of PP.

Dexter (2020) identified a lack of communication about shared experiences between transitioning service members and their civilian counterparts, civilian employers' knowledge deficits of military culture, changes to the status quo lifestyle of these service members, and a lack of understanding of the civilian workforce as a few of the challenges experienced by transitioning service members. These challenges affect transitioning service members' families (Keeling et al., 2020). The challenges that

families face relate to the life component of the work-life balance. Having experience in the work skills of adaptability and communication helps ensure transition success (Dexter, 2020).

Experience may make some individuals suitable for organizational roles, but personal preferences or other characteristics may make the transition unsuccessful. Work styles depend on individual constraints (Krupskyi & Redko, 2017). The armed forces train personnel in their MOs and help them develop their work styles, which can often be helpful in the civilian workforce (Krupskyi & Redko, 2017). Beyond ensuring the transition of individuals, organizations consistently seek methods to improve their competitive edge and bottom line. Industries such as the hospitality field can enhance their competitive advantage after implementing knowledge-based practices regarding work styles. Ņikadimovs and Ivanchenko (2020) identified gaps in work styles, including interpersonal communication, problem-solving, and decision making. Employers expect employees to use work styles to interact with stakeholders, build their businesses, and improve their professional image to consumers (Ņikadimovs & Ivanchenko, 2020).

Researchers found that the transition experience of military officers with professional doctoral degrees to the civilian workforce created circumstances not experienced by the average service member in transition. Additional HR professionals identified the problems encountered by educated officers during the transition period were related to challenges with adaptability. Communication, and leadership skills were helpful in the transition process. (Becker et al. 2023; Cooper et al., 2018; Krigbaum et al.,

2020; Shepherd et al., 2021). Robertson (2013) identified support systems and various preparation methods as significant in improving the transition process. However, if transitioning service members have robust support systems during the transition, the quality and outcomes of transitions may be positively impacted (Robertson, 2013).

Although careers are dynamic, researchers have studied the nature of transitions through person-centric, organization-centric, or family-based paradigms (Becker et al. 2023; Cooper et al., 2018; Krigbaum et al., 2020; Shepherd et al., 2021). Regardless of the reason for the transition, whether voluntary or involuntary (i.e., retirement or forced separation) from the military, the affected service members have different perceptions and interactions based on service history (Becker et al. 2023; Cooper et al., 2018; Krigbaum et al., 2020; Shepherd et al., 2021). Based on these factors, a clear relationship exists between transition success and changes that service members experience (De Vos et al., 2021). Transitioning service members have different experiences than the general population. There has been a gap in the research regarding what makes transitions to the civilian workforce successful for military personnel (Krigbaum et al., 2020).

Although work styles are primarily related to the civilian workplace, there are differences among organizations, nations, and even careers (Munro, 2017). Employee success in the workplace and organizational performance are predicated on workers and corporate leaders' performance and work styles, not only of workers but also of organizational leaders (Sriruecha & Buajan, 2017). Sriruecha and Buajan (2017) identified leadership as vital to collaboration or teamwork, communication, initiative,

leadership ability, personal effectiveness, planning or organizing knowledge, soft presentation skills, and team member development.

Additional challenges transitioning service members may face are consistency in credentialing, cohesion, and structure during the transition phase (McCann & Heber, 2017). The potential instability between civilian employees and the military perceived by transitioning service members may reduce transition success (Whitworth et al., 2020). Having a robust support system and preparing adequately enhances the likelihood of transition success (McCann & Heber, 2017). Some service members face challenges transitioning out of the military. However, the DoD and VA have advanced the Military Transitional Assistance Program (mTAP) to ease the transition (Whitworth et al., 2020).

Some service members may wait to return to the workforce; instead, they may transition into academia to pursue new educational opportunities, a break from entering the civilian workforce that also affects life satisfaction, career transition, and career adaptability (Ghosh et al., 2019). Ghosh et al. (2019) identified a significant correlation between satisfaction with life scores and scores on measures of career transition readiness and career adaptability of service members who do not transition directly into the civilian workforce.

Problem Statement

The research problem was that the relationship between service members work styles and successfully transitioning to the civilian workforce still needs to be determined. It also needs to be discovered if MO affects the relationship between work

styles and transition success. Service members face many challenges transitioning from active military to civilian work. Although programs are available to help service members during this transition, previous research has yet to focus on the predictive attributes of work styles on transition success. Among the many obstacles transitioning service members face, finding their post-service place in civilian culture, including employment, has been acknowledged as a concern (Dexter, 2020; Krigbaum et al., 2020; Mobbs & Bonanno, 2018; Ward, 2020; Whitworth et al., 2020). Service members may be prepared for the transition through educational support and other resources; however, they may need a support system (Boyd, 2021; Cacace, 2020; Hanson & Lerman, 2016; Hefti, 2021; Hodges, 2017).

Existing programs include those managed by the VA, DoD, and other postseparation employment or vocational rehabilitation organizations. The gap in research has resulted in these programs providing incomplete information about transitioning service members. Understanding the predictive work styles of service members that can lead to transition success remains to be discovered.

Although researchers have investigated the transition from active military service to the civilian workforce, they have not focused on identifying the predictors of transition success (Bennett et al., 2015; Brewer, 2016; Cacace, 2020; De Vos et al., 2021; Figinski, 2019; Ghosh et al., 2019; Keeling et al., 2020; Krigbaum et al., 2020; McCann & Heber, 2017; Michaud et al., 2019; Miller, 2017; Mobbs & Bonanno, 2018; Robertson, 2013;

Romaniuk et al., 2019; Schaeffer, 2021; Simpson & Armstrong, 2009; Ward, 2020; Whitworth et al., 2020).

Purpose of Study

In this study, my focus was to conduct a quantitative correlational study using multiple and moderated regression analyses to identify work styles to predict the transition success of service members from active military service to the civilian workforce. A secondary purpose was also to determine if remaining in the same MOs posttransition moderates transition success.

The Working Styles Assessment (Messer & Ureksoy, n.d.) results align with O*Net(n.d.) work styles and directly correspond to employment opportunities based on individual characteristics that affect occupational performance (Messer & Ureksoy, n.d.). The predictor work style variables of transition success were divided into the following WSA subcategories: drive (achievement, initiative, persistence, confidence), interpersonal skills (leadership, cooperation, concern for others, social orientation), adjustment (self-control, stress tolerance, adaptability), responsibility (dependability, attention to detail, integrity, conscientiousness), and problem-solving skills (independence, innovation, analytical thinking; Messer & Ureksoy, n.d.). The outcome variable was adjustment and reintegration, referred to in this study as transition success, as measured by the total score on the Military-Civilian Adjustment and Reintegration Measure (M-CARM).

Research Questions

RQ1: Do work styles, as measured by the WSA, predict service members

transition success to the civilian workforce, as measured by M-CARM?

$H_0$1: Work styles do not predict service members transition success to the civilian

workforce.

H_a1: Work styles do predict service members transition success to the civilian

workforce.

RQ2: Does continuing in MOs moderate the relationship between WSA and M-

CARM?

$H_0$2: Continuing in MOs does not moderate the relationship between WSA and

M-CARM.

H_a2: Continuing in MOs moderates the relationship between WSA and M-

CARM.

Theoretical Framework

The three theories that served as the foundation of this study's theoretical

framework were PP, TLT, and CDMT. PP was coined in 1998 by Seligman (Seligman &

Csikszentmihalyi, 2000). Seligman developed PP as a reaction to psychopathology and

the need to focus on diagnosing and treating conditions (as cited in Azar, 2011). The

differences between psychopathology and PP facilitated an understanding the valued

qualities of well-being, optimal experiences, and good citizenship to support individual

growth (Azar, 2011; Seligman & Csikszentmihalyi, 2000).

According to PP, people with traits or skills worth developing and exploiting in some capacity can be guided through challenging circumstances by methods such as coaching (Miller, 2017). Meyers et al. (2020) asserted that within PP, the management of developmental talent focuses on work style characteristics. PP is used as the primary theory to focus on defining the transition success of service members into the civilian workforce. The development of the RQs focuses on identifying the quantitative nature of transition success to the civilian workforce, considering individuality and continuation in similar career paths postmilitary service. The RQs were focused on identifying strengths and the predictive potential of work style to transition successfully to the civilian workforce.

The second theory of TLT, coined by Mezirow (1998), is based on how humans define their experiences and the learning resulting from those experiences (Bouchard, 2021). TLT is evident primarily in adult education and focuses on life experiences beyond the classroom through reflection (Choy, 2009). In the first stage of TLT, adults face situations that do not place them in preexisting paradigms. The second stage acknowledges the absence of preexisting paradigms and works past knowledge deficits to fit new paradigms.

In the workplace, adults learn from their experiences and contextualize their individuality. Because the military workplace differs from the civilian workplace, this learning aids in indoctrination and developing the expectations that service members perceive. When transitioning to the civilian workforce, service members experience and

expectations play a part in understanding and focusing on plans. Transition success from active military service occurs when service members meet the second stage of transformational learning (Brewer, 2016; Mezirow, 1997, 1998, 2004).

The final theory, CDMT, developed by Hodkinson and Sparkes (1997) to discuss the career path decisions of young adults from diverse demographics, was based on several preexisting theories, including trait theory, the developmental model of Ginsberg and Super (1951; as cited in Hodkinson & Sparkes, 1997), and social learning theories. Hodkinson and Sparkes asserted that career decisions and changes are based on previous experiences and the influence of their support systems. Although CDMT focuses on young adults, Kahn (2007) contended that career development is a lifelong process based on the experiences and influences of the individuals around them.

In the military transition model, CDMT begins when individuals enter a recruiter's office (O'Connor & Piketty, 2020). Under the attribute matching submodel, individuals are psychometrically matched to positions in their occupational choice. The attribute matching sub-model relies on the Armed Forces Vocational Aptitude Battery (ASVAB) results that applicants take when entering the military Entrance Processing Station (MEPS) for MO selection. However, service members may wish to return to civilian life after years of military service. This transition period begins as a new phase of the CDMT (Hodkinson & Sparkes, 1997). CDMT focuses on the integrated dimensions of rational decision making, interactions with others, and the source of those decisions. Transitioning service members may decide to maintain their current career field

trajectory as they enter the civilian workforce, change course, or select a source

(Hodkinson & Sparkes, 1997). These theories are discussed in more depth in Chapter 2.

Nature of Study

In this quantitative correlational study, I used multiple and moderated regression

analyses to answer the RQs (see Salkind, 2010). A multiple regression analysis was

performed to evaluate the hypotheses and evaluate if work styles predict service members

transition success to the civilian workforce. The 18 individual components within the five

domains in the WSA were the independent predictor variables and were evaluated against

the dependent variable, the total score of the M-CARM. The respondents' work styles

were analyzed using WSA results and the M-CARM score. The analysis results were

used to evaluate the moderator's data to determine if the respondents' posttransition MO

continuance affects the relationship between working style and transition success, as

determined by the M-CARM results. I sought to improve service members transition

success to the civilian workforce. The sample was drawn from United States service

members who transitioned from a military commitment out of the uniformed military

environment between August 2015 and March 2024. Data was social media posts on

Facebook and LinkedIn, e-mails sent to student veteran organizations around the United

States, and a database of participants within Prolific. Respondents submitted their online

survey responses through Qualtrics.

The Department of Defense (2009) identified the values expected of service

members: duty, commitment, courage, devotion to duty, ethics, excellence in all they do,

honor, integrity, loyalty, personal courage, respect, and selfless service. After examining various measures related to the values of military service, the WSA included these values explicitly or within categorical definitions.

The masked demographic data includes details about the service branch, length of service, service component (active, guard, reserve), the highest level of education, highest pay grade obtained, and time elapsed since discharge; the demographic data also included information about MOs and whether the service members sought civilian employment in the same career fields as their primary MOs.

Definitions

Military-Civilian Adjustment and Reintegration Measure (M-CARM): The M-CARM contains five domains that display areas to support service members in transition. The subdomains of the M-CARM are purpose and connection, help-seeking behaviors, beliefs about civilians, resentment and regret, and regimentation. The M-CARM traditionally uses scoring profiles to identify levels of transition success into the civilian environment (Romaniuk et al., 2019).

Military occupation (MO): MO is the career designating title given to a service member's job and vital function. Depending on the military branch, the tag and experience of the position can change from one category to another. The United States Army and United States Marine Corps use military occupational specialty (MOS). The United States Navy and Department of Homeland Security's Coast Guard use rating combining rank and occupational designator. The United States Air Force and the United

States Space Force use the Air Force Specialty Codes (AFSCs). In addition, skill level, unique skill identifiers, and even secondary MOs can change individuals from field-level employees to trainers or supervisors. The MOs function as résumés that include details about additional education, awards, and career success in previous assignments (Simpson & Armstrong, 2009).

Working Style Assessment (WSA): The WSA is a self-assessment of workplace personality characteristics related to job performance (Messer & Ureksoy, n.d.). The constructs assessed with the WSA represent the strengths and preferences of the individuals in their jobs. The WSA includes eighteen work styles grouped into five broad constructs: drive, interpersonal skills, adjustment, responsibility, and problem-solving skills. The work styles measured by the WSA match the O*NET (n.d.) list of work styles, a collection of traits and skills that define the characteristics associated with success across professions.

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Assumptions

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The first assumption was that the survey responses have a basis for honesty and integrity. Additionally, I assumed that replies were submitted to support and improve the mTAP and future transitioning service members. Another assumption was that transitioning service members would respond to all the survey items. The final assumption was that the WSA and the M-CARM could accurately assess the work style predictors of transition success from active military service to the civilian workforce.

Scope and Delimitations

Military transitional research focused on issues related to military service members physical and emotional health during and after posttransition to the civilian workforce. Recent research regarding the transition of service members has yet to focus on the challenges or successes of civilian workforce transition. Romaniuk et al. (2020), who focused on transitioning service members who had separated 6 months prior from active United States military service, permitted the use of the M-CARM for this research (see Appendix A). The M-CARM has been validated and measured as reliable for use with military veterans.

There are occasionally design shortcomings (Theofanidis & Fountouki, 2018). Delimitations acknowledge research shortcomings and identify areas where scope and limitations could improve in future studies. Theofanidis and Fountouki (2018) recognized the primary focus of studies, including the target population, the parameters of the studies, and areas for future research. This research had three delimitations: (a) the sample size of 200 United States service members is but a small fraction of the current and transitioned service members, as described in the introduction, (b) the self-reported data provided by the respondents may be biased, and (c) the results may not reflect the experiences of service members in other countries.

Limitations

Although predictive correlation was sought in this study, service members are protected because they must respond to senior authorities (see Sieber, 2012). To study the

relationship between work style and posttransition success, I did not conduct research within the ranks of actively serving military members. Breakdown occurs in multiple formats. Some methods for evaluating predictive analysis outcomes include focus groups, surveys, and experiments. Contrary to focus groups, experimental research would benefit trial outcomes on transition experiments. This, however, is limited by the need for more research on working styles and their connection to service members. In this study, variables will not be manipulated experimentally. The limitations were addressed by expanding the posttransition period from 6 months to 5 years and constructing a multi-instrument survey to determine transition success and working styles among transitioned service members. Additionally, this study is a self-report study, which can account for the individuals' attitudes and behaviors about transitional outcomes and work styles.

Significance

The significance of this study was its potential effect on and future support of transitioning military service members. The focus was to improve transitional career support and reduce the need for transitioning service members to use extant services currently available to them. The results of the WSA scores were linked directly to service members employment possibilities in the civilian workforce posttransition.

Transitioning service members may find dramatic changes in their cost-of-living expenses postmilitary service (Reed et al., 2022). While on active duty, service members receive additional financial support for housing, education, food, health care, and other benefits unavailable in the civilian economy. This research may positively stimulate

social change by improving transition programs to fill the void signified by the data gathered by the GAO, reported to the United States Congress, and supported through the countless programs dedicated to support. Providing guidance on work styles and the potential prediction of a successful transition allows organizations and agencies to align transition programs with a directed purpose and allows them to focus holistically and preemptively rather than reactively to situational challenges (Reed et al., 2022). Through awareness of work styles and their integration into O*Net (n.d.), transitioning service members may be able to pursue future employment in the civilian workforce according to the assumptions of PP and a strength-based approach (Seligman & Csikszentmihalyi, 2000).

