
Dissertations

Spring 4-11-2019

G.I. Jane Fem etran Goes Corporate: An Exploration of Post-9/11 Female Combat Veterans Transitioning to a Civilian Career

Tumona Austin
Brandman University, tumona.austin@yahoo.com

Follow this and additional works at: https://digitalcommons.umassglobal.edu/edd_dissertations

 Part of the [Business Commons](#), [Education Commons](#), [Industrial and Organizational Psychology Commons](#), [Military and Veterans Studies Commons](#), [Military History Commons](#), [Multicultural Psychology Commons](#), and the [Women's Health Commons](#)

Recommended Citation

Austin, Tumona, "G.I. Jane Fem etran Goes Corporate: An Exploration of Post-9/11 Female Combat Veterans Transitioning to a Civilian Career" (2019). *Dissertations*. 262.
https://digitalcommons.umassglobal.edu/edd_dissertations/262

This Dissertation is brought to you for free and open access by UMass Global ScholarWorks. It has been accepted for inclusion in Dissertations by an authorized administrator of UMass Global ScholarWorks. For more information, please contact christine.bombaro@umassglobal.edu.

G.I. Jane 'Fem'etran Goes Corporate: An Exploration of Post-9/11 Female Combat
Veterans' Transitioning to a Civilian Career

A Dissertation by

Tumona Austin

Brandman University

Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

April 2019

Committee in charge:


Cindy Petersen, Ed.D., Committee Chair


Keith Larick, Ed.D., Committee Member

Karen Bolton, Ed.D., Committee Member

BRANDMAN UNIVERSITY
Chapman University System
Doctor of Education in Organizational Leadership

The dissertation of Tumona Austin is approved.


_____, Dissertation Chair
Cindy Petersen, Ed.D.


_____, Committee Member
Keith Larick, Ed.D.


_____, Committee Member
Karen Bolton, Ed.D.


_____, Associate Dean
Dr. Patricia Clark White

April 2019

G.I. Jane ‘Fem’etran Goes Corporate: An Exploration of Post-9/11 Female Combat
Veterans’ Transitioning to a Civilian Career

Copyright © 2019

by Tumona Austin

ACKNOWLEDGEMENTS

“I raise up my voice—not so I can shout, but so that those without a voice can be heard. . . . We cannot succeed when half of us are held back.”

—Malala Yousafzai

First and foremost, I would like to give honor and praise to God for giving me the strength to push through, anointing me with the passion to advocate for others, and blessing me with the support system and village to lift me up during the challenging times (and there were many).

The attainment of this degree is the result of many culminated efforts and gestures made on my behalf; I need to acknowledge that although my name is on the degree it needs to be recognized that this is a community degree. I could not have attained this degree without the support, encouragement, many late nights, feedback pow-wows, hugs, phone calls, tears, and love tokens of my village. To honor my village, I would like to give special recognition to the following:

My family, the force and fire that fuel me. My grandparents, my rocks, Linnette Veronica Oakley and George Washington Oakley; I would also like to give a special shout out to the newest member of my village: Miss Nova Elizabeth Austin (granddaughter); my non-human granddogters Roxy Diamond Austin and Coco Chanel Blue, for the many countless nights that they spent comforting me and lying on my laptop, and their mother my daughter, Jasmyne Austin—you have blessed me with the knowledge of strength I didn't know I had; my parents, Elizabeth Oakley-Austin, Cedric Austin, and Rupert Marsh; my sisters, Veronica Flynn (the original PYT), Cedrissa Mickens, Yahaira Pelaez; my brothers-in-law Sheldon Flynn and Rasheed Pelaez; my

aunt, the beautiful Yvonne Oakley-Walker; my uncles, George Oakley, Vaughn Oakley, and Kevin Oakley; and my angels looking over me from heaven who were unable to see me cross the stage (Aunt Miriam, Uncle David, Aunt Maybelle, Aunt Rosa, Aunt Edie, Uncle Sanders). To my badness and road-dog, Kiara Janae Linnette Oakley, I thank you for your patience when I was working on schoolwork during the times we were supposed to be cousin bonding; to my cousin and business-partner, Elaine Swann (<https://www.swannschoolofprotocol.com/>) and my numerous other cousins and other relatives too many to be named, please know your love and contributions are appreciated. Love and appreciation to all my nieces, nephews, and family not mentioned by name.

A special thanks and recognition to my committee chair Dr. Cindy Petersen; I appreciate the tireless hours of feedback, encouragement, and occasional episodes of tough love. I can honestly say on the days I wasn't certain it was going to happen your encouragement, belief, and confidence in me got me through.

Dr. White, thank you for believing in me and the idea of a military thematic; I am honored to say that I am a pioneering member on the *first-ever* Brandman *Military Thematic* dissertation studies.

My committee Dr. Keith Larick and Dr. Karen Bolton and Military Thematic Team AKA peer researchers Samuel Scaife III and David Cowhig (thank you for embracing me as a Gold Star military spouse; you welcomed me without hesitation and we are bonded for life).

I would also like to recognize my cohort mentor Dr. Lisbeth Johnson who supported and encouraged me when I thought that the world was ending.

I would also like to acknowledge Dr. Jalin White; you were relentless in keeping me accountable and ensuring that my voice was heard. Thank you.

Dr. Tiffany Ware, mentor, friend, and sister, published author (https://www.amazon.com/dp/0359478352/ref=cm_sw_em_r_mt_dp_U_GHpOCbTNH739J)—you welcomed me into your family with open arms and went the path before me, navigating a way and ensuring the brush was cleared from the path so that I might follow through on your trail to reach the end destination.

I'd also like to acknowledge Carmen Gonzalez; she's gone above and beyond to encourage me and support me.

Kristen Newsome, sister, friend, coach, mentor, and ride-or-die—you held me up and prayed for and with me too many times to count. Thank you for allowing me to participate in your dream of MSKSI as a part of my doctoral journey and thank you for going it with me through all the coursework, late nights, and meltdowns. I love you always and am happy to be a part of the family. Mr. Keith Newsome, thank you for your encouragement, prayers, and the occasional borrowing of your wife.

I would also like to recognize My Sisters Keeper Success Institute for their support, being the subject of my TCP, and providing me the opportunity to mentor and advocate for underserved girls (<https://www.msk-successinstitute.org/>). Evette and Charles Richardson, your status checks and encouragement along the way mean more to me than you'll ever know.

I would like to express my gratitude to Pure Platinum MC (<http://www.pureplatinummc.org/>), my motorcycle club for supporting me with the time

needed to complete my doctoral journey; I will be updating my name patch to reflect my new accolade. Platinuuuuuum

ABSTRACT

G.I. Jane 'Fem'etran Goes Corporate: An Exploration of Post-9/11 Female Combat Veterans' Transitioning to a Civilian Career

by Tumona Austin

Purpose: The purpose of this multiple-case study was to explore the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies.

Methodology: This multiple-case study identified and interviewed post-9/11 female combat veterans transitioning from active-duty to civilian career. Respondents were purposively chosen based on specific criteria and expert panel recommendations.

Findings: Examination of case-study interview data and artifacts from the 3 post-9/11 female combat veterans indicated nine major findings:

1. The factor of situation clearly outweighed the other Schlossberg factors in impact.
2. Presentation and activities of transition resources were not effectively delivered.
3. The Transition Readiness Seminar failed to meet the needs of the veterans.
4. The veterans experienced a loss of culture and identity in transitioning.
5. Veterans were emotionally and psychologically unable to access and use the depth and breadth of material presented during the brief time frame of the transitional experience.
6. Veterans found relationships and mentors that were integral to the transition process.
7. Veterans utilized familial, professional, and community networks for their diverse support needs.

8. The veterans applied exemplary research skills and tenacious self-advocacy to progress through their transition experience.
9. Veterans who applied grit, resilience, personal fortitude, drive, and motivation were able to overcome and persevere despite the challenges inherent in the transition from military to civilian life.

Conclusions:

Multiple conclusions were drawn, the top three follows:

1. Transitioning veterans who are not provided adequate physical and psychological support to address the aspects of their unique situational factors will not have the bandwidth necessary to process the transition workshop material.
2. The specific TRS coursework of entrepreneurship and education pathways promotes success in veterans' transition to a civilian career.
3. The success of the transition experience was tied to veterans' self-efficacy.

Recommendations: Future research is recommended to further explore the transition experiences of female combat veterans in a variety of novel contexts and situations.

TABLE OF CONTENTS

PREFACE.....	xvii
CHAPTER I: INTRODUCTION.....	1
Women in the U.S. Military.....	2
Career Paths for Women in the U.S. Military.....	2
Occupations and Job Options for Women in the U.S. Military	3
War, Deployment, and Combat Initiatives	3
Background.....	4
Challenges for Military Women in Transition to Civilian Career	5
Health Care (Limited Access to Care).....	6
Mental Health.....	7
Posttraumatic Stress Disorder (PTSD).....	8
Suicide.....	8
Mental health and/or substance use disorders (MHSUDs).....	9
Military Sexual Trauma	9
Unemployment.....	10
Homelessness.....	12
Disability.....	12
Theoretical Foundation and Background.....	13
Transition Cycles	13
Social Identity Theory.....	14
Cognitive Dissonance	14
Theoretical Framework (Proposed Theory).....	15
Schlossberg’s Transition Theory	16
Schlossberg’s 4-S Transition Factors.....	17
Situation	17
Self	18
Social support.....	18
Strateg	18
Gap in the Research	19
What Is Known?	19
What Is Still Unknown?.....	20
Summary.....	21
Problem Statement.....	21
Purpose Statement.....	23
Central Research Question.....	23
Subquestions	24
Significance of the Problem.....	24
Definitions.....	27
Delimitations.....	32
Organization of the Study	32
CHAPTER II: REVIEW OF THE LITERATURE	34
Military Armed Forces Background.....	34

Branches.....	34
Military Installations.....	35
Employment Classification Status.....	37
Career Path.....	37
Pay Grade and Ranks by Service Branch.....	40
Military Occupational Specialty (MOS).....	40
War, Deployment, and Combat Initiatives.....	44
Operation Enduring Freedom (OEF)/Operation Iraqi Freedom (OIF)/Operation New Dawn (OND)/Operation Inherent Resolve (OIR).....	44
Females in Combat.....	46
Transition From Active Duty to Civilian Career.....	47
Transition Assistance Programs (TAPs).....	50
Member for Life Cycle Model (MLCM).....	51
Foundational Transition Theories and Background.....	52
Cognitive Dissonance.....	57
Identity Theory.....	57
Transition.....	60
Transition Phase Cycles.....	60
Moving In.....	60
Moving Through.....	61
Moving Out.....	61
Theoretical Framework (Proposed Theory)—Schlossberg’s Transition Theory.....	62
Transition Theory Applied to Women Veterans.....	64
Major Variables.....	65
Situation.....	65
Self.....	66
Social support.....	66
Strateg.....	67
Overview.....	67
Challenges for Military Women in Transition to Civilian Career.....	68
Limited Access to Health Care.....	69
Mental Health.....	70
Posttraumatic Stress Disorder (PTSD).....	71
Suicide.....	71
Mental health and/or substance use disorders (MHSUDs).....	72
Military Sexual Trauma (MST).....	72
Unemployment.....	73
Homelessness.....	74
Disability.....	75
The Role of Women in the Military.....	76
Gap in the Research.....	76
What Is Known?.....	76
What Is Still Unknown?.....	77
Summary.....	79
 CHAPTER III: METHODOLOGY.....	 81
Overview.....	81