Summary

Although researchers have investigated the transition from military service to the civilian workforce, they have not studied this topic by identifying the work style predictors of transition success (see Dexter, 2020; Krigbaum et al., 2020; Mobbs & Bonanno, 2018; Ward, 2020; Whitworth et al., 2020). Service members are indoctrinated into the armed forces through initial entry and designated MO training. Although faced with unique educational differences and life experiences, service members face challenges transitioning to the civilian workforce (Romaniuk et al., 2019) and a new level of employment (Dexter, 2020). The significance of the results and the expected positive social change will support further research to build a more effective transition program for service members.

In this chapter, I introduced the research topic, the population this research covers, other programs, resources, and significant gaps in current research. is the background of the topic was discussed, including various names used to describe working styles and how the theories are essential to this research topic. I continued by introducing the problem statement, the study's purpose, and the research questions. The theoretical foundations of PP, TLT, and CDMT were discussed, and the definitions of significant terms were provided. I ended the chapter with the study's assumptions, scope and delimitations, limitations, and finally, the intended significance of the study, including the anticipated area of social change. This study is anticipated to engage community change agents and thought leaders.

The literature search strategy, finding relevant research through research databases, is discussed in Chapter 2. In this paper, the literature is synthesized surrounding positive psychology, transformational learning theory, and career decision-making theory to present significant theoretical foundations for this research. The primary literature review analyzes the five domains of the working styles and their concepts within the domains. The final sections of the literature review discuss military service values and the impact of transitions from military to civilian life.

Chapter 2: Literature Review

In this quantitative correlational study, I determined whether work styles predict service members success upon transition from active duty to the civilian workforce. In addition, the aim was to examine whether remaining in the same MO posttransition impacted transition success. The unknown relationship between service members' work styles and their ability to transition to civilian life was answered using multiple logistic regression analyses. I expect that the findings of this study will help service members develop more effective transition programs and facilitate a smoother transition.

In this chapter, I discuss the literature search strategy, the theoretical foundations, and the key concepts within each of the instruments used to conduct literature searches. The most relevant sources for the research topic are identified, evaluated, and synthesized. I also discuss developing a research project using a literature search strategy.

Literature Search Strategy

I searched Walden University Thoreau, Google Scholar, and individual databases for the respective theories. Through the literature search, I aimed to provide a holistic and well-balanced research review. The literature review search process consisted of narrowing down specific terms. Identifying the terms was determined through a process of elimination, beginning with a broad subject such as "transition(s)" and then adding the Boolean phasing of the military and branches of service. This is displayed through the example of Transition(s) AND Military OR Army OR Air Force OR Marines OR Navy OR Armed Forces, resulting in 18,739. The search for transition was further limited to

6,074, further reduced to 2,904 by adding career variation terms such as "career OR work OR vocation OR job" and then further reduced to 1,065 by using Thoreau searching in the Academic Search Complete, Business Source Complete, APA PsycInfo, Military & Government Collection, APA PsycArticles databases. The primary literature search consisted of articles published between 2016 and 2024 unless there were at least 100 relevant search results for the prominent search terms. Through database searches, the depth of the literature search strategy is narrowed to relevant and complete reviews of research published within the past 5 years through database searches, including Academic Search Complete, Business Source Complete, APA PsycInfo, Military & Government Collection, and APA PsycArticles.

Theoretical Foundation

The theoretical basis of this research was PP, TLT, and CDMT. As a result of these theories, psychology has shifted from psychotherapy to holistic professional development (Hodkinson and Sparkes, 1997; Hoggan, 2016, 2018; Mezirow, 1998; Seligman & Csikszentmihalyi, 2000). Additionally, these theories have moved traditional psychology away from pathology and towards well-being, resilience, and strengths. In these theories, the social and cultural environment plays a significant role in shaping behavior, emphasizing a holistic view of the individual. In contrast to resolving physical, emotional, mental, or spiritual health challenges resulting from military service, my goal with this study is to improve the quality of life of transitioning service members. Using these theories as a foundation for my study should help provides information to support

veterans and their families to help them succeed in their transition to civilian life. Providing resources and support for veteran's successful reintegration promotes an understanding of their unique needs.

Positive Psychology

Seligman introduced PP in 1998 to emphasize holistic wellness rather than diagnosing and treating illnesses (Seligman & Csikszentmihalyi, 2000). These significant differences may allow a better understanding of the importance of well-being, optimal experiences, and positive citizenship for their individual development (Azar, 2011; Seligman & Csikszentmihalyi, 2000).

According to Seligman & Csikszentmihalyi (2000), individuals with traits or skills worth developing and exploiting in some capacity can guide service members through challenging circumstances by coaching individuals through a life transition. A study by Meyers et al. (2020) demonstrated that talent management should be exemplary within PP since it primarily concerns work style attributes. Martin et al. (2021) stated that the psychology of consciousness, including PP and similar theories, cannot support positive transitions if individuals are not experiencing positive transitions themselves. In addition, Martin et al. demonstrated that mindfulness-based practices improved critical developmental outcomes. In the military, PP can be applied to promote the well-being and resilience of service members. As part of this process resources and programs should be provided that enhance mental health and resilience, foster a cohesive and supportive work environment, and foster a sense of purpose and meaning. It is essential to foster

positive relationships, promote a growth mindset, and provide (Martin et al., 2021).

Implementing PP principles can assist organizations in cultivating a culture of

appreciation and recognition in the workplace, encouraging employees to find meaning

and purpose in their work. It can improve employee satisfaction and overall happiness by

promoting a healthy work-life balance, supporting employee well-being, and providing

professional and personal development opportunities.

Individual strengths are also highlighted as part of PP, which can be leveraged to

improve performance and well-being based on strengths (Azar, 2011; Seligman &

Csikszentmihalyi, 2000). The concept applies to military and civilian settings, where

identifying and using individual and team strengths can improve motivation, productivity,

and job satisfaction. Individuals can improve their well-being, resilience, and satisfaction

by incorporating PP principles into the armed forces and workplace settings. Military and

civilian organizations can foster positive relationships, encourage personal growth, and

identify individual strengths to create an environment conducive to personal flourishing.

Additionally, when PP is present, it is necessary to evaluate macro- and

microfactors (global economics, systemic challenges, societal influences) and how they

affect an individual's well-being and transitional outcomes (Wong, 2017, 2019, 2020).

PP requires a comprehensive approach to addressing the needs of the individual and

considering the individuals unique circumstances. This approach allows for the

individual's successful transition into a more productive, healthy, and meaningful life.

According to Seligman and Csikszentmihalyi (2000), PP examines the behaviors,

thoughts, qualities, and attitudes associated with different emotional and mental health states based on their relationships and working styles.

Through this understanding, PP can be used to assist individuals and organizations in improving their psychological well-being and functioning (Seligman & Csikszentmihalyi, 2000). Moreover, it is a way to build more resilient and adaptive systems to better support individuals by focusing on their strengths rather than their weaknesses and creating positive environments and cultures. Moreover, PP can help individuals cope with stress and adversity and develop resilience and personal growth. It is argued, however, that PP does not address the root causes of mental health problems sufficiently. According to Seligman and Csikszentmihalyi (2000), the field must address the social and structural factors contributing to mental health problems more.

Transformational Learning Theory

The TLT, developed by Mezirow (1998), describes the transformational outcomes experienced by individuals experiencing change and the behaviors resulting from transformation (Hoggan, 2016, 2018). In 1998, Mezirow identified 10 categories related to TLT. The ten categories of transformational learning are (a) disorienting dilemma, (b) introspection, (c) critical assessment, (d) recognition of shared experiences, (e) exploring options for new behavior, (f) planning a course of action, (g) acquisition of knowledge, (h) trying new roles, (i) building confidence, and (j) reintegration. Several researchers have indicated that individuals innate actions and outcomes are altered due to being taught to act, believe, and respond in a particular manner (Mezirow, 1998). The TLT is

thought to describe fundamental changes, such as an individual becoming optimistic or altering their thought processes to adopt a new paradigm when they are pessimistic.

Although the armed forces have an excellent educational system (Persyn & Polson, 2012), a systemic concern with transitioning personnel must extend beyond educating personnel about their next steps after service. TLT well describes military transition. Throughout their careers, military personnel may experience a transition state; however, when they enter and leave the military, they are entirely in the first stage of transitional life skills. Adults must undergo a disorienting dilemma, followed by self-examination, to identify situations that do not conform to preexisting paradigms (Persyn & Polson, 2012); they continue to acknowledge the absence of preexisting paradigms and work past knowledge deficits to identify new paradigms. These new paradigms and experiences are essential to consistent transition success. To transition from active military service, service members must meet the 10 stages of transformational learning (Brewer, 2016; Mezirow, 1997, 1998, 2004). Service members often encounter Stages 5-10 during the transition process as a feedback loop. Stage 5 involves exploring options for new behaviors.

While exploring options, those engaged in TLT begin planning a course of action, acquiring the knowledge, implementing the plan, and acquiring the skills and knowledge necessary to transform (Zanchetta et al., 2017). The final steps of TLT involve attempting new roles, building confidence, and reintegrating after acquiring the required skills and

knowledge. If the feedback loop fails, the stages may be reset to repeat to create an updated TLT process in the event of a failure.

As part of the 10-step process Mezirow discussed, it is necessary to identify the outcomes that result in transformational learning (Hoggan, 2016). The broader categorical process begins with a change in people's fundamental worldview. This change includes assumptions, beliefs, values, expectations, interpreting expectations, and developing a more complex worldview. According to Gray (2006) and Illeris (2014), TLT requires a change in one's sense of self, such as understanding how one's id, ego, and superego are interconnected with the outside world.

Individuals can develop a more integrated and enhanced sense of identity with a more expanded worldview. This allows them to become more self-aware and better understand their strengths and weaknesses. This understanding can lead to developing new perspectives and approaches to life, resulting in a more mature and well-rounded sense of self. Hoggan (2016, 2018) continued to explain that Mezirow's development process for TLT included learning how society learns, following a disorienting dilemma, and reflecting on the resulting changes in paradigm. Through this process, individuals can gain insights leading to greater self-understanding and personal growth. The change in the person's narrative must be examined in relation to others. (Hoggan, 2016, 2018). These two questions and the self-subject change significantly when transitioning service members refer to themselves differently: "I am a soldier" versus "I am a veteran." This Jungian concept provides valuable insight into their transition and strives for wholeness

as they undergo it (Hoggan, 2016, 2018). By referring to themselves differently, the service member uses a concept from Jungian psychology to help them better understand themselves and their transition. This understanding allows them to create a sense of wholeness and acceptance as they adjust to their new life outside the military.

Jungian psychology emphasizes the importance of the psyche—or the inner self—in understanding human behavior (Baskerville, 2003). However, some may argue that the service member uses different words to describe themselves without necessarily constituting a greater understanding of themselves (Baskerville, 2003). They may also say that Jungian psychology is not a scientific school of thought, so its concepts should not be taken seriously (Bangert & Pirzada, 1992).

The habits of thought that are epistemically significant and how those habits relate to accepting and embracing how things are due to the culture in which one lives (Hofstede, 1980, 2003). This can lead to a better understanding of how culture shapes individuals and how those individuals can shape culture in turn. This can help people better understand the human condition and appreciate cultural differences. Ultimately, this can lead to more empathy and understanding between people. As referred to in my study, a group's culture is defined as the beliefs that they hold about their reality (Baskerville, 2003), the norms that guide their behavior, and the values that guide their moral commitments (Bangert & Pirzada, 1992), or the symbols through which these beliefs, norms, and values are communicated (Bangert & Pirzada, 1992; Baskerville, 2003; Beňo, 2021; Hofstede, 1980, 2003; Minkov et al., 2013; Triandis, 2004).

These beliefs, norms, and values shape the groups' identity and provide an organizing framework for their activities and interactions. Traditions and activities experienced by a group may be as simple as standing before the military service song at an event or as complex as regional differences in how Santa Claus is celebrated (Lande, 2007). These traditions can be powerful symbols of the group's identity and help to create a sense of belonging and shared experience. They can also serve as reminders of the group's shared values and how they should act to be a part of the group. These traditions can also serve as a powerful reminder of the group's culture and how it should be preserved and passed on to future generations.

An individual's ontology describes how they exist in the world (Sheposh, 2023). Traditions, in this context, can validate a group's shared beliefs and values, giving them a sense of belonging. Furthermore, they can help reinforce the group's sense of shared history and culture, connect with the past, and look forward. TLT can also change helpful behaviors towards suspicious or risk-taking behavior. A tradition can provide a sense of belonging to a group, an anchor they can return to in times of uncertainty and change, changing a person's attitude from pessimistic to optimistic. Additionally, they can serve as identity markers, providing a sense of continuity and solidarity between generations and encouraging individuals to remain focused on the past while looking forward. Furthermore, by validating a group's beliefs, values, and attitudes, traditions can positively impact an individual's psychological well-being, helping to shift their mindset from a pessimistic to an optimistic outlook. Transformative change and learning are

impossible without behavior change (Smith 2023). One or more categories mentioned above may be associated with the behavior.

The main area, however, is characterized by one of the behaviors if something significant becomes a learning experience and significantly alters one's way of life, such as a life-changing experience that changes one's epistemology and ontology. (Smith 2023). Epistemology is the branch of philosophy that studies the nature and scope of knowledge. Likewise, talking about capability and how much change can happen after an experience was typical. When a service member relocates as a military member, they may experience some changes, however, the change does significantly affect their life as many aspects stay the same regardless of where a service member is stationed. In the transition from the military to civilian life, the subject undergoes numerous significant transitions and realizations, such as changing careers and lifestyles to achieve a new learning environment. This, in turn, results in a unique learning environment for the subject of change.

Peterson (1932) developed TLT while describing when an individual undergoes a meaningful change or transition, they will gain a new understanding of their environment and place (as cited in Smith 2023). This new understanding leads to changes in the individual's life. TLT is a powerful tool for personal growth and development. It can help individuals gain insight into themselves and their lives and facilitate change. Through TLT, individuals can better understand themselves and the world around them. For

example, TLT can help individuals discover their motivations, values, and goals and use that knowledge to make positive life changes.

Career Decision-Making Theory

As part of their study of career path decisions made by young adults from diverse demographics, Hodkinson and Sparkes (1997) developed the final theory I am using, CDMT. This theory is based on preexisting ideas, including trait theory, Ginsberg and Super (1951) developmental models (as cited by Hodkinson and Sparkes, 1997), and social learning theories. Hodkinson and Sparkes said the experiences of the past influence career decisions or career changes. CDMT is a theory that attempts to explain how individuals make career decisions. This theory proposes that individuals are influenced by their past experiences, as well as by their current environment when making career decisions. Hodkinson and Sparkes (1997) also suggested that individuals may change their beliefs and career outlook over time, depending on their needs and goals.

Using CDMT, individuals may make a slight change at work based on their own beliefs, attitudes, and values, affecting their choices and expectations on a large scale, such as changing careers, or on a small scale, such as spending more time at home with their families (Mihal et al., 1984). Kahn (2007) asserted that career development is a lifelong process because there are many career decisions to be made during the military career cycle. CDMT begins when individuals make some career decisions within the military career cycle, based on Kahn's (2007) assertion that career development is a lifelong process. On average, active duty service members are between 24 to 27, with

most under 25 and eight-year first enlistment contracts. The United States Army Reserve recruits young men and women as young as 17 with parental support (Department of Defense, 2021). A parent or guardians' consent is required to fulfill this career-oriented requirement. Once contracted to the military, individuals are expected to adhere to the military's guidelines and gain experience in their chosen career field. The skills and knowledge gained through military service can be transferred to the civilian workforce, allowing members to pursue different career paths after service.