Purpose Statement.....	81
Central Research Question.....	81
Subquestions	82
Research Design.....	82
Rationale	84
Multiple Researchers	85
Population	86
Target Population.....	87
Sample.....	87
Sample Size.....	88
Sampling Technique	89
Instrumentation	90
Researcher as the Instrument of Study.....	91
Process for Creating Interview Questions.....	91
Field-Testing of Interview Questions	93
Interview Protocol.....	93
Artifact Collection and Identification	95
Validity and Reliability.....	95
Intercoder reliability.....	96
Data Collection	97
Interview Process	98
Data Analysis	99
Limitations	100
Sample Size.....	101
Researcher Background	102
Researcher as the Instrument of Study.....	102
Summary.....	102
CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS.....	104
Overview.....	104
Purpose Statement.....	104
Research Questions	104
Central Research Question.....	104
Subquestions	104
Population	105
Study Sample	105
Sample Criteria	106
Research Methodology and Data Collection	106
Data Collection	106
Sample Demographics	107
Interview Procedure	108
Study Participants	108
Artifact Collection and Identification	109
Presentation of Data and Data Analysis.....	109
Data Analysis	110
Reliability.....	110
Research Question Results.....	111

Central Research Question.....	111
Subquestions	111
Schlossberg Transition Model 4-S Factors	112
Schlossberg Factor: Situation (S1).....	114
Situation Factor Theme 1: Personal Sentiment (+/-)	115
Situation Factor Theme 2: Significance of Situation	117
Situation Factor Theme 3: Decision Factors Weighed	119
Situation Factor Theme 4: Utility of Transition Program.....	121
Schlossberg Factor Self (S2).....	124
Self Factor Theme 1: Motivational Drivers	125
Self Factor Theme 2: Military Service.....	126
Self Factor Theme 3: Personal.....	128
Self Factor Theme 4: Actions Taken	130
Self Factor Theme 5: Future Path Determination	131
Schlossberg Factor Social Support (S3)	132
Social Support Factor Theme 1: Transition-Related Experiences and Activities.....	133
Social Support Factor Theme 2: Source of Support	135
Schlossberg Factor Strategies (S-4)	137
Strategies Factor Theme 1: Overcoming Obstacles.....	138
Strategies Factor Theme 2: Actions Taken	140
Strategies Factor Theme 3: Stress Management	142
Research Study Questions Interview Observations	144
Summary	145
CHAPTER V: FINDINGS, CONCLUSIONS, AND RECCOMENDATIONS	147
Overview	147
Major Findings.....	149
Major Finding 1	149
Major Finding 2	151
Major Finding 3	151
Major Finding 4	152
Major Finding 5	152
Major Finding 6	153
Major Finding 7	154
Major Finding 8	156
Major Finding 9	156
Unexpected Findings	157
Unexpected Finding 1	157
Unexpected Finding 2.....	158
Unexpected Finding 3	158
Conclusions.....	158
Conclusion 1: The Four Factors.....	158
Conclusion 2. Situation.....	160
Conclusion 3. Self.....	160
Conclusion 4. Social Support.....	161
Conclusion 5. Strategies.....	162

Implications for Action	162
Implication 1	162
Implication 2	163
Implication 3	163
Implication 4	164
Implication 5	165
Recommendations for Further Research.....	166
Recommendation 1	166
Recommendation 2	167
Recommendation 3	167
Recommendation 4	167
Concluding Remarks and Reflection	167
Reflection	169
REFERENCES	172
APPENDICES	218

LIST OF TABLES

Table 1. PTSD Veteran Diagnoses by War	8
Table 2. Overview of Military Branch Mission and Values	36
Table 3. Total Active-Duty Females by Service Branch January 2019.....	39
Table 4. January 2019 U.S. DOD Active Female Military Career Path by Service Branch	39
Table 5. Military Pay Grades and Rank by Service Branch	41
Table 6. Overview of U.S. Wars, Conflicts, and Initiatives	45
Table 7. Combat Jobs Opened to Women in 2016	48
Table 8. Military Versus Civilian Culture	50
Table 9. Schein’s Model of Organization Culture	57
Table 10. Interview Participant Demographics	108
Table 11. Interview Data Summary	114
Table 12. Situation Factor Themes Frequency Counts.....	116
Table 13. Significance of Situation Theme—Components	117
Table 14. Military Transition Separation Reason (Situation).....	120
Table 15. Self Factor Themes (4) Frequency Counts	125
Table 16. Self Factor Personal Theme Components.....	128
Table 17. Social Support Theme Frequency (2)	133
Table 18. Strategies Factor Themes Frequency Count	138

LIST OF FIGURES

Figure 1. Military transition network ecosystem	17
Figure 2. The United States Armed Forces branches inception summary.....	35
Figure 3. Active duty military female personnel by service/rank/grade January 2019	43
Figure 4. Member for life cycle model (M4LCM)	52
Figure 5. Kegan’s (1981) adult development theory stages 3 through 5	54
Figure 6. Kegan’s six-stage cognitive development theory	55
Figure 7. Cyclical adult transition model.....	63
Figure 8. Individual transition coping strategies.....	64
Figure 9. Transition theory applied to women veterans	65
Figure 10. Combat veteran conceptual identity model	66
Figure 11. Population, sample, and target.....	88
Figure 12. Data handling process.....	100
Figure 13. Schlossberg transition theory 4-S model.....	112
Figure 14. Schlossberg’s transition theory 4-S factor theme frequency count.	113

PREFACE

Following discussions and considerations regarding the opportunity to study military transition and postservice careers with many populations, three doctoral students/peer researchers in collaboration with Brandman University faculty members developed a common interest in exploring military transition and how transitioning veterans used Schlossberg's transition model to successfully begin a second nonmilitary civilian career. This resulted in a military thematic study conducted by a research team of three doctoral students. This multiple-case qualitative study was designed with a focus on Schlossberg's four transition factors (4-S) of situation, self, support, and strategies using Schlossberg's adult transition theory and the transition phases of moving in, moving through, and moving out to identify and describe the factors perceived as most important to successfully transition from military to civilian career. Each researcher administered 12 interview questions to three post-9/11 transitioning veterans to ascertain how the 4-S factors manifested themselves across the transition and to identify what factors they perceive as most important in transitioning from active-duty service to civilian career across and between prior service members. The researcher then interviewed three of the nine veterans who participated in the survey to determine what factors they utilized and perceived as the most important in transitioning from active-duty service to civilian career. To ensure thematic consistency and reliability, the team developed the purpose statement, research questions, term definitions, interview questions, and study procedures. Throughout the study, the term "peer researchers" is used to refer to the researchers who conducted the thematic study. My fellow doctoral students and peer researchers studied post-9/11 veterans in California with the following

populations: post-9/11 veterans; post-9/11 female combat veterans; and post-9/11 veterans diagnosed with PTSD.

CHAPTER I: INTRODUCTION

Women have formally been a part of the United States Armed Forces since the 1901, with the inception of the Army Nurse Corps. However, women have informally served since the inception of our nation's military; and women were made a permanent part of the military service in 1948 by Congress. The Women's Armed Services Integration Act of 1948 limited the proportion of women in the military to 2% of the enlisted force and 10% of officers; which was repealed in 1967 (National Center for Veterans Analysis and Statistics, 2017).

The U.S. Military Forces serve, protect, and secure American citizens and borders on air, on land, and on sea. The U.S. Armed Forces consists of five uniformed service branches: the Coast Guard (part of the Department of Homeland Security and the only military branch outside of the Department of Defense); the U.S. Army (USA); U.S. Marine Corps (USMC); U.S. Navy (USN); and the U.S. Air Force (USAF). Less than 0.5% of the U.S. population (1.29 million) are service members (Reynolds & Shendruk, 2018). All of these services fall under the U.S. Department of Defense (DOD). Each of the aforementioned DOD branches has its own department with the exception of the Marine Corps, which falls under the department of the Navy ("Uniformed Services of the United States," n.d.). Military personnel are generally classified as full-time active duty, part-time reservist (maintain a nonmilitary job and commit to part-time military duty, may be converted to active-duty status), and retirees (completed 20+ years of active-duty service), veterans (enlisted into military service and completed a whole/portion military employment contract) and are otherwise known as past military members ("U.S. Armed Forces Overview," n.d.-a, n.d.-b).

Women in the U.S. Military

Women have a larger presence in our military today than ever before. With more than 200,000 women serving in the active-duty military, the Department of Veterans Affairs (VA) predicted that by 2020 women veterans will comprise nearly 11 percent of the total veteran population.

—Jennifer Silva, Veterans Advocate

Female service members found in each service branch (Army, Navy, Air Force, and Marines) totaled 216,848 in 2019 (16.64%), an increase of 0.74% from 204,628 (15.9%) in 2016 (DMDC, n.d.). Appendices A and B provide an overview and timeline of women in military history and highlight some notable female service member accomplishments.

Career Paths for Women in the U.S. Military

Active-duty female service members in the U.S. military follow one of two core career paths (Kapp, 2016)—officer (18.06%) or enlisted (16.34%)—according to the most recent DOD figures (DMDC, n.d.). The gender distribution of DOD officer personnel in 2019 was 75,015 male officers in the U.S. Army as compared to 16,047 female officers; 44,120 male officers in the U.S. Navy as compared to 10,361 female officers; 19,545 male officers in the U.S. Marine Corps as compared to 1,672 female officers; 49,105 male officers in the U.S. Air Force as compared to 13,317 female officers. (DMDC, 2019). A grand total of 229,182 officers across all branches in comparison to the 1,073,739 enlisted members across all branches.

Occupations and Job Options for Women in the U.S. Military

Service members and are assigned a code that denotes the specific nature and responsibilities of their job. A U.S. military occupation code, or a Military Occupational Specialty code (MOS code), is a code used in the U.S. Army and U.S. Marines to identify a specific job. In the U.S. Air Force, a system of Air Force Specialty Codes (AFSC) is used. In the U.S. Navy, a system of naval ratings and designators is used along with Navy Enlisted Classification (NEC) system (Military Information, 2013).