Therefore, it is essential to consider commitment and potential career opportunities when enlisting in the military. CDMTs four premises consist of evaluating the influencing variables, identifying the reality of the change, and determining the importance of the shift to the individual (Mihal et al., 1984). To ensure the enlistee makes an informed decision that is in their most appropriate interests, CDMT plays a crucial role. It requires that all influencing variables be considered, and that the decision is based on reality. It also requires that the individual understands the implications of their decision and how it will affect their future. Mihal et al. (1984) observed that identity shifts result from the CDMT always being active, even with varying intensities.

During individual experiences during the transition, we examine how their ways of life are altered. The transition process is often uncertain, and the individual may need to reevaluate their values and beliefs. This is why the individual needs to recognize their identity shifts and be able to make informed decisions on their behalf. Understanding the implications of findings is essential to ensure the transition process is as successful as

possible. People often experience discomfort and confusion as they attempt to cope with the changes they are experiencing during this shift in identity. As they better understand their new identity, they better understand themselves and their surroundings. Inceoglu et al. (2019) evaluated the effectiveness of employment placements for improving learning, social learning, career goals, and success. This process coincides with the career decision-making process. It supports a healthy transition from the military through placement in employment opportunities during the transition period. For instance, employer feedback revealed that veterans demonstrated a strong work ethic, loyalty, and commitment to the employer and their duties (Inceoglu et al., 2019).

Career decisions are influenced by personal interests, values, satisfaction with individual choices, self-perception of ability, well-being, and educational success (Katz et al., 2018). During early decision-making, the support system guides and directs the influential balance of career choices to come. The first task of the completion timeline is identifying the challenges transitioning careerists face, regardless of military status. Unaddressed and alternative difficulties may result in a less-than-optimal career progression (Babarović & Šverko, 2019). CDMT suggests that people are most likely to make successful career decisions when they are well informed about the available options, have the necessary self-knowledge, possess problem-solving skills, and have access to a supportive network of individuals.

As described by CDMT, career decision-making theory suggests that individuals must be aware of their current skills and abilities, as well as their interests and values, to

develop informed career decisions. It also indicates that they should know their long-term career goals and have a plan to achieve them. (Cheng & Sin, 2021) CDMT emphasizes decision processing more than social psychological career theories active information processing. As transitioning service members already possess career experience and educational benefits, CDMT places a high value on the decisions developed based on the information presented to them, as they can use these skills to formulate logical conclusions rather than relying on interpersonal cognitive reasoning to evaluate their findings (Taylor & Betz, 1983). CDMT focuses on individuals decision-making processes when choosing a career. It emphasizes the importance of using information to make decisions rather than relying solely on social and cognitive reasoning.

It is common for career counselors, career coaches, and vocational psychologists to emphasize CDMT. In the United States, seven percent of the American population are veterans. These veterans have changed their MOs, transitioned to public education, or changed their careers more ambiguously through transition, regardless of the nine percent decrease in the veteran population from 1980. The various routes service members can take within their vocations reduce the likelihood of avoiding career paths with the increase in veteran programs such as the Montgomery, the Post 9/11, and the Forever GI Bills (Xu & Adams, 2020). As opposed to identifying the ambiguity of the overall decisiveness of the process, identifying superficial characteristics relating to a chosen profession simplifies the process of identifying a successful transition. By focusing on tangible aspects of the selected career, individuals can more easily visualize their path

and make informed decisions that lead to success (Xu & Adams, 2020). This can be done by understanding the necessary skills, gaining experience in the chosen profession, and mentoring those who have already succeeded in the area (Xu & Adams, 2020). However, other essential factors to consider when choosing a career include work-life balance, company culture, and salary. Individuals should focus on the tangible aspects of their chosen profession and the intangible aspects to make the best decision for their future.

Literature Review

This section will review the literature covering individual working styles, how each type is functionally important and essential in the workplace, and where the decision to utilize the Working Style Assessment (Messer & Ureksoy, n.d.) was determined. Following the discussion of the five categories of working styles dividing the 18 individual working styles evaluated by the WSA and 16 Work styles Occupational Information Network's [O*Net] (n.d.) working styles, this section will continue to distinguish the values instilled through military service, the cause and effect cycle of transition and reintegration from military service for service members returning to or entering regular employment, as evaluated with the five domains assessed by the M-CARM (Romaniuk et al., 2019). Service members are reviewed through the M-CARM regarding career development, satisfaction, stability, planning, and transition. This evaluation is used to help military personnel transition successfully into civilian life and the workforce. It also assists employers in understanding the values and skills the veteran brings to the job.

Work Style

Functional skills, soft skills, leadership traits, and character strengths are discussed by Dean and East (2019), Peterson and Seligman (2004), and Berkowitz (2011). The construct names are different, but the descriptions identify the predictive variable within the WSA despite the differences in construct names. These concepts are frequently discussed within the military as essential team building and interpersonal

characteristics for mission success. Team building, interpersonal interactions, and mission success depend on the components of the predictive variable, including functional skills, soft skills, leadership traits, and character strengths. Understanding the WSA and its implications in the military requires understanding these constructs.

It has been widely used to evaluate teams in the military because the WSA is a valid and reliable measure of these constructs. For decisions to be informed, the WSA is merely a tool for assessing and identifying strengths and weaknesses in teams and individuals. It does not replace leadership training or team-building activities. Positive psychologists (Berkowitz, 2011; Park, 2004; Peterson & Seligman, 2004) define character strength as acting morally, with appropriate behavior at specific times and places, to benefit oneself and the world. Those strengths identified by Paterson and Seligman are universal, timeless, voluntary, and possess intrinsic and cross-cultural values that are consciously exercised. As part of the assessment, the eighteen working styles are analyzed for their strengths, preferences, and alignment with the individual and their alignment with a particular career.

Consequently, people can make better choices in their careers and lives if they are aware of and utilize these strength characteristics. However, it is essential to note that only some fit into one of these eighteen categories perfectly. Many people will identify with more than one category or none. It is also important to remember that these categories are inconsistent throughout all stages of an individual's career. Our working styles, strengths, and preferences can change over time.

The eighteen constructs, including the sixteen working styles defined by the Work Styles Occupational Information Network (O*Net) (n.d.), evaluate respondents' preferences and approaches to work. These are achievement/effort, initiative, persistence, adaptability/flexibility, self-control, stress tolerance, attention to detail, dependability, integrity, independence, concern for others, cooperation, social orientation, analytical thinking, and innovation. These constructs are designed to assess a person's work preferences and ability to work independently and as a team member. Employers use this method to identify the most productive and effective candidates for a specific position. By understanding their work style, employers can better assess which team or environment an individual will fit in. This ensures the right person is hired, increasing the likelihood of successful job performance. The WSA evaluates the respondent's conscientiousness and confidence in the work environment. Furthermore, employers can use this method to assess an individual's social, decision-making, and problem-solving skills, which are integral to successful job performance. Employers can ensure they hire someone who will fit into the team culture and succeed by taking the time to understand a candidate's work style and personality.

The five categories of drive, interpersonal skills, adjustment, responsibility, and problem-solving skills will be discussed, along with the differences between the WSA descriptions and the workstyles Occupational Information Network (O*Net) definitions. The drive personality trait describes how much a person needs to achieve goals. Interpersonal skills refer to a person's ability to communicate and work with others.

Adjustment refers to a person's ability to adapt to new situations. A person's responsibility refers to their ability to maintain commitments and be reliable. In contrast, their problem-solving skills refer to their ability to create creative solutions to problems. Functional skills, soft skills, leadership traits, and character strengths are discussed by Dean and East (2019), Peterson and Seligman (2004), and Berkowitz (2011).

Although the construct names differ in this study, the descriptions identify the concept of the predictive variable within the WSA. Throughout the military, these concepts are frequently discussed as essential to team building and interpersonal relationships, which contribute to the success of missions. According to many positive psychologists, character strength is acting morally, with appropriate behavior at specific times and places, to benefit oneself and society (Berkowitz, 2011; Park, 2004; Peterson & Seligman, 2004). According to Paterson and Seligman, strength is universal, timeless, and voluntary. They have intrinsic and cross-cultural values, practiced timelessly and through conscious choice.

A review of the eighteen working styles, strengths, and preferences on the assessment identifies and aligns with the individual while also aligning with a given career (Johnson & Wood, 2017). The eighteen constructs, including the sixteen working styles defined by the Occupational Information Network (O*Net), evaluate respondents' preferences and approaches at work. These are achievement/effort, initiative, persistence, adaptability/flexibility, self-control, stress tolerance, attention to detail, dependability, integrity, independence, concern for others, cooperation, social orientation, analytical

thinking, and innovation. The WSA reviews the respondent's conscientiousness and confidence in the work environment. We will discuss the five categories of drive, interpersonal skills, adjustment, responsibility, and problem-solving skills, as well as the differences between WSA descriptions and Work styles Occupational Information Network (O*Net) definitions.

Drive /Achievement Orientation

Within the Work Style Assessment, the Drive or Achievement Orientation scales indicate a person's internal motivation to advance within the workplace. To achieve personal goals, individuals must establish a working style that reflects their behaviors and preferences within the workplace. Drive, as defined by Minor and Neel (1958), is the result of a meaningful purpose (initiative), self-directed intentional engagement (achievement) through continuous effort, self-assurance, and articulated goals and ideas (confidence) when faced with challenges. During the WSA, a key focus is placed on achieving objectives and being present.

Achievement

Minor and Neel (1958) contend that a historical debate has existed between personality, occupational choice, and causation. Regardless of nature and occupational choice, occasionally, a position portrays social, personal, or professional achievement. The WSA and Work Styles Occupational Information Network (O*Net) define achievement as when employees establish, maintain, and complete personally challenging goals or tasks (Messer & Ureksoy, n.d.; Work Styles Occupational

Information Network [O*Net], n.d.). Providing self-directed or position-directed lessons can be complex, and completing these assignments can lead to satisfaction. The importance of an individual's achievement in a professional environment becomes a catalyst for their determination and drive within a particular profession (Borowa et al., 2016; Minor & Neel, 1958). This achievement does not negate the individual experiences of service members, the choice to enroll in secondary schools following separation, handling health-related symptoms, or integrating the differing perceptions of veteran achievement (Kinney et al., 2021).

Initiative

As well as measuring an individual's ability to identify opportunities for growth and advancement and taking on new responsibilities, this is also known as learning opportunities. When individuals score higher on initiative in the workplace, they are more likely to take on new responsibilities and assignments. According to Borowa et al. (2016), service members are inclined to acquire new skills or knowledge in their field if they are encouraged to do so by their colleagues or supervisors, especially if they receive encouragement through training or mentoring from their superiors. A high commitment level must be demonstrated to accept the responsibilities and challenges associated with this work. Borowa et al. (2016) argue that the proper design of workspaces minimizes post-traumatic stress disorder (PTSD) and promotes post-traumatic growth by developing individual-level constructs (Borowa et al., 2016). To consistently apply a personal level construct supported by others and based on acceptance, the concept of accepting oneself

revolves around the idea that one must be willing to take on new responsibilities and challenges, identify learning opportunities, and demonstrate an eagerness to take on challenging tasks and responsibilities.

Persistence

Despite frustrations and potential problems along the way, persistence is a measure of the continuous solid effort of an individual in completing a task. Considering the service members persistence score, it is evident that the service member tends to work through minor obstacles to complete tasks. Additionally, the service member prefers to leave the workplace altogether when faced with significant setbacks. The service member can motivate himself to complete assignments on time, even if they seem uninteresting or challenging. To succeed in the workforce, an employee must persist despite obstacles. According to Perry et al. (2009), persistence is the process of repeatedly attempting and actively overcoming adversity, the possibility of failure, and following through to completion. WSA identifies occupations that require persistence as obstacles, seeing tasks through to completion despite frustrations or problems, and rarely leaving the workplace incomplete. The elevated levels of persistence among veterans and service members may be related to the presence of role models, repeated conditioning, and overall expectations of military service. According to Segal (2006), social cognitive theory constructs this concept during the initial stages of development, and persistence is a positive characteristic of career development. It is essential to recognize that, regardless

of the individual's affiliation and ties as a role model force, influential individual patterns are a concrete example, and their nature is unconscious effort, such as muscle memory.

Confidence

A measure of self-confidence, the Confidence scale indicates how self-assured an individual is and how well they can articulate their ideas or the ideas of others. Although the opinions on this scale may not be popular with the service members, Service members makes decisions quickly and does not second guess himself. Additionally, service members are pleased to share their ideas when in front of large groups of people or supervisors. Amongst their colleagues, the service member is regarded as decisive and poised. Confident employees are self-assured and capable of articulating their views and opinions. They can act decisively and without hesitation when making important decisions (Messer & Ureksoy, n.d.). Through repetition, perseverance, and accomplishment of tasks, employees build their confidence, which leads to the professional level of expertise they have attained in higher-level workplace positions (Kelly et al., 2021). As one of the variables not linked to Work styles Occupational Information Network (O*Net), this measure should be evaluated independently.

It is a variable that assesses an individual's confidence and ability to communicate clearly (WSA), as described by the WSA. (Combe, 2021) The evolution of the military education model has consisted of a combination of the traditional wargaming approach or Primary Military Education (PME) that has been present throughout history and the modern approach to adult education that has been present in recent years. To build

confidence, it is necessary to use the military educational model and teach hands-on techniques and expectations in a safe environment were failing and trying again is acceptable. These elements are crucial to developing the critical aspects of persistence, achievement, and initiative to explore new and innovative ways of accomplishing tasks. Having completed the new functions, the individual feels more confident in their abilities in the unique environment, which will promote future success (Combe, 2021).

Interpersonal Skills / Social Influence

The capabilities of interpersonal skills or, as the WSA refers to it, the social influence group, there are four types of working styles: leadership, cooperation, concern for others, and social orientation. Considering these four concepts, these scales represent a sense of teamwork and empathy toward the feelings of others, resulting from collaborative efforts and compassion (Barnett et al., 2022; Gowinnage & Arambepola, 2020). The following sections will explain how each aspect of the Interpersonal Skills construct is defined and how the scores on these working styles may be representative of the service members preferences and behaviors at work, as well as how their scores on these styles may reflect the service members preferences and behaviors at work.

The employee will be expected to demonstrate leadership, energy, and a desire to improve the lives of others throughout their career. In the workplace, it is essential that employees are pleasant, cooperative, sensitive to others, easy to interact with, and prefer to interact with members of the organization. The cornerstone of a successful career in a diverse and inclusive workplace is the ability to collaborate with people of varying

backgrounds and experiences. Through leadership, cooperation with others, caring for others, and displaying a social orientation toward those with whom they interact, the professional learns how to work effectively with, for, and serve society's most unique individuals (Barnett et al., 2022; Gowinnage & Arambepola, 2020). The study by Corlett and McConnachie (2021) found that interpersonal skills improve performance significantly in highly stressful situations by positively affecting decision-making, communication, cooperation, and understanding the relationship between these activities.

Leadership

Based on a person's responses to the leadership scale, this assessment can determine whether they can lead groups, manage others, take charge of, and direct the work of others based on their abilities and desires. The leader score indicates that the service member enjoys taking on visible project roles within the company due to participating in innovative projects. It has been found that service members often assume leadership responsibilities when no designated project leader is assigned to a group project. In some cases, the service member may be selected as the representative of their department on companywide initiatives and tends to enjoy mentoring others in the process (Dang et al., 2017; Gosling, 2022). There may also be a perception of him as an authoritative figure, in addition to their perceived dominance and command among their colleagues. As a leader, employees are responsible for developing and motivating others, forming teams, and improving the efficiency and effectiveness of the employee's organization's internal structure (Zimmer, 2021).