In 2016, 25.71% of all active-duty enlisted women were employed as administrators. Women were officially banned from direct-combat roles until 2012 (MacKenzie, 2012; Reppert, Buzzetta, & Rose, 2014; Zogas, 2017). In 2016, the DOD lifted all bans and restrictions on MOS and roles women can perform in the military (Reynolds & Shendruk, 2018).

War, Deployment, and Combat Initiatives

Today military service members are an all-volunteer force who dedicate their lives to sustain the freedoms enjoyed by those in the United States, in direct comparison to the military service draft, which ended in the United States in 1973 (Selective Service System, n.d.). “Induction authority expired in 1973, but the Selective Service System remained in existence in a “standby” posture to support the all-volunteer force in case an emergency should make it necessary for Congress to authorize a resumption of inductions” (Selective Service System, n.d., para. 3). While the goal of the military is to deter war and protect the security of our country, deployment, war, and combat are important essential functions of the military (National Partnership for Reinventing

Government, n.d.) Some military service members deploy to combat environments and actively fight the enemy or train foreign nationals how to protect their own country.

U.S. military members with enlistments after October 2001 constitute a new generation of veterans: post-9/11 veterans (Zogas, 2017). To date, more than 2.6 million U.S. veterans have served in the Operation Enduring Freedom and Operation Iraqi Freedom (OEF/OIF) wars (Ware, 2017); 1.9 million post-9/11 combat veterans are eligible for U.S. Department of Veterans Affairs (VA) services by virtue of an honorable service discharge status from 2002-2015 (Zogas, 2017). Enlisted service members have left the military at an annual rate of over 250,000 since 2003. The DOD projects that separation numbers will remain between 230,000 to 245,000 through 2019 (Zogas, 2017). Female combat veterans are a subset of post-9/11 veterans; 71% of post-9/11 servicewomen of OEF and OIF reported having an experience of combat exposure (Villagran, Ledford, & Canzona, 2015).

Background

The relationship between women and the military has been uneasy and troublesome from the beginning (Pawelczyk, 2014). What it means to be a female in a military culture predominantly consisted of, designed for, and managed by males is in a word “unique.” The military culture has been historically associated with males and masculinity and the related characteristics thereof. Females in the military have to navigate through a system that is not designed for them and routinely encounter challenges associated with their presence being unwanted (Baldwin, 1996; Brownson, 2014; Huddy & Terkildsen, 1993; Shields, 1985, 1988).

Women in the military face an ideological challenge regarding whether or not they are capable of being both a woman and a soldier at the same time (Pawelczyk, 2014). Because of this challenge, female service members live in a constant state of cognitive dissonance—the individual experience of psychological discomfort when two cognitions maintain an inconsistent relationship (Rodrigues & Girandola, 2017). Being a female in a male dominant culture that was developed for and that continues to favor males creates a tricky situation. It is a situation in which the salience of the cognitive inconsistency of being a female service member pushes her to adopt appropriate target behaviors and consequentially acculturate to the norms and values of the military structure to reduce dissonance and achieve success (Spangenberg & Greenwald, 1999).

The unique experience of post-9/11 female combat veterans paired with the growth of the number of female veterans and a marked increase of negative veteran outcomes establish significant need for further exploration focused on their transition (Buzzetta, 2017; Pellegrino & Hoggan, 2015; Reppert et al., 2014; Sharkey, 2011; U.S. Department of Veterans Affairs, 2013; Wheeler, 2014).

Challenges for Military Women in Transition to Civilian Career

According to Abrams (2016), although female combat veterans face many transition challenges while in service and post-active-duty service, “they are resilient and dedicated to accomplishing whatever mission they are given” (p. 54). Military members transitioning to a civilian career from active-duty service face myriad challenges from trauma, inappropriate treatment, and lack of access to proper care to unemployment and homelessness (Bonvissuto, 2008; Engels & Harris, 2002; Lutwak, 2013; Mankowski & Everett, 2016; MacKenzie, 2012; Reppert et al., 2014; Silva, 2008; Zogas, 2017). The

disturbing fact that female veterans, more specifically, post-9/11 female combat veterans, experience these challenges in higher proportion than their male and noncombat female counterparts is of key concern. Servicewomen are stripped of and leave behind their military rank and status as they become veterans, and must learn to redefine themselves. It is imperative for their success that female veterans identify their individual needs in their new role of veteran in order to navigate successfully through civilian life and post military career (Villagran et al., 2015). Historically high numbers of prior service members will rejoin the nonmilitary workforce and return to their hometowns by the year 2020 (Stern, 2017). A large percentage of the nonmilitary population is unable to empathize with or is unaware of the unique challenges transitioning veterans face (Accettola, 2013). This is never truer than for female veterans. This disparity justifies the need for further exploration. The key challenges for military women in transition include limited access to health care, mental health and/or substance use disorders (MHSUDs), posttraumatic stress disorder (PTSD), suicide, military sexual trauma, unemployment, homelessness, and disability. These challenges are amplified for female veterans and act as barriers to successful transition and post military career.

Health Care (Limited Access to Care)

Ganzer (2016) found, “Now that women in the military are no longer prohibited from holding direct combat positions, they are often exposed to traumatic events that place them at higher risk for mental health conditions” (p. 32). Mental health and physical limitations are best addressed with consistent and direct care, care that is tailored for the population it serves. Minority veterans, specifically minority female veterans, face a plethora of unique obstacles—namely health care and social challenges, chronic

disease, high levels of posttraumatic stress disorder (PTSD), and difficulties in gaining access to appropriate medical treatment and other needed services (Bonvissuto, 2008; Reppert et al., 2014; Silva, 2008). Failure to identify health issues paired with limited access to care and improper treatment options may influence a veteran's ability to secure and keep a job. According to Atuel, Keeling, Kintzle, Hassan, and Castro (2016) limited resources and programs for veteran services paired with physical injuries, cognitive impairments, and emotional disturbances are compounded by the presence of PTSD and traumatic brain injury (TBI) in MST further complicate transition for female veterans.

Seward (1945) offered that only in the light of cultural perspectives are solutions to the problems concerning the feminine role in society to fairly approached and accurately develop. Nelson (2009) used Burke's (1980) model of identity development to explore anxiety levels and the role of military identity on career and noncareer service members transitioning roles and found that significant anxiety levels were expressed by research subjects during the life-event transition process.

Mental Health

Nearly one in four active-duty members showed signs of a mental health condition (National Alliance on Mental Illness [NAMI], n.d.). Many avoid or fail to fully participate in mental health management to avoid the label of mental illness and steer away from the associated stigma, which magnifies the challenges related to the mental health condition faced (Corrigan, 2004). The top three mental health conditions associated with military service are posttraumatic stress disorder, depression, and traumatic brain injury (NAMI, n.d.; Adler, Bliese, & Castro, 2011). In a recent study it

was found that veterans reported that their mental health problems were not appropriately diagnosed or handled (Ahern et al., 2015).

Posttraumatic Stress Disorder (PTSD). PTSD is one of the top and most challenging problems returning troops face postdeployment; additionally, PTSD manifests along a spectrum of mild to extreme with respect to intensity. Females with combat deployment experience have significantly higher odds of mental illness compared to those who were not deployed (Seelig et al., 2012). Those with documented combat experience had twice the odds of experiencing an incidence of PTSD or depression compared to health care professionals without combat experience; moreover, females were found to experience incidences of PTSD or depression at a rate significantly higher than males (Jacobson et al., 2012). Table 1 offers a summary of the instances of PTSD by combat initiative.

Table 1

PTSD Veteran Diagnoses by War

Initiative	PTSD diagnosis (percentage)
Vietnam War	31
Gulf War	10
Afghanistan	11
Iraq War	20

Suicide. The rate of military suicides has surpassed that of the general population in the United States. The focused military and veteran prevention resources available have been found to be ineffective, and suicide rates are on the rise (Bartone, 2013; Dao & Lehren, 2013; Wolfe-Clark & Bryan, 2017). In 2016, female veterans died by suicide at

six times the rate of their civilian counterparts, an increase from 2013 when the female veteran suicide risk was threefold that of female civilians (Accettola, 2013; J. Steele, 2016). Failure to acculturate, in combination with isolation from resources and loved ones, and further exacerbated by depression often leads to a negative transition experience and certainly contributes to the data on suicides. Suicide and depression are obvious indicators of struggles to transition to civilian life.

Mental health and/or substance use disorders (MHSUDs). MHSUDs present a barrier to employment (Stern, 2017). Multiple literature reviews found veterans with untreated mental health conditions to possess higher rates of alcohol abuse, criminality, domestic violence, homelessness, and relationship breakdown (Ganzer, 2016; Walker, 2010). Deployed women with combat exposure and combat-related experiences report symptoms of mental illness at nearly twice the rate of that seen for nondeployed women (Ganzer, 2016). The presence of untreated and/or undiagnosed MHSUDs and conditions could shade the career path for female veterans (A. L. Jones et al., 2016; Kimerling et al., 2015). Mental health issues such as PTSD, substance abuse disorders, depression, and anxiety are the most common risks that veterans face. Veterans discharged with a PTSD diagnosis are more likely to have difficulties reintegrating than veterans who do not experience PTSD (Pease, Billera, & Gerard, 2015).

Military Sexual Trauma

Mankowski and Everett (2016) defined military sexual trauma (MST) as “sexual coercion, sexually threatening behavior, and sexual assault experienced while in the military” (p. 24). Recent studies found that up to 40% of all female military members reported being victims of MST; however, the true number is unknown as not all MST is

reported, and it is known to be significantly underreported (Kelly, Skelton, Patel, & Bradley, 2011; Lutwak, 2013). In the year 2010, one third (33%) of female service members were victims of assault during their service term compared to the reported one in five women (20%) in 2012. While an alarming estimated occurrence of 26,000 total sexual military assaults on some level occurred, there was a significantly lower occurrence of reported male cases (two in 100) according the 2013 DOD, Sexual Assault Prevention and Response (SAPR) report. While it appears that the trend is decreasing, it is known that far more cases of MST occurred than were reported to officials (Accettola, 2013). The reported numbers are alarming, and taking into account the higher actual number of victims, the significance cannot be ignored.

What is certain is that sexual violence perpetrated upon active-duty females is a newer wartime phenomenon that places female veterans at increased risk of self-harm (Kelly et al., 2011; Lutwak, 2013). MST in females in particular leads to other ancillary damage, self-destructive behaviors (self-harm, depression, self-medicating, etc.) and other actions to hurt themselves. The experience of sexual trauma (nature, severity, number of occurrences) and the response (resilient recovery, depression, suicide) may lead to a greater risk for PTSD and influence the success of the female veteran in finding and keeping a good job. Plainly stated, the trauma could lead to persistent physical and psychological problems that endure long after the event (Lutwak, 2013).