Taking charge, leading, and expressing opinions and recommendations to the organization are necessary for elevated leadership traits (Fagiano, 1997). For leaders to succeed in leading groups, managing others, and controlling and directing others, they must possess leadership skills. To benefit their organizations, leaders inspire and share their knowledge, according to Fagiano (1997). In contrast, the manager is responsible for steering the organization from the viewpoint established by the organizations head (Nen, 2015). Leaders and managers coordinate through leadership and management, and managers are responsible for achieving goals through interpersonal skills (Managers vs. Leaders, 1977). Because of the different contexts in which military and civilian leadership operate, there are some similarities but some differences. In the military, leadership is often restricted to a hierarchical structure. Military leaders are responsible for providing clear direction, making critical decisions, and executing tasks and missions.

Moreover, they enforce regulations, maintain discipline, and foster unit cohesion. Military leaders are often praised for their courage, integrity, and ability to inspire and motivate troops under challenging conditions. It is worthwhile to note that while military leadership differs from workplace leadership, specific skills and qualities are transferable (Dang et al., 2017; Gosling, 2022). Leadership traits such as integrity, decision-making, effective communication, and inspiring others are valued in both contexts—leadership positions in the military and at work require adaptability, resilience, and pressure-handling ability.

Leadership styles can vary in the workplace depending on the organizational culture and industry. In addition to practical communication skills, influential workplace leaders can build and manage teams and possess a vision for achieving corporate objectives. In addition to empowering their team members, they may delegate responsibilities and foster a collaborative and trusting atmosphere (Dang et al., 2017; Gosling, 2022). Leadership in the workplace involves guiding employees, supporting their development, and aligning their efforts toward achieving a common goal.

Cooperation

In a conflict resolution team, the Cooperation scale measures a person's ability to work as part of a team, assist others in their success, and resolve conflicts within the group. The Cooperation score of the service member corresponds to the service members enjoyment of working in a team to accomplish a complex task and the importance of harmony when working as a team to achieve a challenging task. Survey participants will be asked to suggest ways to assist their coworkers in accomplishing their goals at work (Jin & Li, 2017; Yakubovich & Burg, 2019). Based on how he behaves at work, coworkers of a service member with an introductory level of cooperation are likely to describe him as collaborative and agreeable. A good-natured, cooperative attitude toward others in the workplace is critical to being a successful team member.

When cooperation occurs between the partners, tasks can be conducted without a shared goal or with a desired outcome in mind and are thus completed together. It is suggested by Ollinheimo and Hakkarainen (2023) that activities that a group of

individuals can engage in will result in an experience that can be shared by all members of the group (Ollinheimo & Hakkarainen, 2023). It would be best if employees allowed others to be able to cooperate with employees, to be able to trust them, be compassionate, empathize with them, and accept them as they are, at their core, in a way that allows them to cooperate with employees in the best viable way. Elevated cooperation is imperative for success within a team or in customer-facing departments.

Concern for Others

Individuals are assessed based on their willingness to show empathy, care, and understanding of other people's feelings using the concern for others scale. In addition, the service member is in tune with the moods of their coworkers. In addition to being insightful and adept at recognizing nonverbal cues in conversations, service members can also converse without using words during conversations (Kelty, 2009). Their colleagues may ask him for advice on a personal issue or to discuss a problem they are experiencing. In the description of the service member by their colleagues, empathy and understanding may be evident. Employees need to be sensitive to the needs and feelings of other, their experiences and be helpful in the process.

As technology advances and more individuals become connected, society must understand the holistic impact of human interactions (Holdorf & Greenwald, 2018; Tiffin & Paton, 2020). Employees must develop their interpersonal skills to connect with others, be sensitive to others needs and feelings, and understand how to help others (Yu & Rauhaus, 2019). Thus, this promotion extends beyond our customers to colleges,

suppliers, community organizers, potential employees, and other stakeholders. As children grow, they demonstrate an increased sense of concern for others, such as improved prosocial behavior and a more significant problem for their peers, family, and other essential aspects of their lives (Neldner et al., 2022; Orellana-Rios et al., 2018; Neldner et al., 2022). Concern for others at work leads to a career path focusing on health/mental health and direct service (airline, transportation, leadership, and management of others at work (Paolini, 2020).

Social Orientation / Adjustment

The Social Orientation / Adjustment group consists of three working styles: self-control, stress tolerance, and adaptability. As determined by the type of interactions a person has at work, the social orientation scale measures a person's willingness to interact with others in a friendly and outgoing manner. In most cases, the service member makes friends quickly and cultivates personal relationships with coworkers. Rather than working alone, it is important to establish personal connections with coworkers (Eichler, 2022; Park et al., 2021; Veterans: what to expect when you return from deployment, 2019). Candidates with high social orientation should prefer to work with others rather than alone, according to the WSA. These candidates must enjoy working in a team environment. Service members often work in several rotational groups during service, contributing their experiences, knowledge, and individuality to the organization.

Veterans can communicate with others better during their employment transition within their work group, as they have experienced numerous changes during their

military service (Veterans: What to Expect When You Return from Deployment, 2019). Service members have developed stronger interpersonal connections internationally due to shared experiences, regardless of branch, component, length of service, or location. While these ties were formed through rigid and formal military systems, they developed throughout their lives and within the traditional army methods, regardless of the strength of those ties (Park et al., 2021). As opposed to working in groups, veterans often have difficulty coping with the social identity that threatens their outgroup status in the civilian culture, thus distancing themselves from one another to become individual operators or to collaborate with veterans in an ingroup-outgroup context (Veldman et al., 2021).

Together, these scales represent the ability to maintain composure and flexibility in stressful situations. The following sections describe each working style that makes up the adjustment construct and how the service members score on the adjusted working styles may reflect how the service member acts and feels in the workplace based on their preferences and behaviors (Eichler, 2022; Park et al., 2021; Veterans: What to expect when you return from deployment, 2019). It is essential for those in the workforce to be mature, poised, flexible, and restrained as they must deal with pressure, stress, criticism, setbacks, personal and work-related problems, and the like. Service members adapt to new challenges and situations when they change their career paths. It is important to note that willpower is at the heart of career decision processes (CDMT) and transformational development processes (TLT). To improve habits and achieve success based on circumstances, willpower is defined as a convergence of motivation, the ability to oversee

stressful situations and adapt to changing circumstances. As a result of the post-transition adjustment, a person's professional identity may vary and be disrupted. As a result, it has been demonstrated that self-control (resilience, hardiness, and willpower), stress tolerance, and adaptability are all related to transitions (Prykhodko et al., 2021).

Self-Control

The self-control scale has been developed to measure a person's capability of controlling the service member's emotions and their ability to perform effectively regardless of mood or emotional state changes. A service member's self-control score reflects the tendency to be patient and not to become easily irritated (Robertson, 2014). It is easy for a service member to approach a heated situation calmly if they can control their temper easily. Concerning self-control, the WSA emphasizes maintaining composure, managing emotions, controlling anger, and avoiding aggressive behavior in challenging circumstances. Self-control is demonstrated throughout the day through patience and the ability to control emotions; it is shown through the ability to perform well despite a negative mood (Williston & Roemer, 2017). As a result, self-control may be viewed as a combination of self-discipline and self-regulation, arguing that reducing impulsive behavior will enhance self-control (Ainslie, 2020). As a result, the desire for instantaneous gratification is reduced, and long-term planning is encouraged.

Stress Tolerance

The stress tolerance scale assesses individuals for remaining calm in stressful situations and accepting criticism gracefully. Considering the service members responses

on this scale, they can function effectively in a high-stress work environment without

being hampered by workplace-related pressures (Robinson et al., 2019). Accepts

criticism graciously and positively and can leave work stress at the office. He is likely to

be described by his colleagues as composed and level-headed. The workplace requires

accepting criticism and managing high-stress situations calmly and effectively (Kidd et

al., 2019). Employees in positions requiring stress tolerance must accept criticism and

manage high-stress situations calmly and effectively. Employees remain calm in stressful

situations; they take criticism with poise. Howard and Hughes (2012) report that

individuals with social support can improve their reactions to stressful situations and

bodily responses when stress is harmful.

Adaptability

The ability to engage in new tasks and function in a dynamic working

environment measures a person's adaptability. The adaptability scale is also used to

measure how easily a person can adapt to new situations or tasks based on their

adaptability evaluation (Messer & Ureksoy, n.d.; Overfield, 2016). Adaptability scores

indicate that individuals prefer workplaces that allow them to perform various tasks daily.

However, they will also be satisfied if they have such opportunities. They will become

dissatisfied quickly if assigned repetitive tasks to perform daily. They are challenged to

improve their adaptability (WSA). Although service members are used to strict

expectations, variations in community support systems can hinder their smooth transition

to civilian life. It is essential to recognize that the ability to adapt to considerable

workplace variation can be attributed to a person's willingness and ability to accept positive or negative change.

Also, people are comfortable with the possibility that their working environment may change shortly; they are confident they can adapt to this change (Oh et al., 2021). Even though adaptability is like coping in some ways, one of the main differences between adaptability and coping is that the person actively engages in resources. This is regardless of whether they are provided or sought by others. Adaptation refers to adjusting the forces and processes in a situational framework to counteract external pressures caused by work-life balance, as opposed to internal pressures (Overfield, 2016).

Responsibility/ Conscientiousness

The responsibility group is comprised of four main working styles. These four main working styles are dependability, attention to detail, integrity, and conscientiousness. These scales reflect honesty and reliability at work. Detailed descriptions of the working styles that make up the responsibility construct are provided in the following sections. It also discusses how responses to these working styles can give insight into a service members preferences and behavior at work. A person's responsibility is defined as being at the center of the problem, understanding that they are the causal individual, being expected to fulfill a duty or task, or being morally and legally obligated to perform such duties or tasks (Robinson A. et al., 2021; Robinson K. et al., 2022). It is important to note that a responsible individual can complete a job with the integrity to identify the study and assess the level of completion with a focus on detail, as

well as the integrity to make informed decisions (Bobdey et al., 2021; Wilmot & Ones, 2021). In Holdorf and Greenwald (2018), it is identified that there are five disciplines of responsibility in which an individual and their behavior are held accountable: morality, leadership, work design, different role behaviors, and education. As well as understanding what is expected of one's role in each position, each variable is a critical component of responsibility for one's actions and those of others.

Dependability

Dependability is determined by an individual's punctuality, responsibility, and ability to fulfill their commitments. The dependability may assist colleagues in deciding whether a service member can meet their obligations. In the future, the service member will be given roles requiring progressive responsibility (Mael et al., 2022; Mendez et al., 2018). Several qualities are necessary for the workplace, including reliability, responsibility, dependability, and the ability to fulfill obligations. According to colleagues' experiences working together, the service member is trustworthy and reliable. As a result, the service members will have more opportunities since they will be seen as someone who can be relied upon to accomplish tasks and meet expectations. Doing so can advance their careers and improve their employment status. A service members dependability is determined by their ability to be punctual, responsible, and capable of fulfilling their commitments. Their dependability score may influence colleagues' perceptions that they can be relied upon to fulfill their obligations, resulting in more career opportunities and advancement. This trustworthiness can lead to promotions,

additional training, and job security, all of which are of excellent value to the success of a service member. Those who are reliable in showing up to work, for example, may be offered the opportunity to lead a team or perform other duties. The opportunity to assume a supervisory or managerial role may be provided to a service member who is consistently on time and has a good attendance record. Furthermore, a dependable and trustworthy service member is more likely to be selected for specialized training, such as a leadership development program, which could lead to additional career opportunities.

However, some service members may need to be more punctual or have an excellent attendance record. As a result, these service members may be offered different opportunities than those who are. In addition, some service members may need to be more trustworthy and dependable, limiting their career opportunities and affecting their morale, resulting in poorer performance. Leadership should ensure that all service members have equal opportunities regardless of their attendance record. Service members should understand the importance of punctuality, attendance, and dependability in the military.

Attention to Detail

Several factors contribute to an individual's accuracy, organization, and ability to focus on details present in the service members work on the attention to detail scale. The service members responses on this scale indicate that he routinely reviews the service members position for errors before submitting it to ensure the respondents position is accurate. Additionally, it is expected that the service member receiving an assignment

will pay close attention to minute details within the project and be able to recognize errors that others may have overlooked. Even though the service member may have the potential to excel at complex tasks requiring precision, they may need assistance in meeting deadlines to ensure that the final product is error-free. When it comes to the work that must be performed, employees must be careful about details and thoroughly complete the job.

Integrity

A person with integrity is self-disciplined, deliberate, organized, and thoughtful. Responsible employees are expected to have high integrity and a commitment to completing minor details, ensuring accuracy and efficiency, and ensuring everything is on schedule (Congard et al., 2022). To accomplish the required tasks, an individual must be extremely meticulous in their approach to completing tasks and thorough in their completion. In addition to being precise and organized, the individual should have solid attention to detail and be able to observe details correctly (Robinson, 2009). Individuals can use the integrity scale to evaluate their tendency to follow the rules, be truthful, and behave ethically. Service members must consistently adhere to strict principles throughout her work, as evidenced by her integrity score. Although the guidelines and rules may seem excessive or not apply to the situation, the service member adheres to them. Based on what the service members colleagues know about him, they may describe him as an honest and ethical individual (Robinson, 2007).

Problem-Solving Skills / Practical Intelligence

There are three components of a problem-solving skill construct: independence, innovation, and analytical thinking. As a result of these scales, individuals are evaluated on how creatively and objectively they can cope with workplace challenges (Littlepage & Mueller, 1997). An in-depth discussion of each working style that constitutes the problem-solving skill construct is presented in the following sections, as well as how these working styles are manifested at work and their preferences and behaviors (Littlepage & Mueller, 1997).

Employees should possess strong problem-solving skills, the ability to express valuable ideas, and the ability to think logically to succeed in the workplace. In addition to the moderate problem-solving approach, WSA emphasizes the importance of analyzing information logically, independently, and in an alternative manner. As service members progress through their military experience, they are expected to solve problems and meet military service and home life obligations (Littlepage & Mueller, 1997). The service members sometimes decide that to avoid facing harsher punishment, they choose a given outcome that they know might result in more difficult discipline than their civilian counterparts (SAMHSA, 2010).

Independence

Based on the independence scale, individuals are assessed for their self-reliance, ability to complete tasks independently, without supervision, and ability to make decisions alone. As a result of the service member's responses on this scale, the service

member prefers to work under the supervision of the supervisor to whom they report that the service member feels more comfortable making decisions if someone else sets priorities for him or gives him explicit instructions so he can make informed decisions (Matokhniuk et al., 2020; Vogt et al., 2021).

Because service members are often dependent upon their colleagues, they may perceive them as insecure or dependent. Among the most critical aspects of the workplace are understanding one's way of doing things, guiding oneself without much supervision, and relying on oneself to accomplish tasks. The service members must develop ways of doing something they can conduct with little care and rely on themselves to accomplish what is required (Matokhniuk et al., 2020; Vogt et al., 2021). Furthermore, they are self-reliant decision-makers capable of completing tasks independently and without supervision. They must be willing to take risks and make decisions based on their experiences and research. Moreover, they must be able to take the initiative and manage any situation (Matokhniuk et al., 2020; Vogt et al., 2021).

Innovation

An individual's level of creativity is evaluated on an innovation scale in addition to their tendency to identify alternative solutions and new ways of doing things by their level of creativity. An individual's innovation score indicates that the individual can generate innovative ideas and resolve problems creatively and inventively (AlEssa & Durugbo, 2022; Battistelli et al., 2019; Schoemaker et al., 2018). When the service member feels they can suggest an improvement to the established method, he can

question the selected midway through doing things. Developing innovative ideas and solutions to potential problems requires creative and alternative thinking. The military must sometimes apply creativity and critical thinking to develop innovative ideas and solutions to workplace problems (AlEssa & Durugbo, 2022; Battistelli et al., 2019; Schoemaker et al., 2018). Developing innovative and strategic plans creates new ways of doing things and alternative solutions to creative and original methods. This allows for more effective decision-making and increased productivity (AlEssa & Durugbo, 2022; Battistelli et al., 2019; Schoemaker et al., 2018). It also encourages team collaboration and the sharing of ideas, which can lead to more successful outcomes.