Unemployment

Unemployment rates for the general civilian population are reported as the lowest in recent history; however, veteran unemployment is a pervasive problem and a priority concern for the United States (A. L. Jones et al., 2017; Tsai, Kaspro, Kane, &

Rosenheck, 2014; U.S. Department of Housing and Urban Development, 2016). While recent reports appear promising on the surface, unemployment figures do not include fulltime students, an omission that fails to capture those unemployed veterans who opt to pursue their education prior to re-entering the workforce post-end of active service (EAS). In fall 2014, female veteran unemployment was 8.2% compared to 4.7% for male veterans (Duggan & Jurgens, 2007). More recently, 2018 Bureau of Labor Statistics reports found an unemployment rate of 2.6% for Gulf War-era II veterans, 3.6% for total veterans, and 4.0% for nonveterans—an overall drop. These statistical data are critical and paint a very shocking picture for females. According to Senk (2015), Smith and Sears stated that the Veterans Rehabilitation Act of 1918 (also known as the soldiers rehabilitation act) was passed by Congress to provide vocational rehabilitation to veterans with physical disabilities. Later, the Federal Board of Vocational Education was created to carry out the monumental task of providing services to approximately 204,000 veterans (Tsai et al., 2014).

Acculturation to the military work environment weakens veterans' job preparedness in unexpected ways; such as difficulty in translating military skills and experience to civilian jobs (Stern, 2017; Zogas, 2017). Moreover, veterans complete transition readiness training in the weeks before they end active service (EAS) and separate from their military contracts. Service members are overwhelmed with information, excited and anxious, distracted, and overall preoccupied and generally fail to significantly focus on immediately finding work—much less a career (Zogas, 2017). While these factors and statistics are compelling, there may be other unique factors for female veteran career development and progression that need to be explored to identify

best practices for a successful transition from military service to civilian career (Reppert et al., 2014).

Homelessness

Veteran homelessness is a problem in the United States (Brannon, 2013; Bureau of Labor Statistics, 2017; Stern, 2017); more specifically, homelessness among female veterans is twice as prevalent among female veterans compared to civilian females (Tsai et al., 2014). “Homeless women veterans have to struggle with issues that are missing from male homelessness” (National Veterans Foundation, 2015, para. 6). Many women veterans face issues such as “raising children on their own or dealing with the aftereffects of military sexual trauma” (which has been linked to posttraumatic stress disorder) and a lack of well-paying occupations, which “without intervention, can put women Veterans at a higher risk of homelessness” (U.S. Department of Veterans Affairs, n.d., para. 1). Moreover, homeless individuals with MHSUDs often have limited or no access to care, inconsistent treatment, and failure to attain managed primary care services by a single primary care manager or co-op (A. L. Jones et al., 2017).

Disability

Ostovary and Dapprich (2011) proclaimed, it is important to understand the unique set of circumstances for military personnel who serve in these Middle Eastern regions; specifically, the types of injuries sustained and disabilities suffered and how the aforementioned continue to affect service members reintegration and return to civilian life as they transition from military service. A traumatic brain injury diagnosis (a type of disability) may lead to subsequent symptoms such as depression, hopelessness, anger, and feelings of burdensomeness, all of which add further to the transition challenges

already identified (Pease et al., 2015). Disability includes the loss or loss of use of certain organs or extremities and is normally compensated and service-related (“Veteran Disability Compensation,” n.d.).

Theoretical Foundation and Background

The theoretical foundation and background guide and inform the work around this topic of military transitions. The information that follows provides an underpinning for the proposed study: transition cycles, identity theory, and cognitive dissonance. These three concepts create a scaffolding to understand the broader concept of military transitioning.

Transition Cycles

Stage 1 of the adult transition model (moving in) is where the veteran begins to become familiar with the resources and nonmilitant environments (Ware, 2017). Moving through, Stage 2 involves balancing and sustaining the challenges of transition. This stage is an intermediary stage and does not indicate full and complete transition (Ware, 2017). Moving out, the terminal or final stage is the passing of a change or transition and the start of a new phase; this stage is also denoted by the familiarity with the new environment (Anderson, Goodman, & Schlossberg, 2012; Arman, 2016; Lopez, 2016). Knowledge of the manifestation of the Schlossberg 4-S model in successful transition from military service to civilian career will help politicians, support organizations, and military and government agencies to better understand the process and thus facilitate the design of appropriate resources and programs and further enable them to respond in ways that facilitate helping military veterans and retirees.

Social Identity Theory

Social identity theory is best described as a theory that predicts certain intergroup behaviors in relation to a perceived group—status differences, legitimacy, stability of status differences, and potential mobility from one group to another (“Uniformed Services of the United States,” n.d.). It is important to have an understanding and working knowledge of military culture in general and in addition, those norms specific to the service branch of the female veteran when working with her (Burke & Stets, 2009; Hammond, 2016; Katz, 2015; Reppert et al., 2014; Silverstein, 1994; Zarecky, 2014). According to Silverstein (1994), many veterans experience an identity crisis upon transitioning into the civilian world and it is not uncommon for them to get stuck in a foreclosed military identity or to shed their military identity without replacing it with a new one.

Cognitive Dissonance

Female service members live in a constant state of cognitive dissonance: the individual experience of psychological discomfort when two or more aspects of one’s perceived self and/or role are inconsistent or contradict one another (Rodrigues & Girandola, 2017). Military women face an ideological challenge as to whether they are capable of being both a woman and a soldier at the same time (J. R. Collins & Nickel, 1975; Klug et al., 2011; Pawelczyk, 2014). The dissonance between military and civilian cultures poses a challenge for the successful transition of military members. McGrath (2017) investigated how to reduce the occurrence of cognitive dissonance and the related tension, discomfort, heightened arousal, and negative affective state.

Theoretical Framework (Proposed Theory)

The theoretical framework on which this study was based is Schlossberg's transition theory. The major variables and key factors influencing one's ability to cope with transition are referred to as Schlossberg's 4-S transition factors in the present study (Barrera & Ainlay, 1983; De Munck, 2013; Morin, 2011; Sarason & Sarason, 2006; Schlossberg, 1981; Schlossberg, Waters, & Goodman, 1995; Wilson, 2015). There are different types of transitions: (a) anticipated transitions: ones that occur predictably, such as graduation from college; (b) unanticipated transitions: not predictable or scheduled, such as divorce or sudden death of a loved one; (c) nonevents: transitions that are expected but do not occur, such as failure to be admitted to medical school; (d) personal nonevent: related to individual aspirations; (e) ripple nonevent: felt due to a nonevent of someone else; (f) resultant nonevent: caused by an event and; (g) delayed nonevent: anticipating an event that might still happen (Evans, Forney, & Guido-DiBrito, 1998).

After a thorough examination of transition theories, Schlossberg 4-S transition model was determined to be the best fit for the present study. The factors of self, situation, social support, and strategies parallel to the various transition points for military service members exiting active-duty service to a civilian career. Each factor is summarized in detail in the following section and reiterated in subsequent chapters.

Coll and Weiss (2017) shared that "transition is the process by which during a period of time something changes from one state or condition to another." The difficulty transitioning for military personnel is moving from the known safety and familiarity of military service and life, and that pull is stronger than that of entering the new and uncertain stage of joining the ranks of civilian society (p. 10).

Schlossberg's Transition Theory

Transition is a change that involves letting go of an aspect of self-identity and former roles and learning how to adapt from one environment into the next (Anderson & Goodman, 2014; Buzzetta et al., 2017). Transition is defined as any event or nonevent that results in changed relationships, routines, assumptions, and roles (Evans et al., 1998). Transition is also defined by Angel et al. (2018) as follows:

A period of adjustment, which includes the planning and preparation accomplished during military Service, when Service members and their families explore and embark on endeavors in the civilian world upon leaving active duty. The military to civilian transition occurs within a complex and dynamic network of relationships, programs, services, and benefits, which includes transition planning and assistance efforts by individual Service branches, the interagency Transition Assistance Program (TAP), and community resources delivered through local government, private industry, and nonprofit organizations. This network (or ecosystem) (Figure 1) delivers a holistic approach to help transitioning Service members and their families succeed at a critical juncture in their life journey. (page vi)

Schlossberg identified four major factors that influence a person's ability to cope with a transition: situation, self, support, and strategies, also referred to as the four Ss. An event, or nonevent, may only be classified as a "transition" if and only if it is so defined and perceived by the individual experiencing it as a transition (Evans et al., 1998). Context, one's relationship with the transition and to the setting in which the transition takes place, is a distinguishing factor of the present study (Evans et al., 1998).

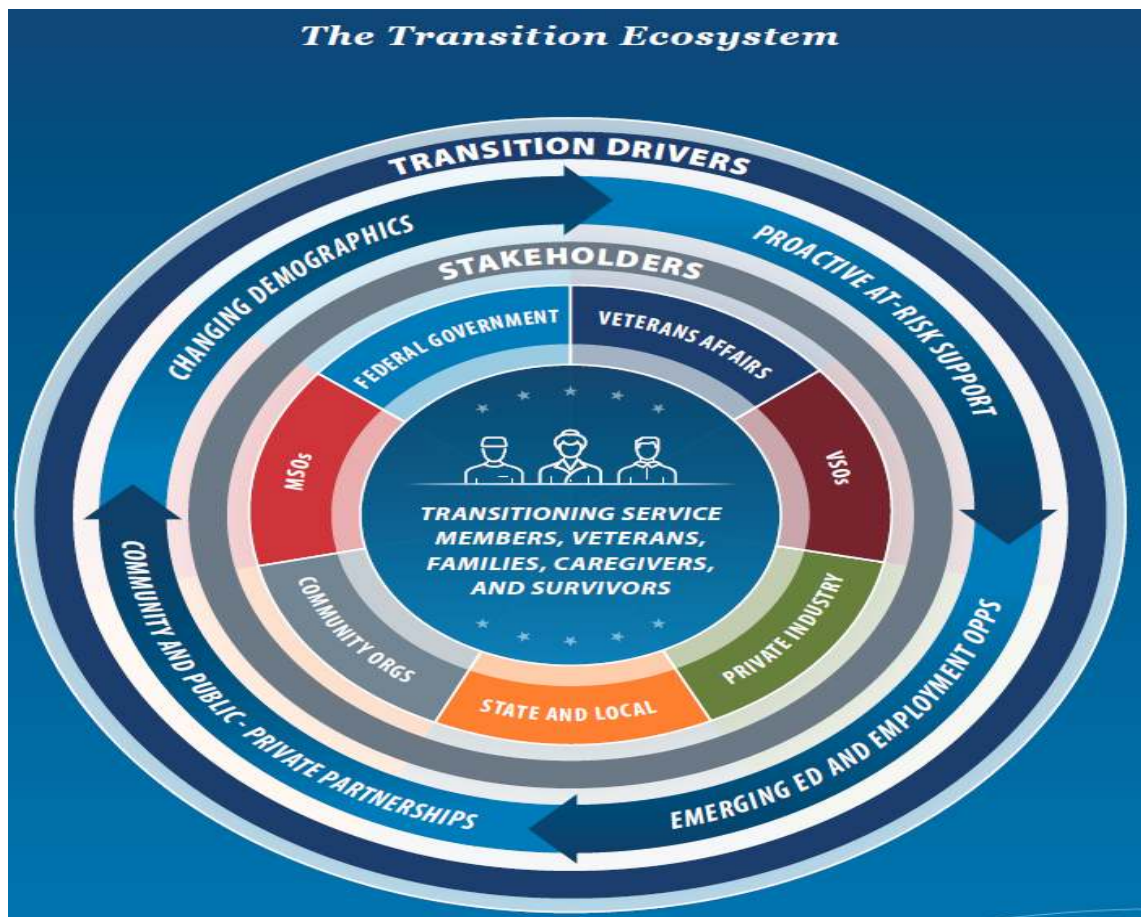


Figure 1. Military transition network ecosystem. From "Team Red, White & Blue," by Angel et al., 2018, *Translational Behavioral Medicine*, 8(4), 554-564. (<https://doi.org/10.1093/tbm/iby050>).

Schlossberg's 4-S Transition Factors

Situation. Situation is the context of the transition, inclusive of the nature, duration, and perceived significance of and readiness for transition (Morin, 2011; Schlossberg, 1981); to include the nature of the separation; tenure; job market, family situation, and finances. Transition from active-duty service is a lifelong process; as a member does not simply arrive at a state of transformation and each novel situation dictates its' own state of readiness. Readiness is the service members' readiness for the on-set of the transition process. The nature of the separation can be voluntary

(retirement, decision not to renew service contract) or involuntary (forced discharge, medical separation).

Self. Self is the individual's concept of their own nature, character, persona, as related to culture; ethnicity; and perceived identity (De Munck, 2013; Schlossberg 1981). Self is how individuals view their level of readiness, ability, and willingness to embrace the change. It involves the initiative to pursue significant memberships and affiliations; Self includes knowledge of resources and how to acquire currently unknown resources that serve to meet their needs. Self-view is often shaped by the military culture and indoctrination on the ways and norms of the military of the individual.

Social support. Social supports are networks: family, friends, and professional providers, and resources: community programs and services that play a role in the transition process (Barrera & Ainlay, 1983; Sarason & Sarason, 2006; Schlossberg, 1981; Voydanoff, 2005a, 2005b). Social support acts as a mediator to mitigate the challenges and negative aspects of transition. Psychological literature offers more than 21,000 publications dealing with social support (Saranson & Saranson, 2006).

Strategies. The behavioral component of strategies is deliberate action, execution, follow-through, and course correction. Additionally, strategy is the preparation steps that will help develop future possibilities such as coping responses, resiliency, information seeking, direct action, and inhibition action with the ability to evaluate strengths, weaknesses, opportunities, and possible threats. (Schlossberg, 1981; Wilson, 2015). Strategy encompasses both the intentional decision to act as well as the decision to do nothing and refers to perceived and actual options as related to coping and resiliency (Schlossberg, 1981; Wilson, 2015). It is not enough to identify potential transition

supporting options; in order for successful transition, a decision followed by deliberate action (strategy execution) is necessary.

Gap in the Research

What Is Known?

Veterans transition from active duty into the civilian sector (Ahern et al., 2015; Bateman, 2011; Flournoy, 2014; Hyatt, Davis, & Barroso, 2014; Kelley, 2012). Studies have explored adult transition relative to a shift or change of role, context, and employment status among diverse groups—to include both civilian and military. More specifically, transition from active-duty service to civilian life has been studied relative to unemployment, vocational and educational training, and retirement (Brignone et al., 2017; Burnett & Segoria, 2009; Clemens, & Milsom, 2008; Elliott, Gonzalez, & Larsen, 2011; Faberman, & Foster, 2013; Hoffeditz, 2006; Hunt, 2007; Johnston, Fletcher, Ginn, & Stein, 2010; K. C. Jones, 2013; Loughran, 2014; Mansfield, Bender, Hourani, & Larson, 2011; McNeil & Giffen, 1967; Ruh, Spicer, & Vaughan, 2009; Wolpert, 2000; Zoli, Maury, & Fay, 2015). Female combat veteran studies are limited and have investigated the effects of Operation Enduring Freedom and Operation Iraqi Freedom (OEF/OIF) combat environments on female veterans and their transition to date (Bamonti, O'Malley, & Davison, 2018; Dekel & Goldberg, 2017; G. L. Jones & Hanley, 2017; Kearns et al., 2016; Rivera, Krueger, & Johnson, 2015) yet have not explored transition to civilian career. Because of the limited amount of time that female combat veterans have existed and the scant amount of extant research, more work is needed (Baker, 2011; Binneveld, 1997; N. D. Brown, 2008; Callahan, 2010; Chandrasekaren, 2014; Costello, 2015; Heinz, Makin-Byrd, Blonigen, Reilly, & Timko, 2015; E. Jones,

Fear, & Wessely, 2007; Karairmak & Guloglu, 2014; Moore, & Reger, 2007; Stagner, 2014). It is important that the context of veterans' transition to civilian life, the associated challenges, navigation techniques, and reconnection approaches be understood (Ahern et al., 2015).

The military is a proud and hierarchy-oriented culture; individuals become acculturated into the military lifestyle, which further differs relative to branch of service. Typically, the longer the service tenure, the more prominent the salience of the organizational membership becomes for an individual (Cardenas, 2007) and further weighs upon how he or she views and identify herself. Programs focused on employment, training, and education exist to support the transition of veterans (Bascetta, 2002; U.S. Department of Veterans Affairs, Vocational Rehabilitation and Employment, 2016). Transitioning members are informed of transition resources available both during the formal and active transition from active-duty service to veteran status as well as those programs that exist beyond the gates of the military base.

What Is Still Unknown?

Thirty-three percent of post-9/11 veterans suffer from posttraumatic stress disorder (PTSD) and Mental Health and/or Substance Use Disorders (MHSUDs) making the transition to civilian employment, more specifically, civilian career—more difficult (Ganzer, 2016; Van Til et al., 2013). This transition challenge is further exacerbated by starting over in an unfamiliar culture, further amplified by interacting with a majority of individuals who possess little to no understanding of the military, intricacies of active-duty service, or the potential impact of military on civilian employment outcomes (Stern, 2017). Furthermore, Kelly et al. (2011) identified the need to evaluate cross-cultural

transition and how length of service (an aspect of situation) correlates with mental, physical, and social functioning differences from the rest of society (Black, Westwood, & Sorsdahl, 2007). Thus, it follows that the situational context of military culture should be explored as related to its potential relationship on the transition from military service to civilian career. As related to the factor of self, this begs the question of how the unique female needs are met in a system established on male needs. Coll and Weiss (2017) suggest that culturally responsive and female-specific programs and services be developed to aid the successful transition from military service to civilian career. While myriad social support systems and programs exist, extant literature fails to identify universal best practices associated with a successful transition from active-duty military service to civilian career (Barrera & Ainlay, 1983; Sarason & Sarason, 2006; Schlossberg, 1981; Voydanoff, 2005a; Wilson, 2015).

Summary

While a large body of research exists regarding veteran transition, the research specific to female veterans' career development after separation from active-duty service is sparse (Reppert et al., 2014; Silva, 2008). The underdeveloped body of extant literature suggests the need for further exploration. While challenges associated with reintegration after end of active service (EAS) have been identified, more information is needed on how post-9/11 female combat veterans transition as related to situation, self, social support, and strategies.

Problem Statement

The number of female veterans transitioning from active-service to civilian life has increased significantly and is projected to remain high through 2021 (Buzzetta, 2017;

Pellegrino & Hoggan, 2015; U.S. Department of Veterans Affairs, 2013). Beginning a new phase of life can be exciting, but these women experience some very difficult challenges. Some are recovering from Military Sexual Trauma (MST) with limited access to care; posttraumatic stress disorder (PTSD) and Mental Health and/or Substance Use Disorders (MHSUDs) have contributed to unemployment and veteran homelessness. These conditions occur at a greater rate for female veterans than their male counterparts (Ahern et al., 2015; A. L. Jones et al., 2016; Kearns et al., 2016; Mankowski & Everett, 2016; U.S. Department of Housing and Urban Development [HUD], 2016).

Transition is a change that involves letting go of an aspect of self-identity and former roles of occupational leadership and power and learning how to adapt from one environment into the next (Anderson & Goodman, 2014; Buzzetta, Hayden, & Ledwith, 2017). A number of transition studies have been conducted on education to career, welfare to work, volunteerism to career, retirement to volunteerism, military service to education, and culture both in the military and among civilians (Ainsworth, 2015; Hofmann, Stalder, Tschan, & Häfeli, 2014; Franz, Ascherman, & Shaftel, 2017; Hallam, Hallam, Rogers, & Azizi, 2009; Ives, 2016; Ju & Tang, 2016; Kacperczyk, & Younkin, 2017; McDonald, 2002; Pucel, 2001; Wyn, Cuervo, Crofts, & Woodman, 2017). Based on these researchers' body of knowledge, a great deal is known about transitions in general terms.

Schlossberg developed a theory of transition involving four factors (situation, self, social support, and strategies). Schlossberg's transition theory consists of four factors, which are often referred to as the four Ss. Each of Schlossberg's 4-S factors have been studied together and separately covering many types of transitions. Other studies have

explored transition relative to the 4-S framework as related to the type of transition (anticipated, unanticipated, or nonevents) and specific transition context to include: entrepreneurship, volunteerism, vocational training and college to career, retirement, military to civilian life—not specifically career—and incarceration to civilian life (Anderson & Goodman, 2014; Goodman & Anderson, 2012; Schlossberg, 2011; Schlossberg, Lassalle, & Golec, 1990; Schlossberg, Lissitz, Altman, & Steinberg, 1992; Schlossberg et al., 1995; G. Steele, 2003).

In summary, a large body of research exists regarding transitions; however, the research specific to female veterans' transition to civilian careers after separation from active-duty service is sparse, and none has been found that looks at their transition through the lens of Schlossberg's model (Reppert et al., 2014; Silva, 2008). The situation is critical for these women, and the underdeveloped body of extant literature suggests the need for further exploration. Furthermore, while challenges associated with reintegration after EAS have been identified, more information is needed on how post-9/11 female combat veterans cope with these reintegration challenges as they move into civilian careers.

Purpose Statement

The purpose of this multiple-case study was to explore the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies.