Analytical thinking

An individual high on the analytical thinking scale is measured on their ability to solve problems logically and methodically by analyzing relevant information and making deductions based on that information. To diagnose a problem, the service member must be capable of integrating several ideas. The service member initially relies on his instincts to analyze a given issue. However, he will take extra time to contemplate the case (Andrews-Todd et al., 2022. The importance of innovation cannot be overstated. However, there will remain a need to analyze information and apply logic to resolve any potential issues or problems that may arise. As a result of collaborative problem-solving, service members approach problems systematically and solve them logically by analyzing relevant data (Andrews-Todd et al., 2022) (Andrews-Todd et al., 2022).

Values of Military Service

The Department of Defense (2009) identified the following values expected of service members: duty, commitment, courage, devotion to duty, ethics, excellence in all they do, honor, integrity, loyalty, personal courage, respect, and selfless service. Military leaders must adhere to these values and ethical and moral principles at all levels to ensure battlefield proficiency. Conflicts can be avoided by establishing a global network of care and support (Franke, 1998). Researchers have studied the characteristics and character qualities required for military service for over a century, including Achilles and Achilles (1917). Because of the values that military personnel share (Robinson, 2014), they can perform even menial tasks consistently throughout their service. The Platonic virtues remain as important today as they were in Plato's time, as Robinson (2014) illustrates. Due to military service, modern society is more educated and values leadership skills in transitioning personnel. Transitioned service members are among the most qualified individuals for nonmilitary leadership positions (Kjrgaard, 2013; Roberson, 2014).

Following the passage of the United States Executive Order 133518, the VOW Act in 2011, and House Resolution 674 in 2011, military transitional assistance programs (mTAP) began to expand rapidly, demonstrating that transitioning service members have specific goals and plans for success. In conjunction with several federal agencies, the program expanded to include classes, briefs, information sessions about pre-separation, VA benefits, and sessions intended to streamline transitional service members employment and resilience opportunities (Cleymans & Conlon, 2014). It is common for

service members to face many complex needs following a change in military service

(Thompson et al., 2012). Shields et al. (2016) have demonstrated that successful

transitions involve more than just physical and psychological health. They also include

the ability to function optimally in the workplace, at home, and in the community after

service. Therefore, service members must be adequately prepared for their reintegration

into civilian life, addressing various psychological and physical issues and achieving

success in the workplace and social sphere.

As part of the transition process, service members must receive support before,

during, and after the transition. This support should also be extended to their families, as

it affects them. Additionally, employers should know service members challenges during

their transition. They should be able to provide them with the support they require. These

relate to the M-CARMs five domains: Purpose and Connection, positive help-seeking

behaviors, beliefs about civilians, a lack of resentment and regret following transition,

and the ability to transcend regimentation after military service (Romaniuk et al., 2019).

In the United Kingdom, Australia, Canada, the United States, and other countries,

national veteran affairs organizations and nongovernmental organizations offer peer

support programs to assist with reintegration (Romaniuk et al., 2019; Shields et al., 2016;

Thompson et al., 2012; Waldhauser et al., 2021).

Transition and Reintegration

The expansion of Military Transitional Assistance Programs (mTAP) began

rapidly changing in 2009 following the passing of United States Executive Order 13518,

the VOW Act, and House Resolution 674. This demonstrated that transitioning service members have goals and plans to succeed in their next transition. As a result of the support of several federal agencies, the program expanded to include classes, briefs, pre-separation information sessions, VA benefits briefs, and sessions aimed at streamlining employment opportunities and resilience opportunities for transitioning service members (Cleymans & Conlon, 2014). The needs of service members after transition and reintegration are complex (Thompson et al., 2012).

To provide veterans with timely, high-quality, and cost-effective services, the resolution was based on United States Executive Order 13518. As a result of the legislative changes, agencies were required to collaborate to ensure veterans received the services they needed. The VOW Act strengthened that framework by requiring agencies to consider veterans preferences in 2011. The Veteran's Access, Choice, and Accountability Act of 2014 extended the VOW program, providing veterans access to quality healthcare services. House Resolution 674 requested that the Department of Veterans Affairs and the Department of Defense develop a plan for facilitating the collaboration of multiple government agencies to meet veteran's needs. Since 2011, government agencies have been working together to provide veterans with services due to the resolution.

Shields et al. (2016) emphasize that a successful transition involves more than addressing a service members physical and psychological need. It also includes supporting a service members ability to manage work, family, and the community

following service. It is tied to the five domains of the M-CARM, which include purpose

and connection, positive help-seeking behaviors, optimum beliefs about civilians, a lack

of resentment and regret following transition, and the ability to transcend regimentation

after military service (Romaniuk et al., 2019). As part of reintegration efforts, the United

Kingdom, Australia, Canada, and the United States, as well as other national departments

and nongovernmental organizations, offer peer support programs (Romaniuk et al., 2019;

Shields et al., 2016; Thompson et al., 2012; Waldhauser et al., 2021).

Purpose and Connection

Upon transitioning from the military, service members have encountered positive

and negative situations that allow society to adjust to their new circumstances. As a result

of the excess veterans returning from combat following the great wars, there was an

employment crisis that resulted from the collapse of the war industry concurrently. More

veterans returned home to a society that was not welcoming after the Korean and

Vietnam conflicts, improved rescue operations, and advanced medical treatment. With

the current downward trend of operations, Stone et al. (2018) assume that today's society

would only face similar challenges with the dynamic shift in public perception, policy,

and transitional support. To prevent this, we must strive to build a dedicated support

network for veterans during and after their service. This network should provide them

with the necessary resources to successfully transition back to civilian life.

Further, we must ensure that veterans are given the respect and appreciation they

deserve. Through recognizing the invaluable contributions of veterans and providing

them with the necessary resources to reacclimate to civilian life, we can create an environment where they can thrive and be appreciated for their service. Veterans have a sense of self influenced by internal and external stereotypes. In addition to their interests and hobbies that are enjoyable or meaningful, these stereotypes serve as the foundation for the things that give them a sense of purpose beyond outside employment. For example, veterans often have a keen sense of patriotism, and this can be used to drive a desire to give back to their communities in whatever way they can. Once a veteran has achieved transition success and has been provided with transition support, the focus is on assisting and responding to their sense of purpose and limits. (Romaniuk & Kidd, 2018) It has been found that this is most common among individuals outside of the military who share common interests or beliefs. These shared interests or ideas can help veterans build a sense of community and belonging when transitioning into civilian life.

Additionally, providing veterans with a sense of purpose through service opportunities can help them successfully transition back into civilian life. Although this may be true for some veterans, others may find it difficult to relate to civilians who have not experienced the same things. This can lead to feelings of isolation and loneliness. Some veterans may struggle to find a purpose after leaving the military. Discrimination, personal trauma, professional experience, and peer comparison can affect the service member's sense of purpose and connection.

Veterans have been exposed to situations and environments that civilians may not be familiar with, such as combat or life-threatening situations. This can lead to veterans

feeling disconnected from civilians and struggling to find a purpose after leaving the military. In addition, veterans may be subject to discrimination, encounter personal trauma, and feel like they cannot measure up to the peers they served with, all of which can further impact their sense of purpose and connection.

Help-seeking Behaviors

A common theme among military personnel is stigmatization associated with using external sources of assistance (Coleman et al., 2017). In addition to not asking for help from mental health professionals, this aversion to asking for assistance also includes difficulty in seeking professional help and not knowing how to obtain service. It is common for stigma to be present in multiple spheres within the military. It is the endorsement of prejudice and discrimination against individuals with disabilities, whether actual or presumed; internalized struggles that occur on their own or internalize the negative pressures faced daily by individuals experiencing difficulties; or even rules, regulations, or assistance that are actual or presumed.

Consequently, a culture of stigma within the military can negatively affect service members health and well-being. This stigma can lead to decreased morale and increased mental health problems for military personnel. Addressing this stigma is essential to create a more supportive environment. In addition to managing the stigma, it is necessary to remember that the military has a hierarchical structure. Being in the military will always come with a certain amount of stress. This is not to say that the stigma should be

overlooked. However, it should not be the only focus when trying to improve the health and well-being of military personnel.

Due to a combination of internalized mental fortitude and leaders emphasizing the need for individuals to uphold the Military Values and lead, along with continuing to support those around them, it is challenging for service members to request assistance. As a result, mental health services can be stigmatized, and people may be reluctant to seek help. This issue must be addressed to ensure service members are comfortable seeking help. Taking proactive measures to reduce stigma and foster an environment where service members feel safe and supported when seeking mental health services is imperative.

For example, the military has launched mental health awareness campaigns to reduce stigma and encourage service members to seek assistance, Including the United States crisis support hotline moving to 988 with option 1 for veterans and service members. However, some experts argue that the military's mental health awareness campaigns are not as effective as they should be in reducing stigma and creating a supportive environment for service members seeking mental health services. According to congressional reports, 14% to 16% of United States service members deployed to Afghanistan and Iraq suffer from PTSD or depression, demonstrating this populations prevalence of mental health issues. Military career transition programs are designed to help service members transition from military to civilian life. These programs provide veterans the resources and support they need to transition, such as job training,

counseling, and financial assistance. Unfortunately, many of these resources are stigmatized to veterans suffering from mental health issues, leaving them without the support they need. This is because mental health issues can be challenging to assess and diagnose, and the available resources are often too costly for veterans to access. Additionally, many of the services and resources provided by transition programs are not tailored to the specific needs of veterans struggling with mental health issues, making it difficult for them to find the help they need. Help-seeking behaviors can be challenging for veterans due to the military's culture of stoicism and self-reliance, which often discourages veterans from seeking help for their mental health issues.

Beliefs About Civilians

Service members are well-versed in managing and expressing violence and being indoctrinated into the military lifestyle, according to Burrell (2006). These traits and experiences can make it difficult for service members to transition back to civilian life. Consequently, service members often experience alienation, isolation, and difficulty connecting with others in civilian life. It is said that military service may improve life opportunities; however, other areas must be considered, such as being able to express emotions, finding employment, and maintaining family relationships.

It is important to note that military service can be complex for service members and their families. Service members need support to help them successfully transition into civilian life. Furthermore, having access to counseling, job retraining, and financial assistance is crucial to helping service members reintegrate. A common belief among

service members is that civilians undervalue veterans' life experiences, and society places a low value on military experience in the workplace. This lack of recognition and value can lead to feelings of isolation, depression, and frustration for veterans, which, in turn, can lead to difficulties in the transition process. Veterans need access to resources to help them bridge this gap. As a result, the perceived employment gap is extended, and civilians feel disrespected (Kato et al., 2016; Meadows et al., 2016; Sokol et al., 2021).

To promote successful transitions, it is therefore essential that veterans have access to resources that empower them to bridge the perceived gap between their military experience and civilian employment, ensuring that they are appreciated and valued. These resources should include job-seeking, self-marketing skills, and education and training opportunities tailored to the civilian job market. This will help veterans network and build relationships with civilian employers and demonstrate their skills, knowledge, and abilities meaningfully to the civilian workplace. Additionally, access to mentors and coaches can help veterans to understand the expectations of the civilian workplace and to navigate the unique challenges they may face when transitioning.

Resentment and Regret

It was discussed in Chapter One how a service member is indoctrinated into the military culture through initial entry training; as previously discussed in this chapter, immersive training and indoctrination into culture, ethics, standards, and values are designed to remove individuality and mold them into professional teams. This indoctrination is reinforced through everyday experiences, such as team activities and

regular inspections of physical fitness, dress, and bearing. The service member is further

engrained in the culture through the camaraderie they experience with their peers.

Leadership supervision, physical training, and team development are among the

expectations. There are various beliefs held by transitioning service members regarding

their military service period after their military service. These beliefs drive their

expectations of the civilian workforce, often leading to disappointment and

disillusionment. This can lead to difficulty in transitioning from military to civilian life,

creating a barrier to successful reintegration into the civilian world after military service.

These beliefs may include feelings about treatment during service, preparation for

the transition, grief, or guilt for leaving the service. This is because military personnel are

used to a very structured environment in the military and have been trained to have a

specific set of expectations. The civilian world is much less structured and predictable,

leading to frustration and confusion when they are no longer in a military setting. Some

service members express other sentiments, such as the military breaking them, kicking

them out, or leaving them out to dry. This can lead to feelings of abandonment, which

can be challenging to process and cope with.

Additionally, the lack of structure and predictability can be overwhelming, as

military personnel are accustomed to a certain level of design and order. This can make it

difficult to adjust to the civilian world and all the uncertainties that come with it. For

instance, veterans may struggle to adjust to the lack of a regular schedule, as they no

longer have a daily routine to rely on. Many veterans also need help with a transparent

chain of command. Veterans may feel uncertain and overwhelmed without this structure, often increasing stress and anxiety.

Additionally, the lack of a sense of purpose can be problematic for veterans to adjust to. For successful growth beyond the physical, these regrets and resentments regarding service and transition must be overcome. To do this, veterans need access to support networks that can assist in job placement, career counseling, and financial planning. These networks can also provide emotional support and help veterans to adjust to their new lives.

Regimentation

Military and paramilitary experiences establish regimentation, strict discipline, and uniformity. An expectation for a set routine, including hygiene, grooming standards, and uniform requirements. This leads to specific ways of developing daily experiences within a rigid military environment. Furthermore, this makes everyday flexibility difficult, enabling military habits to overpower individualism. This behavior and characteristics become second nature as service members adapt to unfamiliar environments (Romaniuk et al., 2019).

Strict adherence to routine and uniformity can take time and effort. However, it gives service members a sense of belonging and unity. Moreover, it encourages discipline and order, which are crucial to the success of any military organization. These practices also help service members think and act cohesively, resulting in a more effective and efficient military force. This environment can feel stifling for some service members, as

there needs to be more individuality and strict adherence to rules. In addition, the

pressure to conform to the group can lead to problems with communication and trust.

Service members must leave regimentation behind to become flexible, individualistic,

and independent. They can develop their strategies and practices depending on their

specific roles and missions.

In doing so, service members can be more creative and innovative in solving

problems, improving their success. In addition, it allows for increased diversity of

thought and collaboration, which can lead to more effective team performance and

mission success. This can lead to a stronger and more unified military organization that

can better protect its citizens and achieve its objectives. A few individuals may, however,

argue that this approach can result in service members feeling isolated from their peers.

In addition, building trust and relationships with team members can be challenging if

there is face-to-face interaction with them. This can lead to feeling disconnected from the

organization, affecting morale and motivation.

Summary

In this chapter, the critical discussion begins with a discussion of the literature

search strategy, who gathered relevant information, and where. This study discussed

positive psychology, transformational learning theory, and career decision-making theory

as the main theoretical foundations. This chapter discusses the depth of the literature

review in the context of the study's theoretical foundation. The literature review provided

a comprehensive overview of the relevant topics. The findings were used to inform the

study's hypotheses. The literature review findings were then incorporated into the study's theoretical framework.

Work style and the WSA component's five significant categories of drive, interpersonal skills, adjustment, responsibility, and problem-solving skills were reviewed in the literature review. Following two reviews and evaluations of the importance of military values in this study, transition and reintegration followed. Finally, the literature review concluded with the M-CARM components. They included purpose and connection, help-seeking behaviors, beliefs about civilians, resentment and regret, and regimentation. The findings indicated that military values significantly impacted the transition and reintegration process. These values should be considered when designing and implementing reintegration programs for transitioning service members. Furthermore, programs should target the M-CARM components to maximize the effectiveness of the reintegration process.

In the literature, it is known that transitioning from military service is not without challenges. There is a consistent discussion of physical and mental health challenges, gaps in care, and treatment outcomes (Verkamp, 2021). It is unclear where growth and employment coincide, whether military service prepares service members for civilian careers, or whether military service develops specific characteristics that benefit civilian transitions to the workforce. Further research is needed to determine how military experience can be translated into civilian jobs and how to prepare service members for

the transition better. Additionally, it is necessary to understand how to bridge the gap between the military and civilian worlds regarding employment.