Central Research Question

This study was guided by one central research question and four subquestions:
What are the experiences of post-9/11 female combat veterans transitioning from military

service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies?

Subquestions

1. How do post-9/11 female combat veterans use the factor of situation in transitioning from military services to civilian careers?
2. How do post-9/11 female combat veterans use the factor of self in transitioning from military services to civilian careers?
3. How do post-9/11 female combat veterans use the factor of social support in transitioning from military services to civilian careers?
4. How do post-9/11 female combat veterans use the factor of strategies in transitioning from military services to civilian careers?

Significance of the Problem

Abrams (2016) stated, “The outstanding men and women who defend our nation, and the families supporting them, remain America’s most valuable asset. They are resilient and dedicated to accomplishing whatever mission they are given” (p. 54). In today’s complex global security environment, the vision to develop disciplined combat-ready, globally responsive, well-trained forces to maintain the security and status of the United States remains unchanged; readiness is and continues to be priority No. 1 (Abrams, 2016). Readiness refers to the entire member life cycle model from contract execution to end of active service (EAS). The member life cycle (MLC) model embodies key “touch points” throughout the MLC to provide opportunities to assess military career alignment with civilian goals. Military members are made aware of career readiness standards that must be completed prior to their intended separation date. Military

members are encouraged to remain engaged with their personal and professional development across their military career—defining goals and milestones and making individual transition plan (ITP) modification to support to goal attainment for both their military and postmilitary goals as related to employment, education, career technical training (see Appendix C). The intent is to enable the transition process to occur as a well thought out, strategic career plan, empowering service members to organize and manage their progression while making informed career decisions and proactively take responsibility goal attainment.

Unfortunately, in spite of these federally designed opportunities, a tragically high unemployment rate among veterans still exists (Duggan & Jurgens, 2007; A. L. Jones et al., 2017; Tsai et al., 2014; HUD, 2016). Female combat veterans are a minority among veterans and experience unique challenges ranging from posttraumatic stress disorder (PTSD) to Military Sexual Trauma (MST), chronic disease, and trouble acquiring appropriate medical treatment, suicide, mental health substance use disorders (MHSUDs), and homelessness, which may contribute to unemployment (Ahern et al., 2015; Bonvissuto, 2008; DOD, SAPR, 2013; Kearns et al., 2016; Reppert et al., 2014; Stern, 2017; Wolfe-Clark & Bryan, 2017).

People who have been members of the U.S. military since October 2001 constitute a new generation of veterans (Zogas, 2017). The needs of post-9/11 veterans differ from those of past generations. A mandatory transition program to support separating military members with services such as job searches, constructing transitional plans, resiliency training, and other related services to help efficiently integrate back into civilian sector exist (Edwards, 2015; Hogan, 2016; Sharkey, 2011). Given the negative

transition outcomes encountered by the veterans of our nation, it appears that the complete needs of our current veterans may not have fully surfaced and, thus, have not been fully addressed. The findings from this research will help federal agencies to better understand the veterans' perspective on transitioning to civilian careers and, thus, design solutions that may be more effective.

The collective parties that work together to design, modify, and ensure the proper facilitation of Transition Assistance Programs (TAPs), specifically, the 5-day Transition Readiness Seminar (TRS) may use these findings to further improve and refine upon existing programs to better serve the active-duty personnel of our military forces (see Appendix D). The agencies in collaboration include the Department of Defense (DOD), Department of Labor (DOL), U.S. Department of Veterans Affairs (VA), U.S. Department of Education, Department of Homeland Security (DHS), Small Business Administration (SBA), and the Office of Personnel Management (OPM), all of which stand to gain from the findings of the proposed research.

This research is of importance for various community groups and stakeholders that support military veterans in transition and their families: government agencies, local communities, community groups, veteran support organizations, professional organizations, and the health care industry. The findings will contribute to a better understanding of the population being studied and allow for their subsequent needs to be empirically identified. Once the needs are identified, study results can be utilized to create target-population-specific training programs, resources, perceived best practices, and potential intervention markers.

This study can add to the limited body of research on female combat veterans. Females now represent the fastest growing veteran category, and numbers are anticipated to continue to grow (Reppert et al., 2014; U.S. Department of Veterans Affairs, 2013). The unique experience of female combat veterans, paired with an increase in the number of female veterans and a marked increase of negative veteran outcomes, establish the need for giving serious attention to the study's findings (Buzzetta, 2017; Pellegrino & Hoggan, 2015; Reppert et al., 2014; Sharkey, 2011; U.S. Department of Veterans Affairs, 2013; Wheeler, 2014). To date, few studies have addressed the transition experiences of post-9/11 student veterans (Arman, 2016; Iverson, Seher, DiRamio, Jarvis, & Anderson, 2016; Kirchner, 2015; Stern, L., 2017). This study, guided by Schlossberg's theory of transition model, using a multiple-case study research design, allowed for a close exploration of the female combat veterans' transition from the military active-duty service to a civilian career.

Definitions

Combat. A conflict between armed forces that requires military action (Ware, 2017).

Culture (theoretical definition). The programming of mind that establishes the differences of one group of people or category from another based on value orientation and cognitive viewpoints (Feitosa, Grossman, & Salazar, 2018; Hofstede 1993). An individuals' behavior is composed of many unique elements, characteristics, and differences. These behaviors are influenced based on the meaning and expectations associated with the role they hold within the sociological group (Katz, 2015; F. Smith, 2016; P. B. Smith & Long, 2006).

Discharge. The various branches of the U.S. military may have terms for these discharges that are unique to that service, whether used formally or informally. A discharge completely alleviates the veteran of any military service obligations. There are several types of military discharges aside from the two most well-known: honorable and dishonorable. Discharge profoundly impacts a veteran's ability to receive veteran benefits, eligibility to serve in government employment, reenlistment in the military, and much more (Guina, Rossetter, DeRhodes, Nahhas, & Welton, 2015). The following is a brief listing of discharge types:

- Honorable discharge
- General Discharge Under Honorable Conditions
- Other Than Honorable (OTH) discharge
- Bad Conduct discharge (issued by special court-martial or general court-martial)
- Dishonorable discharge
- Entry-level Separation
- Medical Separation
- Separation for Convenience of the Government. (MilitaryBenefits, n.d.-b, p. 1)

Female combat veteran. Military decorations are issued by the U.S. Department of the Army to military personnel who achieve a variety of qualifications and accomplishments while serving on active and reserve duty regardless of out-of-country deployment and/or direct front-line combat.

Medical separation/medical retirement. When a military member has a medical condition (including mental health conditions) that renders him or her unfit to perform required duties, he or she may be separated (or retired) from the military for medical reasons. The process to determine medical fitness for continued duty involves two boards: One is called the Medical Evaluation Board (MEB), and the other is called the Physical Evaluation Board (PEB). If it is determined that the member has a medical condition that is incompatible with continued military service, the case is referred to the PEB. The PEB is a formal fitness-for-duty and disability determination (Powers, 2019).

Military culture (operational definition). Encompasses the unique values, norms, and lifestyle that shape the way military members communicate and interact, which encompass rules, regulations, policy, vocabulary, and discipline focusing more on structure and teamwork than individuality and freedom (Atuel et al., 2016; T. T. Brown, 2009; Coll & Weiss, 2017; Hall, 2011; Strom et al., 2012).

Military transition. The process in which a military member changes from active-duty service to the civilian life while learning to adapt and navigate from one environment to another (Ahern et al., 2015; Ware, 2017).

Post-9/11 veteran. Gulf War-era II veterans, having served after September 2001, who have participated in many conflicts with the two most significant conflicts since 9/11 being Operation Enduring Freedom and Operation Iraqi Freedom (Ganzer, 2016; Van Til et al., 2013).

Posttraumatic stress disorder (PTSD). A mental health disorder that an individual sustains after experiencing an extreme life-altering situation such as war, trauma, or violence (Chan, 2015; Griffin & Albert, 2015).

Retiree. Career service member who has typically completed a minimum of 20 years of active-duty service. Retiree has recently been expanded to include the Temporary Early Retirement Authority Program (U.S. Marine Corps, 2019). Another retirement classification when being considered for disability separation is known as medical retirement—those approved for these cases of early retirement must have a retirement date that occurs within the time frame that a disability separation or retirement is expected to occur.

Schlossberg transition model factors (4-S).

- **Self.** The individual's concept of his or her own nature, character, persona, as related to culture, ethnicity, and perceived identity (De Munck, 2013; Schlossberg 1981). Self is how individuals view their level of readiness, ability, and willingness to embrace the change. It involves the initiative to pursue significant memberships and affiliations; Self includes knowledge of resources and how to acquire currently unknown resources that serve to meet individuals' needs.
- **Situation.** The context of the transition, inclusive of the nature, duration, and perceived significance of and readiness for transition (Morin, 2011; Schlossberg, 1981) to include the nature of the separation, tenure, job market, family situation, and finances. Transition from active-duty service is a lifelong process as a member does not simply arrive at a state of transformation, and each novel situation dictates its' own state of readiness. Readiness is the service members' readiness for the onset of the transition process.
- **Social support.** Networks: family, friends, and professional providers and resources: community programs and services that play a role in the transition process (Barrera &

Ainlay, 1983; Sarason & Sarason, 2006; Schlossberg, 1981; Voydanoff, 2005a, 2005b). Sarason and Sarason (2016) suggested that the important aspect of supportive behavior of others is that it conveyed care and value, and was part of a network of communication and the presence of a mutual obligation. Sarason and Sarason (2016) postulated that health (both physical and mental) is strongly affected by social aspects of the environment. Plainly stated, the availability of overall support regardless of the source and delivery medium (in-person or virtual) supports a positive outcome.

- **Strategies.** The behavioral component of deliberate action, execution, follow-through, and course correction. Additionally, strategy embodies preparative steps to help develop future possibilities such as coping responses, resiliency, and information seeking, direct action, and inhibition action with the ability to evaluate strengths, weaknesses, opportunities, and possible threats (Schlossberg, 1981; Wilson, 2015).

Separatee. An individual in process of separation from active military service. A separation from the military can be voluntary or involuntary and may leave additional unfulfilled military service obligation that will need to be carried out in the Individual Ready Reserve (Guina et al., 2015).

Transition. A change that involves letting go of an aspect of self-identity and former roles and learning how to adapt from one environment into the next (Anderson & Goodman, 2014; Buzzetta et al., 2017).

Transitional assistance program (TAPS). A mandatory transition program that consists of assisting separating military members in job searches, constructing

transitional plans, and other related services to help efficiently integrate back into civilian sector (Edwards, 2015; Hogan, 2016; Sharkey, 2011).

Veteran. A person who served in the U.S. Military Armed Forces Army, Navy, Air Force, Marines on full-time active-duty status (Lopez, 2016; Ware, 2017).

Delimitations

This study was delimited to U.S. Armed Forces veterans in California that transition from active-duty service to a civilian career within the past 3-5 years and lived within 75 miles of Marine Corps Base Camp Pendleton.

Organization of the Study

This study explored the perceptions of post-9/11 female combat veterans who are transitioning from active duty to civilian life, regarding their successful transition to a civilian career. The findings from this study could help inform the government and veteran support agencies to improve transition programs to ensure successful civilian career transition. The introduction began with the global setting in which the problem exists and then moved systematically through the “funnel,” narrowing down the problem from the macro setting to the micro setting. Hence, the introduction provided an overall view of the subject area or general problem area and showed how it relates to a larger field of thought.

Chapter II provides an extensive review of literature and background of key research variables on the transition from active duty into the civilian career and theoretical background. Chapter III presents the methodology, research design, data collection, population, sample, and evaluation tools employed for this study.

Chapters IV and V provide study findings, followed by final summaries, conclusions, and recommendations for future research and corrective actions. The study concludes with related appendices and reference list. The introduction set the stage for the specifics of the dissertation that follow.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter begins with a brief introduction and background of the military armed forces followed by a description of the transition process from active-duty service and entry into the civilian career. Next, a presentation of the foundational transition theories and background establish the theoretical framework and the proposed theory, Schlossberg's transition model. The next section addresses the challenges of military women and the role of women in the military. Chapter II concludes by establishing research questions within a conceptual framework supported by published scholarly research.

Military Armed Forces Background

The U.S. Armed Forces comprises five uniformed service branches: The Coast Guard, The U.S. Army (USA), U.S. Marine Corps (USMC), U.S. Navy (USN), and the U.S. Air Force (USAF)—all of which fall under the Department of Defense (DOD). “Each military department is separately organized under its own Secretary and functions under the authority, direction, and control of the Secretary of Defense” (National Partnership for Reinventing Government, n.d., para. 10). The exception to the rule is the Coast Guard, which is part of the Department of Homeland Security and the only military branch outside of the DOD. Each branch has its own department within the DOD. The Marine Corps, which falls under the Department of the Navy (DON), includes both naval aviation and the United States Marine Corps (Carter-Boyd, 2012; Petrovich, 2012).

Branches

Each military branch has a unique date of inception. As depicted in Figure 2, the Army was the first branch to be established in 1775 followed by the, Navy, Marines, and

the Coast Guard in 1790 and the Air Force in 1947 (Redmond et al., 2015). Each military branch also has specific core values and mission statements, which are summarized in Table 2.

United States Armed Forces Military Branches					
Service Branch	 ARMY	 NAVY	 AIR FORCE	 MARINE CORPS	 COAST GUARD
Department	Army	Navy	Air Force	Navy	Homeland
Established	1775	1775	1947	1775	1750
Personnel	1,112,000	427,000	496,000	238,000	51,000

Figure 2. The United States Armed Forces branches inception summary. From “A Brief Introduction To The Military Workplace Culture,” by S. A. Redmond, S. L. Wilcox, S. Campbell, A. Kim, K. Finney, K. Barr, and A. M. Hassan, 2015, *Work*, 50(1), 9–20 (<https://doi.org/10.3233/WOR-141987>).

Military Installations

The mission of the Department of Defense (DOD) is to provide the forces needed to determine war and keep the peace U.S. major military bases and installations (S. Smith, 2018). Appendix E provides a listing of U.S. military installations and their population by state. The state of California has more military installations than any other state, with 32 in total. California was home to approximately 143,023 women who served in our U.S. military in the year 2018 (California Department of Veteran Affairs, n.d., para. 1; U.S. Department of Veterans Affairs, 2018).

Table 2

Overview of Military Branch Mission and Values

Branch	Service members	Mission	Core values
Coast Guard	Coast Guardsman*	Contract the Coast Guard and its members make with the nation and its citizens The Ethos is: I am a Coast Guardsman. I serve the people of the United States. I will protect them. I will defend them. I will save them. I am their shield. For them I am Semper Paratus. I live the Coast Guard core values. I am proud to be a Coast Guardsman. We are the United States Coast Guard.	Honor: Integrity is our standard. We demonstrate uncompromising ethical conduct and moral behavior in all of our personal actions. We are loyal and accountable to the public trust. Respect: We value our diverse workforce. We treat each other with fairness, dignity, and compassion. We encourage individual opportunity and growth. We encourage creativity through empowerment. We work as a team. Devotion to Duty: We are professionals, military and civilian, who seek responsibility, accept accountability, and are committed to the successful achievement of our organizational goals. We exist to serve. We serve with pride.
Army	Soldiers	Fight and win our Nation's war by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders	Loyalty, duty, respect, selfless service, honor, integrity, and personal courage
Air Force	Airmen**	Fly, fight, and win in air, space, and cyberspace	Integrity first, service before self, and excellence in all we do
Navy	Sailors	Maintain, train and equip combat ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas	Honor, courage, and commitment
Marine Corps	Marines	Train, organize, and equip Marines for offensive amphibious employment and as a force in readiness	Honor, respect, and devotion to duty

Note. * Coast Guardsman is standard without regard for sex/gender. ** Airmen is standard without regard for sex/gender. From "A Brief Introduction To The Military Workplace Culture," by S. A. Redmond, S. L. Wilcox, S. Campbell, A. Kim, K. Finney, K. Barr, and A. M. Hassan, 2015, *Work*, 50(1), 9–20 (<https://doi.org/10.3233/WOR-141987>).

Employment Classification Status

Military personnel are typically classified as full-time active duty, part-time reservist (maintain a nonmilitary job and commit to part-time military duty, which may be converted to active-duty status), retirees (completed 20+ years of active-duty service), and veterans (enlisted into military service and completed a whole/portion military employment contract) otherwise known as past military members (“U.S. Armed Forces Overview,” n.d.-a, n.d.-b).

Career Path

Service members follow one of two core career path tracks: officer or enlisted. Enlisted have specific specialties within an Armed Service unit. Officers serve as managers to the enlisted, and plan missions, give orders, and assign tasks to the enlisted (U.S. Army, n.d.). Officers may be commissioned or noncommissioned (NCO); the possession of a 4-year degree is a requirement of commissioned officers. There is another career option that may be pursued, affectionately referred to in the field as “mustanger,” in the U.S. Armed Forces, referring to a commissioned officer who began his or her career as an enlisted service member.

In the authority hierarchy, commissioned officers are at the top followed by warrant officers and then enlisted personnel. Enlisted personnel do have the option of becoming noncommissioned officers with some degree of authority. The term warrant officer is used for an enlisted person who has been promoted by warrant in response to his or her technical competency and expertise. Government documentation creates a commission, which then appoints the role of commissioned officers. Pay grades correspond to level of authority. As stated in “U.S. Military Ranks” (n.d.),

It is important to note that pay grade is an administrative distinction; in the Army, Marine Corps, and Air Force one's position is their rank, and in the Navy and Coast Guard it is their rate. Corresponding rates and ranks have different names across branches and more than one may fall under the same pay grade" ("U.S. Military Ranks," n.d., p. 5)

As this relates to gender across the branches, the active-duty force remains largely male dominated, but women have made inroads in recent decades. According to statistics produced by Parker, Cilluffo, and Stepler (2017),

The share of women in the ranks varies significantly by service branch. Women comprise nearly one in five active-duty personnel in the Air Force (19%) but only 8% of all Marines. Women make up 18% of the Navy and 14% of the Army.

Overall, 15% of DOD active-duty military personnel are women, up from 11% in 1990. In 2015, 17% of active-duty officers were female—up from their share of 12% in 1990. And 15% of enlisted personnel were female in 2015, up from 11% in 1990 (Parker et al., 2017).

Women make up 14.4 % of enlisted personnel and 15.9% of the officer corps in the 1.4-million-strong active-duty U.S. military, according to the most recent DOD figures (DMDC, n.d.). Parker et al. (2017) reported 15% of DOD active-duty military personnel are women, up from 11% in 1990. In 2015, 17% of active-duty officers were female and 15% of enlisted personnel were females (Parker et al., 2017). Furthermore, there is a marked difference on the participation of women across branches of service as depicted in Table 3.

Table 3

Total Active-Duty Females by Service Branch January 2019

Branch	No.	Percentage
Army	69,917	15.01%
Navy	64,942	19.77%
Marine Corps	16,157	8.68%
Air Force	65,832	20.40%

Note. Adapted from “DoD Personnel, Workforce Reports & Publications,” DMDC, n.d. (https://www.dmdc.osd.mil/appj/dwp/dwp_reports.jsp).

While Table 3 references the percentage of women in each branch of the armed services, Table 4 is even more telling as it represents the percentage of female enlisted and officers by branch of service (DMDC, n.d.). Table 4 summarizes the ratio of women by service branch and career path (officer versus enlisted). Active-duty female service members in the U.S. military follow one of two core career paths: officer (18.06%) or enlisted (16.34%) according to the most recent DOD figures.

Table 4

January 2019 U.S. DOD Active Female Military Career Path by Service Branch

Branch	Officer	Enlisted
Army	17.62%	14.38%
Navy	19.02%	19.92%
Marine Corps	7.88%	8.79%
Air Force	21.33%	20.17%

Note. Adapted from “DoD Personnel, Workforce Reports & Publications,” DMDC, n.d. (https://www.dmdc.osd.mil/appj/dwp/dwp_reports.jsp).

Pay Grade and Ranks by Service Branch

Service branches differ regarding their pay grade and ranks. S. Smith (2018) reported,

The three branches of the service who share the same ranks by name and insignia are the Army, Air Force, and Marine Corps. Rank, title, and collar devices are the same for these branches. However, the Navy does share the same collar devices for their ranking system. (para. 5)

Redmond et al. (2015) summarized a listing of ranks by pay grade and branch of military service (see Table 5): Air Force, Army, Coast Guard, Marine Corps, and Navy.

While pay grades are administrative classifications used primarily to standardize compensation across the military services, ranks indicate a level of responsibility (for personnel, equipment, and mission) that grows with each increase in rank (MilitaryBenefits, n.d.-a). The disparity of gender representation across classifications and rank are described in Figure 3.

Military Occupational Specialty (MOS)

All jobs in the Armed Services are separated into an occupational field, which is further designated and assigned a specialty job code that denotes the specific nature and responsibilities of the job. Historically, women were not able to hold certain MOSs; in 2016, the DOD ordered the Marine Corps to open all combat arms career fields to women—about 220,000 jobs and 10% of the entire active and reserve force (Pellerin, 2015; Rosenberg & Philipps, 2015; Tilghman, 2015). The type and magnitude of gender restrictions based on unit closures differs by rank group (L. Miller, Kavanagh, Lytell, Jennings, & Martin, 2012).