This study aimed to identify the factors contributing to a successful transition from military to civilian life. The study's design, methodology, population sample, sampling procedures, instruments, reliability, and effect, as well as ethical considerations, are discussed in chapter three.

Chapter 3: Research Method

In this quantitative study, I sought to understand the relationship between working styles and transition success from the military to the civilian workforce. I analyzed 18 working styles as the independent predictive variables linked to the O*Net (n.d.) work styles and the overall average transition success from M-CARM. The study also includes an analysis of continuation in the MOs of the transitioning service members as the moderator. This chapter details the research design, data collection, analysis methodology, instruments, and plan; threats to validity; and ethical considerations.

Research Design and Rationale

This research was a quantitative, correlational, cross-sectional survey designed to use the transition success dimension to assess the working style predictor variable. A cross-sectional research design allows researchers to conduct survey research with their study participants (Babbie, 2005). Unlike the experimental research design, which enables researchers to control internal and external variables, this cross-sectional design allowed data collection from participants based on a single point in time (see Babbie, 2005). The overall expectation of quantitative research is to examine and understand the phenomena experienced by a given group and make inferences based on the results by incorporating objective statistical procedures (Creswell & Poth, 2017). The significant aspects of implementing a cross-sectional research design include the collection of responses within a short and controlled period, with the study's survey results being

added to the current body of knowledge in the field (Babbie, 2005; Creswell & Poth, 2017; Rosnow & Rosenthal, 2021).

A quantitative, correlational, cross-sectional survey research design was used to assess the predictor variables of working styles using transition success as the dependent outcome. A second evaluation of moderation was conducted. Moderating variables have a different effect on a variable (MacKinnon, 2011). It is vital to perform moderating variable research to determine whether a competing or noncompeting factor has altered the changes seen in the preliminary study. The moderation analysis helps to identify with a second factor, the relationship between the predictor and the outcome variable. It can help to explain why various levels of the predictor variable result in varying levels of the outcome variable. This information helps to identify the most successful transition strategies.

Population

According to Babbie (2005) and Bickman and Rog (2014), a target population is a significant group with similar characteristics being evaluated. The group must be defined in three constants: content, extent, and time. Although the research focuses on transitioning service members, as discussed in Chapter 1, posttransition data was used to investigate the relationship between work styles and transition success.

The target population was service members who have transitioned out of military service. Participants met specific study criteria: The sample was drawn from United States service members 6 months to 5 years posttransition. The population of the United

States military and transitioned service members is significant. According to data from the Pew Research Center (Schaeffer, 2021), United States transitioned service members comprise 10% (approximately 19 million) of the American population. In addition, there are 1,304,418 active duty service members, 41,132 Coast Guard, 1,039,308 ready reserves (reservists and inactive ready reserves), 11,391 standby reserves, and 208,032 retired reservists (Department of Defense (2021).

The United States Armed Forces comprises six branches, (United States Army, United States Marine Corps, United States Navy, United States Air Force, United States Space Force, and United States Coast Guard). These branches comprise active duty and reserve, and the Army and Air Force have a secondary reserve force, the state-run National Guard. The National Guard units focus on missions in their home states and national readiness. The rank structure and title vary by military branch; however, the pay grade and broad experience are similar.

Sample and Sampling Procedures

Purposive sampling was used to select many participants from various backgrounds. The benefit of this technique is that it gives researchers access to participants who are representative of the target population and are available (Creswell & Poth, 2017). Participants followed the invitation link to the Qualtrics portal and completed the informed consent, demographics, and both instruments. Data was cleansed during the analysis to exclude incomplete responses.

Respondents were contacted through the social media platforms Facebook and LinkedIn. There are many internal social groups within these three networks with enough members to reach the required number of participants, according to a priori power analysis (see Fusch & Ness, 2015; Mason, 2010). One benefit of using social media networks is that it allows researchers to expand their studies and participant pools beyond local geographic boundaries. In addition, internet-based research does not target one specific branch of service or component (Lewandowsky et al., 2012; Ruparel et al., 2020).

The masked demographic data included details about each respondent's length of service, service branch and component (active, guard, reserve), the highest level of civilian education, highest grade obtained (E1-O9), and time since discharge (5 years to pretransition). The survey contained a multiple-choice selection for the military career field as listed on the O*NET. The final question relevant to demographics is whether the participating service members sought civilian employment in the same career fields as their primary MOs. Hasnain-Wynia et al. (2010) discussed that demographic data is used to review participation and identify the expanse of the data collection research. Data, such as work or education, was gathered that is critical to the nature of the study. The demographic section can identify participants that would be included and excluded from this study (Robertson, 2013).

The most feasible method to determine an adequate sample size for this study was to incorporate a power analysis on the desired statistical power, the desired alpha, and an

empirical estimate of the effect size (see Djamba & Neuman, 2002). Power is viewed as

the probability that the null hypothesis will be rejected (Liu, 2012). Cohen (2013) defined

a power analysis as the probability of detecting an effect based on the sample size.

The traditional α or $p > .05$ represents the level of statistical significance for

research (Bradley & Brand, 2013). The traditional alpha and significance level indicates

that the study was limited in Type I and Type II errors. Through a larger sample size and

experimental manipulations, the power can be adjusted to allow for a more liberal α;

however, for evaluating a proper sample size, the p was set at the traditional α.

The effect size measures the strength of the relationship between two variables in

the population (Babbie, 2005). The predictor variable estimated for this was the work

styles. Therefore, there is an 18:1 independent relationship to determine a sample size.

Green's rule of thumb was used to evaluate the entire model $n= 50+8*($predictors ≥ 7;

Green, 1991). In this research, the predictors for multiple regression was 18; therefore,

$n=194$ ($n=50+8*18=194$) indicated the desired number of participants

A priori power analysis was generated to determine the effect size required

(Cohen, 2013). The squared multiple correlation coefficient R^2 was then calculated using

G*Power (Faul et al., 2007, 2009). The α of .05, power of .95, total sample size of 194,

and the 18 predictor variables through tests>linear multiple regression: Fixed model, R^2

deviation from zero> sensitivity to compute the required effect size calculated $F^2 =0.16$.

Appendix D summarizes the G*power analysis (Faul et al., 2007, 2009)

Instruments

In addition to demographic questions, I used two instruments in this study. These measures were selected for their versatility and content for transitioning service members. The Working Styles Assessment pairs with the widely used O*NET (n.d.) and provides detailed descriptions of occupations, including information about job tasks, skills, and knowledge required for success network (United States Department of Labor, 2004; Work et al. Combining the two instruments provided a comprehensive analysis of transitioning service members' working styles and preferences. The second measure was M-CARM (Romaniuk et al., 2019) a recently developed assessment examining transitions in areas other than mental or physical well-being. The M-CARM assesses various areas of reintegration, such as social, family, financial, and occupational well-being. It can be used to evaluate the degree of reintegration success and identify areas of difficulty in transitioning service members. The results of the study showed that these instruments are effective in helping transitioning service members.

Working Styles Assessment (WSA)

The WSA was developed by Messer and Ureksoy (n.d.). Organizations commonly use the WSA to evaluate the values and domains of working styles related to five parts: drive, interpersonal skills, responsibility, and problem-solving skills. The assessment holds 14 agree or disagree statements for each of the 18 constructs for 252 total items. Messer and Ureskoy indicated that completing this assessment takes 25 minutes. The

WSA was not altered for this study. The WSA was used under license through Psychological Assessment Resources, Inc.

The WSA's standardization sample comprised 739 individuals ages 17 to 70 years, with a population symmetric proportional distribution according to the gender, race/ethnicity, and education of the United States population. The test-retest reliability ranges between .71 and .88. The construct validity compared to similar measures was confirmed. It is available for purchase from the publisher; the use of the WSA was provided through licensing, as seen in Appendix B.

Military-Civilian Adjustment and Reintegration Measure (M-CARM)

The M-CARM was developed by Romaniuk et al. (2020) to identify and understand transitioned service members' difficulty reintegrating into civilian life and address the lack of psychometric instruments that assess psychological and cultural reintegration. The measure resulted in a 21-item, five-domain action and an output score broken into the five domains as an average of the 21 items scored on a 5-point Likert scale (1= Disagree, 2= Slightly Disagree, 3= Neither Agree nor Disagree, 4= Slightly Agree, 5= Agree).

The M-CARM was developed based on the data obtained from 725 service member participants from the Australian Defense Force who transitioned after 2000 (Romaniuk et al., 2019). The action was validated through a split-half comparison of confirmatory factor analysis (CFA) and exploratory factor analysis (EFA). EFA was performed to validate all the final items on the measure. CFA resulted in no significant

differences between the split halves. Convergent and divergent validity were performed

on the final model of the action compared to similar psychometric measurements for the

individual. Permission was given from the publisher to use the M-CARM at no cost (see

Appendix A).

<div align="center">**Data Analysis Plan**</div>

Following Data collection in Qualtrics, Analysis was conducted through SPSS

version 28 to assist with entering, sorting, and editing the data. The data was extrapolated

and cleaned for missing or excluded responses (Rosnow & Rosenthal, 2021; Salkind,

2010). Data Cleaning occurred actively during the survey collection phase and was

monitored for errors.

A multiple regression analysis was performed to assess the hypotheses and

evaluate if work styles predict service members' transition success to the civilian

workforce—the eighteen individual components within the five domains in the WSA

against the single result of the M-CARM. The respondents' work styles were analyzed

based on WSA results and the average total score of the M-CARM. The analysis results

were used to evaluate the mediator's data to determine if the respondents' post-transition

MO continuance affects the relationship between working style and transition success, as

determined by the M-CARM results.

While analyzing the data for correlation and multiple regression, the data will be

evaluated through a multiple regression analysis to assess the second RQ on the last

question in the survey's demographic section. "Are you continuing in the same career

field as your primary military occupation?" addresses the hypotheses of continuing in MOs moderating the relationship between WSA and M-CARM.

The study addresses the following RQs with consideration of the individual constructs of the WSA:

RQ1: Do work styles, as measured by the WSA, predict service members' transition success to the civilian workforce, as measured by M-CARM?

$H_0 1$: Work styles do not predict service members' transition success to the civilian workforce.

$H_a 1$: Work styles do predict service members' transition success to the civilian workforce.

RQ2: Does continuing in MOs moderate the relationship between WSA and M-CARM?

$H_0 2$: Continuing in MOs does not moderate the relationship between WSA and M-CARM.

$H_a 2$: Continuing in MOs moderates the relationship between WSA and M-CARM.

 A type I error, or a false positive error, occurs when a researcher rejects a true null hypothesis when data are analyzed (Paunonen & Jackson, 1988). To ensure accuracy, researchers should minimize type I errors when designing experiments and interpreting results based on assessing other measurements. It is imperative to consider type I errors when designing experiments and interpreting results. To account for

multiple statistical tests, researchers should use procedures such as Bonferroni correction or False Discovery Rate (FDR) to adjust the alpha level of the trials and reduce the chances of type I error (Finner et al., 2012; Moiseev, 2017). Moreover, researchers should ensure their tests are well-powered to minimize type I errors (Shear & Zumbo, 2013).

Type II errors occur when researchers fail to reject a false hypothesis or accept it incorrectly. A result is that incorrect conclusions can be drawn from data, resulting in decisions based on something other than reality. Before making any decision, it is essential to consider the potential outcomes of making a Type II error. As a result of this type of error, researchers may miss opportunities and make incorrect decisions (Finner et al., 2012; Moiseev, 2017). Before deciding, the consequences of making a Type II error need to be considered.

Data cleaning is essential to reduce type I and type II errors. Data cleaning involves removing any errors or outliers in the data and checking for any inconsistencies or incorrect values. By ensuring that the data is clean and accurate, researchers can reduce the chances of making a wrong decision due to an error in the data. Data cleaning can also help reduce type I and type II errors by ensuring the data is accurate and reliable (Finner et al., 2012; Moiseev, 2017).

Threats to Validity

The validity of the research is the meaningfulness of the research components, and the confirmation of the study's focus regarding measuring the intended data is the

validity of the research (Drost, 2016). Potential threats to validity can appear from internal validity (credibility), external validity (transferability), construct validity (dependability), and statistical conclusion validity (confirmability; Creswell & Poth, 2017; Drost, 2016).

Credibility issues arise when there is an inability to draw inferences about the population due to the respondents' experiences. This problem is resolved by documenting the respondents' demographic profiles. Challenges to transferability occur when there are incomprehensible relationships between the constructs and settings within the study. This study focuses on communicating the nature of this research and the need for the information.

Dependability refers to the overall relationship being evaluated, potentially leading to inaccurate conclusions because of incorrect statistical reasoning and assumptions. Research also focuses on constructing confirmability to assess and determine if the overall process and methods are correct and generalizable among the population studied. When research errors occur, the results cannot be considered transferable, credible, dependable, or confirmable throughout the scientific and academic understanding.

In this research, threats to external validity are low population validity. The survey will take longer if there is a limited response rate. Additionally, the survey took an average of 24 minutes online; this effectively either is the Hawthorne effect, the tendency for participants to change their behaviors simply because they know they are being

studied; testing effect, the administration of a pre-or post-test affects the outcomes; or situation affect factors like the setting, time of day, location, or researchers' characteristics, to limit the generalizability of the findings. To combat these threats, low population, and lack of completion of the survey, Prolific was a viable tool to aid in timely data collection.

As in all research, internal validity is a factor for researchers to consider. Selection bias might be a consideration at the time of the study. The demographic questions could benefit from identifying if selection bias is a consideration. However, with a confidential, independent response to the research for a quantitative study, there needs to be identification to know the genuine reactions and our expected favorable for this research. This lack of good answers removes many of the internal validity challenges. No additional threats are viable. The measures are independently reliable, as described in the instruments section.

Ethical Procedures

Ethical concerns during research can arise because of several factors. Before collecting data, approval from Walden University Institutional Review Board (IRB) to conduct the study will be received before data collection. No agreements will be made to gain access to participants or data. Although this research covers transitioning service members, this research is not considered to be evaluating an at-risk population. The study is not advertised or seeking active military or medically protected participants; therefore, it is exempt from the vulnerable population consideration. The research is confidential

due to a licensing agreement with Psychological Assessment Resource Inc (PARinc.) in Lutz, Florida, which has Licensed the Working Skills Assessment for use in this research. PARinc. Romaniuk et al. have authorized the use of the M-CARM at no cost in this research in exchange for a copy of the study following completion. All documents related to privacy and participation will be included for review and maintained by Walden University IRB (Östman & Turtiainen, 2016). Data collection through Qualtrics provides participant privacy through remote and discreet completion of this study's instruments and demographic sections. In addition, the first block of the Qualtrics screen will include informed consent as the delivery method. This research does not cross any Student/Professional boundaries; thus, participants have no employment or power risks.

Data storage following the research will consist of a secure backup file on an external home-based hard drive with an additional redundant version copied to a DVD-R disk (Hart, 2016). The disk will be password-protected and stored in a home safe for five years, as Walden University's IRB requires. Walden University IRB Approval Number is 08-08-23-1010412.

Summary

A review of the research design was provided in chapter three, as well as an explanation of the rationale for selecting a cross-sectional quantitative correlational survey design using social media networks as connivance sampling methods with snowball contributions from transitioned service members. Our implemented instruments and data analysis plans can be operationalized by implementing the demographic

questionnaire, the WSA, and the M-CARM. In this chapter, reliability, validity, data

collection, and additional threats to validity were discussed alongside ethical

considerations and expectations of the institutional review board.

In Chapter Four, there will be a detailed description of the data collection process

for this study, including the time, recruitment, and response rates. In chapter four, the

results of the multiple regression will also be discussed, along with the baseline

descriptive and demographic characteristics of the sample and any discrepancies with the

data collection plan from chapter three. If nonprobability sampling is used, it will be

based on whether the model is representative of the population of interest or

proportionate to the larger population. Any statistical assumptions, additional results, ad

hoc findings, and data tables will also be included in the analysis of the results.

Chapter 4: Results

In this quantitative study, I aimed to determine whether work styles can predict the success of transitioning from active military service to civilian employment. I used a correlational design to measure the correlation between work styles and successful transitions. Data was collected from a sample of transitioning service members and analyzed using statistical methods. The results of this study provide valuable insights into how work styles can be used as an indicator of successful transitions. Further, I aimed to determine if staying in the same MOs is associated with a moderated relationship between work styles and the occurrence of successful transitions. The results of this study can used to identify strategies for successful transitions and to develop strategies for helping individuals make successful transitions. The details of the data collection, a summary of the study's participants, and the results of the data analysis are presented in this chapter.

Data Collection

The data collection began on September 27, 2023, and was completed on November 11, 2023. A survey invitation and QR code were used to collect data in Qualtrics. Data was collected by contacting various Facebook and LinkedIn groups and collecting participants from Prolific's participant pool. To increase the visibility of the research invitation, emails were also sent to leaders of Student Veterans of America, veteran service organizations, and colleagues. The original plan was to include additional social media networks, such as Rally Point and Amazons Mechanical Turk (mTURK).

However, Facebook LinkedIn, and Prolific were the only modes utilized for this research. More than 13,000 people were contacted via various channels, and 215 service members participated in the survey. Fifteen respondents were removed from the data cleaning due to separations outside the experience period. There were 200 valid responses from the remaining responses. The sampled service members have served 9.49 years on average, with an *SD* of 7.94. The population included both Active Duty and Reserve components, with service in the Army, Navy, Air Force, Marine Corps, and Coast Guard, as seen in Table 1

Table 1

Branch of Service

Branch	Frequency
Army	70
Marine Corps	16
Navy	43
Air Force	43
Coast Guard	1
Foreign service, Peace Corps, UN	1
Army Reserve	9
Army National Guard	12
Air Force Reserve	1
Air National Guard	2
Navy Reserve	2

Furthermore, participants were enlisted with higher participation, at 86.5%, between E3 and E7, and educational attainment consistent with those currently serving. A major general and four warrant officers were notable outliers in the data. Due to their technical expertise in military occupation, warrant officers are considered outliers

(Beede, 2015). The data shows that 77.5% of transitioned service members received a

bachelor's degree during military service. In addition to the TLTs concept of

pretransition learning, the CDMTs concept of career decision changes throughout a

profession's development are met by post-secondary education. Following military

service, 80% of respondents reported changing careers.

Table 2

Level of Civilian Education

Education Level	Frequency
High school diploma or GED	18
Some college, no degree	40
Certificate but no higher degree.	7
Associate (2-year) degree	24
Bachelor's (4-year) degree	66
Master's degree	37
Doctorate degree	8
Total	200

Results

The statistical assumptions for multiple regression are linearity, multivariate

normality, no or little multicollinearity, no autocorrection, and homoscedasticity (Babbie,

2005). Following the discussion of the assumptions, the statistical analysis results are

presented. Each of these areas is discussed in greater detail in this section. The primary

hypothesis of this study was to determine whether work styles are associated with

successful transitions to civilian employment. The regression analysis was conducted

using IBM SPSS Statistics software to test the hypothesis. The analysis results suggested

that work styles are significantly associated with successful transitions to civilian employment.

The first assumption is that a linear relationship is observed between the eighteen predictor variables of the WSA and M-CARM. The overall multiple regression model indicates that the F change is 4.388, with an R^2 of .304. N=200, an M-CARM mean score of 74.3 (min 21, max 105), and a standard deviation of 13.69 are used for measuring transition success. The results indicate that the model is reliable in predicting transition success. The model can be used to develop strategies to improve the transition process. It can also guide the effectiveness of existing strategies.

A second assumption is that the predictor variables are independent. For the data, the Durbin-Watson coefficient is 1.921, which indicates a lack of correlation between residuals. Considering the data value being below 2, it met the criteria for independence and positive autocorrelation. Therefore, errors are independent, and all errors can also be assumed to be independent. Any changes in the predictor variables will not affect the other predictor variables. It also means that any changes in the intercept will not affect the predictor variables. The Durbin-Watson coefficient is an essential measure of independence and autocorrelation (Babbie, 2005).

A second test for variable independence was conducted by using the statistics VIF. In multivariate normality, there is little or no multicollinearity, and tests for variable independence are performed using the statistics VIF (Babbie, 2005). The VIF represents the factor in which the correlation between the predictors inflates the variance. In this

model, each predictor has a VIF of 3 or below. Despite the assumption of multivariate normality, there is no intervariable correlation between predictors. This means that multicollinearity does not affect the model and can be accurately estimated. Therefore, the predictors can be included in the model.

As a final assumption, predictor homoscedasticity was assumed. There appears to be no pattern in the data, and points appeared evenly dispersed throughout the X and Y axes. This assumption is not valid for successful transitions and work styles. Observed values of each variable in the standard Q-Q plots supported the assumption that variables have a normal distribution. This indicated that the predictor variables were independent and homoscedastic. Therefore, the results of the regression analysis can be considered valid.

The final assumptions were evaluated by interitem reliability. The WSA and the M-CARM were found to have test-retest reliability prior to use. The Cronbach's alpha of the 18 work workstyles measured was .903, indicating high internal measure reliability. The Cronbach's alpha indicated that the two measures were reliable and valid for measuring the study variables. This further strengthened the conclusion that the study was valid and reliable. In the following sections the statistical outcomes for the research questions will be presented.

Table 3

Reliability Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Achievement	212.1000	1530.573	.607	.645	.897
Initiative	212.4400	1489.313	.690	.680	.894
Persistence	210.5050	1543.045	.653	.650	.896
Confidence	212.7350	1464.658	.701	.653	.893
Leadership	213.1850	1472.734	.577	1.000	.897
Cooperation	211.8650	1508.550	.708	1.000	.894
Concern for others	211.4950	1536.904	.557	1.000	.898
Social Orientation	215.7950	1462.857	.598	.547	.896
Self-Control	213.0800	1535.190	.466	.582	.900
Stress Tolerance	213.8000	1497.206	.531	.674	.898
Adaptability	213.7700	1523.635	.534	.441	.898
Dependability	210.5350	1572.642	.544	.566	.899
Attention to Detail	211.2050	1546.566	.608	.614	.897
Integrity	211.9550	1572.526	.463	.398	.900
Conscientiousness	210.4600	1549.024	.640	.658	.897
Dependence	211.1650	1630.651	.245	.309	.904
Innovation	211.6550	1545.644	.382	.273	.903
Analytical Thinking	210.4100	1577.580	.575	.455	.899
Interpersonal Skills	191.0750	1190.783	.784	1.000	.898

Working Styles and Military Transition

Successful transitions (adjustment and reintegration) and 18 working styles were

evaluated as part of linear regression. The fist research question was "Do work styles, as

measured by the WSA, predict service members transition success to the civilian

workforce, as measured by M-CARM?" The null hypothesis for this research question

was work styles do not predict service members transition success to the civilian

workforce. The alternate hypothesis was work styles do predict service members

transition success to the civilian workforce. The hypotheses focused on the overall

predictive nature of the work styles on successful transition. To approach RQ1, a multiple

linear regression analysis was conducted to assess the prediction of transition success

from the 18 working styles (Table 4). The evaluation of the study of variance is

statistically significant $[F(18,181) = 4.388, p<.001]$ with an R^2 of .304 (Table 4).

Table 4

Research Question 1

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.551[a]	.304	.235	11.97996	.304	4.388	18	181	<.001	1.921

a. Predictors: (Constant), Interpersonal Skills, Dependence, Integrity, Innovation, Stress
Tolerance, Analytical Thinking, Achievement, Adaptability, Dependability, Attention to
Detail, Social Orientation, Self-Control, Confidence, Persistence, Conscientiousness,
Concern for others, Initiative, Cooperation
b. Dependent Variable: Adjustment and Reintegration

Transitioning service members, the results of the multiple linear regression analysis revealed that the overall model of transition success in table 5 (49.798), achievement (.932), persistence (-1.026), confidence (.176), leadership (-.223), cooperation (.856), concern for others (-.113), social orientation (.089), stress tolerance (.242), adaptability (-.053), dependability (-.713), attention to detail (-.348), integrity (-.568), conscientiousness (.210), independence (.438), innovation (.014), analytical thinking (.562) were not to be statistically significant predictors to the model (p< .05).

Table 5

Multiple Regression Coefficients

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound
1	(Constant)	49.798	6.886		7.232	<.001	36.211	63.385
	Achievement	.932	.491	.198	1.899	.059	-.036	1.901
	Initiative	1.028	.453	.249	2.271	.024	.135	1.921
	Persistence	-1.026	.576	-.187	-1.780	.077	-2.163	.111
	Confidence	.176	.390	.048	.452	.652	-.593	.946
	Cooperation	1.079	.590	.229	1.827	.069	-.086	2.244
	Concern for others	.110	.496	.024	.222	.824	-.869	1.089
	Social Orientation	.089	.295	.028	.302	.763	-.493	.671
	Self-Control	1.115	.371	.288	3.004	.003	.383	1.848
	Stress Tolerance	.242	.373	.071	.650	.516	-.493	.978
	Adaptability	-.053	.334	-.013	-.160	.873	-.713	.606
	Dependability	-.713	.562	-.120	-1.271	.206	-1.821	.395
	Attention to Detail	-.348	.529	-.066	-.659	.511	-1.392	.695
	Integrity	-.568	.413	-.110	-1.378	.170	-1.382	.246
	Conscientiousness	.210	.600	.037	.349	.727	-.975	1.394
	Dependence	.438	.483	.068	.907	.366	-.515	1.391
	Innovation	.014	.257	.004	.055	.956	-.494	.522
	Analytical Thinking	.562	.553	.085	1.016	.311	-.530	1.654
	Interpersonal Skills	-.223	.316	-.128	-.706	.481	-.846	.400

a. Dependent Variable: Adjustment and Reintegration

Using multiple regression in SPSS, the model identified the model summary of

initiative and self-control as statistically significant [F (2, 197) = 30.248, p<.001] with an

R^2 of .235. The regression coefficient [B =1.028, 95% c.i. (.135, 1.921) p <.05]

associated with initiative suggests that transition success increases by (.094) with an

increase in the initiative. This regression model suggests that initiative accounts for 9.4%

of the variation in transition success (Table 5 above). Consequently, 90.6% of transition

success cannot be explained by initiative alone. The regression analysis confidence

interval does not contain zero. This indicates that no predictive nature of working styles

can be rejected under the null hypothesis. Self-control demonstrated similar results.

In the absence of initiative and variables that are not statistically relevant, the

regression coefficient [B= 1.115, 95% c.i. (.383, 1.848)] indicates that an increase in self-

control leads to a rise in transition success by (.218) when initiative is increased.

Therefore, the null hypothesis that working styles are not predictive can be rejected.

Working Styles and Military Transition Moderation

Successful transitions (adjustment and reintegration) and eighteen workstyles

were evaluated as part of linear regression with the moderation of continuation in the

same military occupation was continued. The second research question, *RQ2: Does*

continuing in MOs moderate the relationship between WSA and M-CARM? The null

hypothesis for this research question was evaluated if *continuing in MOs does not*

moderate the relationship between WSA and M-CARM. The alternate hypothesis was if

continuing in MOs moderates the relationship between WSA and M-CARM. The

hypotheses focused on the moderated predictive nature of the work styles on successful

transition. To approach RQ2, a multiple linear regression analysis was conducted to

assess the prediction of transition success from the eighteen working styles (Table 6).

With the moderated multiple regression in SPSS, the model identified the model

summary of adaptability as statistically significant [F (1, 18) = .817, p .665] with an R^2 of

.642.

Table 6

Research Question 2

Model Summary b,c

Model	R Moderation-Yes	Moderation-No	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1
1	.642[a]	.358	.412	-.092	15.02588	.412	.817	18

Model	Change Statistics df2	Sig. F Change	Durbin-Watson Statistic Are you in the same career field now that you were in during your military service? = Yes (Selected)	Are you in the same career field now that you were in during your military service? ~= Yes (Unselected)
1	21	.665	2.110	1.811

a. Predictors: (Constant), Analytical Thinking, Innovation, Self-Control, Leadership, Independence, Integrity, Concern for others, Social Orientation, Initiative, Confidence, Conscientiousness, Cooperation, Adaptability, Stress Tolerance, Achievement, Attention to Detail, Persistence, Dependability
b. Unless noted otherwise, statistics are based only on cases for which Are you in the same career field now that you were in during your military service? = Yes.
c. Dependent Variable: Adjustment and Reintegration

Based on the regression coefficient table, there are no predictors with a

significance of p < .05. This rejects the alternate hypothesis for the second research

question. Tables 7and 8 identify the coefficients and the p values for the 18 predictive

variables. The Alternate hypothesis is rejected.

Table 7

Coefficients Part 1

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	45.358	17.620		2.574	.018	8.716	82.000
	Achievement	1.329	2.253	.244	.590	.562	-3.357	6.014
	Initiative	1.077	1.433	.256	.751	.461	-1.904	4.057
	Persistence	-.828	3.083	-.169	-.269	.791	-7.238	5.583
	Confidence	1.669	1.415	.433	1.180	.251	-1.273	4.612
	Leadership	-.574	1.453	-.153	-.395	.697	-3.596	2.448
	Cooperation	-.246	1.783	-.056	-.138	.891	-3.954	3.462
	Concern for others	.169	1.523	.041	.111	.913	-2.999	3.337
	Social Orientation	-.648	1.180	-.203	-.549	.589	-3.101	1.805
	Self-Control	.756	1.630	.214	.464	.648	-2.634	4.146
	Stress Tolerance	.336	1.394	.106	.241	.812	-2.563	3.235
	Adaptability	.879	1.564	.218	.562	.580	-2.373	4.130
	Dependability	-.997	3.370	-.192	-.296	.770	-8.004	6.010
	Attention to Detail	.716	2.967	.136	.241	.812	-5.455	6.887
	Integrity	-.079	1.614	-.015	-.049	.961	-3.436	3.277
	Conscientiousness	-.383	2.710	-.081	-.141	.889	-6.018	5.253
	Independence	1.347	1.920	.214	.701	.491	-2.646	5.339
	Innovation	.018	.856	.005	.021	.984	-1.763	1.799
	Analytical Thinking	-1.116	2.105	-.222	-.530	.602	-5.494	3.262

Table 8

Coefficients Part 2

		Correlations			Collinearity Statistics	
Model		Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)					
	Achievement	.286	.128	.099	.164	6.093
	Initiative	.377	.162	.126	.241	4.150
	Persistence	.228	-.059	-.045	.071	14.182
	Confidence	.349	.249	.197	.208	4.812
	Leadership	.258	-.086	-.066	.186	5.377
	Cooperation	.292	-.030	-.023	.168	5.953
	Concern for others	.113	.024	.019	.208	4.809
	Social Orientation	.282	-.119	-.092	.206	4.861
	Self-Control	.359	.101	.078	.132	7.588
	Stress Tolerance	.358	.053	.040	.145	6.888
	Adaptability	.502	.122	.094	.186	5.388
	Dependability	.128	-.064	-.050	.067	15.006
	Attention to Detail	.292	.053	.040	.088	11.384
	Integrity	.122	-.011	-.008	.291	3.436
	Conscientiousness	.103	-.031	-.024	.085	11.787
	Independence	.320	.151	.117	.302	3.316
	Innovation	.256	.005	.003	.510	1.962
	Analytical Thinking	.259	-.115	-.089	.160	6.241

Summary

This study provided support for the research questions presented through statistical analysis. Specifically, the study examined whether working styles predict successful transitions to civilian life and whether the continuation of military occupations moderates the relationship. A successful transition from the military to the civilian workforce is influenced by initiative and self-control. The alternate hypotheses for both RQs are accepted for both research questions. Additionally, the null hypothesis for the second RQ is accepted. Chapter five discusses this research's limitations, conclusions, and implications for social change. In addition, there will be recommendations for future

research on military transition and civilian workforce reintegration. Further analysis may lead to a better understanding of military transition and working styles.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to examination of whether working styles are associated with successful transitions from military service to civilian life. I used multiple and moderated multiple regression analysis after collecting 200 survey responses from transitioned service members. The scales included were biographical information, the WSA, and the M-CARM. According to the results of this study, initiative and self-control are significant predictors of a successful transition from one military occupation to the civilian workforce.

In this chapter, the findings are interpreted, limitations are evaluated, recommendations for future research are presented, and implications are discussed. As part of the closing chapter of this study I also discuss how positive social change will be achieved because of the results of this study.

Interpretation of the Findings

For this study, I developed the research questions to determine if working styles were associated with successful transitions to civilian employment. According to the analysis, initiative and self-control predict transition success. However, the impact on transition success was relatively small, with a moderate correlation. Although these working styles are not strongly associated with the success of the military transition, they remain essential to interpersonal workplace skills (Berkowitz, 2011; Dean & East, 2019; Peterson & Seligman, 2004). These concepts are frequently discussed within the military as essential team building and interpersonal characteristics for mission success. As

evidenced by the average length of service represented by the population of 9.45 years and the age of entrance, initiative is just beginning to be fostered.

The Army Doctrine Publication 6.0 (United States Department of the Army, 2011) states that disciplined initiative refers to following orders while knowing when to take initiative to take advantage of an unforeseen opportunity. Military leaders are expected to make independent decisions when the situation requires it. They must also be able to assess the situation and determine the best course of action, and carry out the decisions, adjust their plans as the situation changes. These are examples of career development, combat operations, and the ability to complete objectives while maintaining self-control and not violating laws, policies, or safety precautions. These decisions are essential because leaders and service members must be able to think quickly on their feet and make the best decisions possible to ensure their safety and the success of the mission. They must also be able to make decisions based on their judgment and without relying on others. Soldiers must also be able to communicate and collaborate with others, think critically, and solve problems quickly and efficiently. They must think on their feet and remain resilient in difficult situations. When self-control and initiative are placed at the forefront of any organization, it allows supportive opportunities to become established practices for improved organizational effectiveness. These qualities are essential for any successful organization and military units' success. Organizations prioritizing these qualities will benefit from increased morale, productivity, and morale.

As a result of self-control, employees possess the knowledge and fortitude to take the skills and training they have acquired and transfer them appropriately, effectively, and safely into a new workplace outside the military mindset (Blau & Miller, 2020; Lo Blue et al., 2018; Volk et al., 2020). This can be advantageous in the job market as it demonstrates the ability to learn and apply new skills quickly. In the correct environment, self-control also highlights the ability to think outside the box and create creative solutions to complex problems. Additionally, it demonstrates the ability to handle change, which can be invaluable in the ever-changing business environment. Some concerns are sometimes formidable opponents in specific fields of employment, such as law enforcement or medical professionals. When one learns how to transfer the strictness and rigidity of a military hospital to a private doctor's office, the skills may translate clearly, but the new population must be accommodated. These work styles are critical in today's job market, and employers are increasingly looking for candidates who can quickly adapt to new situations and working environments. Learning to adjust to change can open many opportunities for success in any industry.

Limitations of the Study

I used social media snowball sampling and Prolific's data pool to gather participants for the study. The population within this dataset was neither contacted directly nor verified to confirm their participation in specific transition programs. Given the absence of direct data collection from the military and veteran programs, it is essential to be aware of the study's limitations since direct data collection was

impossible. Moreover, the study was conducted using the pool of participants provided by Prolific, which may limit its generalizability.

Due to the assumption that experiences are universal, the M-CARM was developed using data from United States service members and validated using assumptions from international service members (Romaniuk et al., 2019. The framework for literature development was based on this assumption. As well as enhancing reliability, the measure is assumed to contribute to the normative data and scoring and interpretation guidelines currently being developed with the M-CARM researchers. In addition to providing a comprehensive understanding of military culture and how it affects service members, M-CARM provides a platform for further research and experience.

Although my primary objective with this study was to identify predictors of a successful transition, this study may need to be revised by the quality and outcomes of the transition support system of the transitioning service member (see Robertson, 2013). Therefore, it is essential to consider the transitioning service members support system when assessing potential success predictors. This includes family, friends, employers, and other social and professional networks. When evaluating the success of the transition, it is also essential to consider the individuals resilience, coping skills, and motivation.

Recommendations

Additional research to explore some areas when service members transition would be beneficial. This could include what employers expect regarding leadership skills or what support service members need. Further research should include surveys of

employers to determine how they perceive leadership skills and capabilities among service members. A comparison of the leadership styles of service members before and after their military training should also be conducted to assess the effectiveness of the current training methods.

The DoD should consider implementing a coaching program as part of mTAP to provide additional support to service members during their transition to civilian life. Providing service members with the necessary resources and skills to succeed in growth should be the focus of this program. In addition to guidance on job hunting, resume writing, and networking, it should also provide advice on effectively demonstrating the skills acquired in the military. In addition, the program should provide service members with access to mentors and coaches who can provide individualized support and advice.

As part of the transition process from the military to civilian life, research should be conducted to determine what service members need to be successful. There are several ways to achieve this investigation, including interviews with service members who have gone through the transition process, surveys of employers to determine how they perceive the skills and capabilities of service members, and comparisons of the leadership styles of service members before and after their military training. Moreover, research should be conducted to assess the effectiveness of DoD's current training methods and to identify any gaps in the support system available to service members during their transition.

Implications

The implications of this study advance the knowledge of military transition research. Instead of focusing on specific job-based skills previously examined, advancing the quantitative literature related to holistic transition research emphasizes qualities, leadership traits, and employment characteristics service members possess. Additionally, providing more tools regarding employment related tools can improve the accessibility of resources available to military transition teams, veteran organizations, and other representatives, such as job-hunting advice, resume writing help, and networking assistance. Also, service members could benefit from mentorship and personalized coaching to demonstrate their leadership abilities and skills. Researchers could use the results of this research to inform policy decisions and provide better support to service members transitioning to civilian life.

Positive Social Change

By improving transition programs, this research may contribute to positive social change. Through awareness of the work styles and their integration into O*Net (n.d.), transitioning service members may pursue future employment in the civilian workforce according to the assumptions of PP and a strength-based approach (Seligman & Csikszentmihalyi, 2000). It is anticipated that further research will be necessary to develop an effective transition program for service members, considering the significance of the results and the expected positive social change. In addition to career exploration and job search support, this program should be tailored to the needs of transitioning

service members. It is imperative that resources and assistance be provided to assist

service members in developing the skills necessary to succeed in their new roles.

Furthermore, employers should be informed about the importance of hiring transitioning

service members. Lastly, positive outcomes may include increased funding for veteran

services and awareness of veteran issues at the societal and policy level.

Measuring and evaluating these outcomes accurately and promptly is imperative

to ensure these outcomes. The implementation of any policy changes must also take into

consideration any potential unintended consequences. Finally, any policy changes must

be implemented equitably, ensuring that no group is excluded from the benefits of policy

changes; it is essential to assess the impact of the changes on diverse groups and

populations. Furthermore, it is vital to monitor the implementation of the policy changes

to ensure that no group is excluded. As a final note, it is essential to ensure that the

policies are implemented in a manner that is consistent with the policy goals and

objectives.

Providing adequate training and resources to those affected by the policy is

crucial to ensure successful implementation. Additionally, it is essential to ensure that the

policy is implemented in a phased manner, with implementation plans tailored to the

individual needs of those affected. Finally, it is crucial to ensure the approach achieves its

intended outcomes by regularly reviewing it.

Conclusion

Using the results of this research, it can be concluded that working styles and workplace skills play a role in transitional success. In addition to conducting further research on the long-term impact of the transition process, a better understanding of how individual characteristics may influence successful transition is also necessary. Through constant understanding and utilization of work styles, resources, and community based programs, transitioning service members are ready to maneuver from military service into the civilian workforce as powerful and successful colleagues.

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Appendix A: M-CARM Use

M-CARM Use Authorization

From: ████████████████████████
Sent: ████████████████████████
To: █████
Subject: RE: [EXTERNAL] MCARM Website Contact Form

Dear Ryan,

Apology for the delay in our response and thank you very much for reaching out to use the M-CARM.
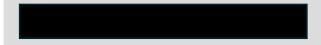
I have confirmed with Dr Madeline Romaniuk that she is comfortable for you to use the M-CARM, noting the M-CARM tool has been validated for the Veteran population.

She has requested that any publications, that include the use of the M-CARM be sent to GMRF.VMHI@ramsayhealth.com.au for our records.

Please also keep an eye on our Go Beyond Program – an online learning suite that address needs identified through the M-CARM. The content of this program has been developed by our Clinical Psychologist and has been informed by the Service to Civilian Research.

We will be launching the full suite of learning modules on 24 May 2021.

Kind regards,

███████████████████████████

Gallipoli Medical Research Foundation
Greenslopes Private Hospital, Newdegate St, Greenslopes QLD 4120
Phone: ████████████████████████
Email: ████████████████████████
Web: www.gallipoliresearch.com.au | Follow GMRF on Facebook

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Appendix B: WSA Use

Sent Via Email: ryan.schuler@waldenu.edu

June 16, 2023

Ryan Schuler, MSIO, BCC

████████████████████

RE: Research entitled: "Predictors of Work Styles and Transition Success from Military Service to the Civilian Workforce"

Dear Mr. Schuler,

This letter is to advise you that your request for a research discount has been approved at 40% on (1) WSA Manual and (200) uses of the WSA for research.

We require you to purchase at least one half for your first order. This discount is effective for one year from the date of this letter. After this time expires, or if additional materials are needed, we will require that you submit a new request for the discount. Further, we do require and appreciate your forwarding a copy of the abstract or description of the completed study to PAR to share with the Author(s).

This discount will be noted in our files under PAR Customer number CU-10039723 so please be sure to reference this customer number when ordering to ensure the discount is applied. If you wish to pay via credit card, you can call us at (800) 331-8378 or contact me to request a secure pay link be emailed to you. We accept official agency/institutional purchase orders which can be emailed to us at cs@parinc.com or faxed to 1-800-727-9329. If paying by check, please mail PAR, Inc, 16204 N. Florida Ave. Lutz, FL. 33549 along with your order.

Please let me know if you need additional information regarding pricing or ordering, or if I may assist you further in any other way. We appreciate your interest in using our products in your research studies!

Sincerely,

████████████████████

Appendix C: Questionnaire

Predictors Work Styles and Transition Success from Military Service to the Civilian

Workforce

Survey Flow

Standard: Informed Consent (1 Question)

Standard: Demographic Questions (7 Questions)

Block: Military-Civilian Adjustment and Reintegration Measure (21 Questions)

Standard: Work Styles Assessment™ (WSA®) (1 Question 252 statements)

Obtaining Your Consent

 If you feel you understand the study and wish to volunteer, please indicate your consent

by for online research, by continuing through the survey.

I CONSENT (1)

I DO NOT CONSENT- stop here and close the window (2)

Q2.1 Branch of Service

Army (1)

Army Reserve (8)

Army National Guard (9)

Marine Corps (2)

Marine Corps Reserve (13)

Navy (3)

Navy Reserve (12)

Air Force (4)

Air Force Reserve (10)

Air National Guard (11)

Space Force (5)

Coast Guard (6)

Coast Guard Auxiliary (14)

Foreign service, Peace Corps, UN (7)

Q2.2 Level of Civilian Education

Some high school, no diploma (1)

High school diploma or GED (2)

Some college, no degree (3)

Certificate but no higher degree. (4)

Associate (2-year) degree (5)

Bachelor's (4-year) degree (6)

Master's degree (7)

Doctorate degree (8)

Q2.3 Employment Status

Full-time (1)

Part-time/Casual (2)

Retired/pension (3)

Unemployed (4)

Other (e.g., Student, Disabled) (5)

Q2.4 Military Occupation Classification Career Field

Actors (1)

Agricultural Inspectors (2)

Air Crew Members (3)

Air Traffic Controllers (4)

Aircraft Mechanics and Service Technicians (5)

Airfield Operations Specialists (6)

Animal Care Specialists (77)

Artillery and Missile Crew Members (7)

Avionics Technicians (8)

Barbers (9)

Biological Technicians (10)

Bookkeeping, Accounting, and Auditing Clerks (11)

Captains, Mates, and Pilots of Water Vessels (12)

Carpenters (13)

Civil Engineering Technologists and Technicians (14)

Command and Control Center (15)

Commercial Pilots (16)

Communications Equipment Operators (17)

Computer and Information Systems (18)

Construction and Related Workers, All Other (19)

Cooks, Institution and Cafeteria (20)

Correctional Officers and Jailers (21)

Detectives and Criminal Investigators (22)

Diagnostic Medical Sonographers (23)

Electricians (24)

Engineering Technologists and Technicians, Except Drafters, All Other (25)

Executive Secretaries and Executive Administrative Assistants (26)

Explosives Workers, Ordnance Handling Experts, and Blasters (27)

Food Scientists and Technologists (28)

Government Property Inspectors and Investigators (29)

Health Technologists and Technicians, All Other (30)

Hospitalists (31)

Human Resources (32)

Industrial Machinery Mechanics (33)

Information Security Analysts (34)

Installation, Maintenance, and Repair Workers, All Other (35)

Interpreters and Translators (36)

Locomotive Engineers (37)

Law Enforcement (75)

Machinists (38)

Maintenance Workers, Machinery (39)

Management Analysts (40)

Material Moving Workers, All Other (41)

Medical Equipment Repairers (42)

Medical, Dental, Physical Health specialists (76)

Medical Records Specialists (43)

Mental Health and Substance Abuse Social Workers (44)

Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other (45)

Mobile Heavy Equipment Mechanics, Except Engines (46)

Motorboat Operators (47)

Natural Sciences Managers (48)

Network and Computer Systems Administrators (49)

Non-Destructive Testing Specialists (50)

Nuclear Power Reactor Operators (51)

Occupational Health and Safety Technicians (52)

Operating Engineers and Other Construction Equipment Operators (53)

Ophthalmic Laboratory Technicians (54)

Paramedics (55)

Personal Care and Service Workers, All Other (56)

Physical Therapist Assistants (57)

Physical Therapists (58)

Postal Service Clerks (59)

Precision Instrument and Equipment Repairers, All Other (60)

Printing Press Operators (61)

Radio, Cellular, and Tower Equipment Installers and Repairers (62)

Security and Fire Alarm Systems Installers (63)

Shipping, Receiving, and Inventory Clerks (64)

Software Developers (65)

Special Effects Artists and Animators (66)

Special Forces (67)

Stockers and Order Fillers (68)

Structural Iron and Steel Workers (69)

Surgical Technologists (70)

Surveying and Mapping Technicians (71)

Teachers and Instructors, All Other (72)

Telecommunications Engineering Specialists (73)

Welders, Cutters, Solderers, and Brazers (74)

Other not listed here (78)

Q2.5 Are you in the same career field now that you were in during your military service?

No (1)

Yes (2)

Q2.6 What was your Pay Grade in the service?

E1 (1)

E2 (2)

E3 (3)

E4 (4)

E5 (5)

E6 (6)

E7 (7)

Other (8)

Q2.7 Length of service

How many years did you serve? (1)

Numerical Month of Military Transition (2)

Four-digit year of military transition (3)

Military-Civilian Adjustment and Reintegration Measure

Disagree   (1)

Somewhat Disagree   (2)

Neither agree nor disagree   (3)

Somewhat Agree   (4)

Agree (5)

Questions removed from Publishing

Work Styles Assessment™ (WSA®) Melissa A. Messer, MHS, and Heather Ureksoy,

PhD

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Please choose the most accurate answer to each statement.

Agree (1) Disagree (2)

Statements withheld from publication due to copywriting and publisher requirements.

Appendix D: G*Power

Figure D1

G*Power