Table 5

Military Pay Grades and Rank by Service Branch

Rank	Pay grade	Army	Navy	Marine Corps	Air Force	Coast Guard
<i>Commissioned Officer</i>	O10	General	Admiral	General	General	Admiral
	O9	Lieutenant general	Vice admiral	Lieutenant general	Lieutenant general	Vice admiral
	O8	Major general	Rear admiral (upper)	Major general	Major general	Rear admiral (upper)
	O7	Brigadier general	Rear admiral (lower)	Brigadier general	Brigadier general	Rear admiral (lower)
	O6	Colonel	Captain	Colonel	Colonel	Captain
	O5	Lieutenant colonel	Commander	Lieutenant colonel	Lieutenant colonel	Commander
	O4	Major	Lieutenant commander	Major	Major	Lieutenant Commander
	O3	Captain	Lieutenant	Captain	Captain	Lieutenant
	O2	First lieutenant	Lieutenant junior grade	First lieutenant	First lieutenant	Lieutenant junior grade
	O1	Second lieutenant	Ensign	Second lieutenant	Second lieutenant	Ensign
<i>Warrant Officer</i>	W5	Chief warrant officer 5	Chief warrant officer 5	Chief warrant officer 5	-	-
	W4	Chief warrant officer 4	Chief warrant officer 4	Chief warrant officer 4	-	Chief warrant officer 4
	W3	Chief warrant officer 3	Chief warrant officer 3	Chief warrant officer 3	-	Chief warrant officer 3
	W2	Chief warrant officer 2	Chief warrant officer 2	Chief warrant officer 2	-	Chief warrant officer 2
	W1	Warrant officer	-	Warrant officer	-	-

Table 5 (continued)

Rank	Pay grade	Army	Navy	Marine Corps	Air Force	Coast Guard
<i>Enlisted</i>	E9	Sergeant major or Command sergeant major	Master chief petty officer or Chief petty officer	Sergeant major or Master gunnery sergeant	Chief master sergeant or First sergeant	Master chief petty officer or Fleet/Command master chief petty officer
	E8	First sergeant or Master sergeant	Senior chief petty officer	First sergeant or Master sergeant	Senior master sergeant or First sergeant	Senior chief petty officer
	E7	Sergeant first class	Chief petty officer	Gunnery sergeant	Master sergeant or First sergeant	Chief petty officer
	E6	Staff sergeant	Petty officer first class	Staff sergeant	Technical sergeant	Petty officer first class
	E5	Sergeant	Petty officer second class	Sergeant	Staff sergeant	Petty officer second class
	E4	Corporal or Specialist	Petty officer third class	Corporal	Senior airman	Petty officer third class
	E3	Private first class	Seamen	Lance corporal	Airman first class	Seamen
	E2	Private second class	Seamen apprentice	Private first class	Airman	Seamen apprentice
	E1	Private	Seamen recruit	Private	Airman basic	Seamen recruit

Note. * The Navy does not use grade W1, the Coast Guard does not use grades W1 or W5, and the Air Force does not have warrant officers. From “A Brief Introduction To The Military Workplace Culture,” by S. A. Redmond, S. L. Wilcox, S. Campbell, A. Kim, K. Finney, K. Barr, and A. M. Hassan, 2015, *Work*, 50(1), 9–20 (<https://doi.org/10.3233/WOR-141987>).

Table of Active Duty Females by Rank/Grade and Service							
Data as of: January 2019							
Data Source: Active Duty Master Personnel File, Military Academies							
Rank/Grade	Females					DoD Total	Pct Females
	Army	Navy	Marine Corps	Air Force	TOTAL		
O10	0	0	0	1	1	36	2.8%
O09	3	4	1	4	12	143	8.4%
O08	7	3	0	4	14	290	4.8%
O07	12	10	1	16	39	428	9.1%
O06	485	349	17	469	1,320	11,058	11.9%
O05	1,333	867	93	1,578	3,871	27,034	14.3%
O04	2,883	1,835	253	2,819	7,790	43,016	18.1%
O03	5,613	4,072	548	4,924	15,157	73,473	20.6%
O02	2,648	1,512	304	1,676	6,140	29,927	20.5%
O01	1,701	1,575	331	1,826	5,433	25,829	21.0%
W05	50	8	7	0	65	807	8.1%
W04	182	16	13	0	211	2,712	7.8%
W03	408	50	38	0	496	5,199	9.5%
W02	475	60	52	0	587	6,552	9.0%
W01	247	0	14	0	261	2,678	9.7%
Officer Total	16,047	10,361	1,672	13,317	41,397	229,182	18.06%
E09	324	209	65	444	1,042	10,290	10.1%
E08	1,356	648	207	1,093	3,304	26,373	12.5%
E07	4,327	2,768	559	5,302	12,956	91,696	14.1%
E06	6,807	7,228	1,238	7,214	22,487	161,055	14.0%
E05	10,144	14,101	2,529	11,110	37,884	223,158	17.0%
E04	15,727	12,058	3,287	10,655	41,727	244,824	17.0%
E03	7,873	10,644	3,697	12,747	34,961	189,962	18.4%
E02	4,679	3,648	2,000	1,493	11,820	71,868	16.4%
E01	2,633	3,277	903	2,457	9,270	54,513	17.0%
Enlisted Total	53,870	54,581	14,485	52,515	175,451	1,073,739	16.34%
Total DoD Officer & Enlisted (Excl Cadets/Midshipmen)	69,917	64,942	16,157	65,832	216,848	1,302,921	16.64%
Military Academy Cadets & Midshipmen	1,040	1,236	N/A	1,146	3,422	13,169	25.99%
Grand Total (Officers, Enlisted and Cadets/Midshipmen)	70,957	66,178	16,157	66,978	220,270	1,316,090	16.74%

Figure 3. Active duty military female personnel by service/rank/grade January 2019. From “Table of Active Duty Females by Rank/Grade and Service,” by DMDC, 2019 (https://www.dmdc.osd.mil/appj/dwp/rest/download?fileName=rg1901_female.pdf&groupName=milRankGrade).

Today, fewer than 100 women have successfully entered MOS jobs previously exclusive to males only (Snow, 2018). A total of 92 women are operating in a multitude of combat billets across the Corps, with only 11 enlisted women serving in traditional

infantry career fields today (Snow, 2018). Only one female officer has graduated from Infantry Officer Course, and currently serves as an infantry platoon commander aboard Marine Corps Base Camp Pendleton, and a total of 23 female officers serve in previously restricted combat jobs (Snow, 2018). “When the draft ended in 1973, women represented just 2 percent of the enlisted forces and 8 percent of the officer corps. Today, those numbers are 16 percent and 18 percent respectively, a significant increase” (DMDC, n.d.; Reynolds & Shendruk, 2018, p. 9).

War, Deployment, and Combat Initiatives

War and conflict have been a long-standing part of American history. Service members have been deploying in effort to support initiatives and protect U.S. borders since our country’s inception. Table 6 provides an overview of historical conflicts. Recent conflicts are briefly described and presented for context. Some deployments also include physical risks because of occupational exposure to a combat environment and austere weather and living conditions (Nicholson, 2015; Spelman et al., 2012).

Operation Enduring Freedom (OEF)/Operation Iraqi Freedom (OIF)/Operation New Dawn (OND)/Operation Inherent Resolve (OIR)

Service members deploy to support U.S. military operations and initiatives. In recent years, deployments have been in support OEF/OIF/OND/OIR operations. OEF began 2001 following the 9/11 attacks on the United States. OIF began in 2003 with the invasion of Iraq in response Islamic extremist problems (M. R. Miller, 2015; U.S. Department of Veterans Affairs, 2015; War Related Illness & Injury Study Center [WRIISC], 2014). The official end of Operation Iraqi Freedom (OIF) marked the transition to Operation New Dawn (OND). As stated by Torreón (2017), effective

September 1, 2010, military operations in Iraq acquired an official designation, Operation New Dawn (OND), and remaining U.S. service members shifted their focus to the conduction of stability operations, and advisement, assistance, and training of Iraqi Security Forces (ISF). OND represents a shift from a predominantly military U.S. presence to one that is predominantly civilian. The DOD and state work together with governmental and nongovernmental agencies to help build Iraq’s civil capacity (Torreon, 2017).

Table 6
Overview of U.S. Wars, Conflicts, and Initiatives

Historical Summary of War		
War	Onset	End date
Spanish-American War	April 21, 1898	July 4, 1902
Mexican Border Period	May 9, 1916	April 5, 1917
World War I	April 6, 1917,	November 11, 1918
World War II	December 7, 1941	December 31, 1946
Korean Conflict	June 27, 1950	January 31, 1955
Vietnam Era	February 28, 1961	May 7, 1975
Lebanon Conflicts	August 21, 1982	September 29, 1982
Grenada (Operation Urgent Fury)	October 25, 1983	December 15, 1983
Panama	December 21, 1989	February 13, 1990
Persian Gulf War	August 2, 1990	April 6, 1991
Operation Enduring Freedom (OEF)	October 7, 2001	December 28, 2014
Operation Freedom’s Sentinel (OFS)	January 1, 2015	
Operation Iraqi Freedom (OIF)	March 19, 2003	August 31, 2010
Operation New Dawn (OND)	September 1, 2010	December 15, 2011
Operation Inherent Resolve (OIR) Islamic State	October 15, 2014	

Note. Table adapted from *U.S. Periods of War and Dates of Recent Conflicts*, by B. S. Torreon, 2017, Washington, DC: Congressional Research Service. Retrieved from <https://crsreports.congress.gov/product/pdf/RS/RS21405/26>

The DOD designated U.S. and coalition operations against the terrorist group, the Islamic State, in Iraq and the Levant (ISIL) along the Syrian-Iraqi border as “Operation Inherent Resolve” (OIR; Torreon, 2017). Upward of 30,000 strikes occurred August 2014 to August 2018. More than 2.5 million served in support of these wars, with approximately 4,500 American casualties in Iraq, and this figure rose to exceed 6,600 after the Afghanistan conflict (DOD, 2013; Nicholson, 2015; Schauer, Naylor, Oliver, Maddy, & April, 2019). Based on available information, more than 1,000 civilians have been documented as unintentional kills (collateral damage) from Coalition strikes since the start of OIR (Operation Inherent Resolve, 2018).

Females in Combat

Today, women are in combat, that is just a reality. Thousands of women have been decorated for valor . . . and have given their lives. Today, what was once a band of brothers has truly become a band of brothers and sisters.”

—Army Gen. Ann E. Dunwoody

Approximately 14% of the military population consists of females (Engels & Harris, 2002). Women were (officially) banned from direct-combat through 2012 and were banned from occupying certain job roles through 2015 (MacKenzie, 2012). Women were excluded on the premise that gender-neutral performance standards and other requirements were unable to be met, and roles such as Army Rangers, Green Berets, Navy SEALs, Marine Corps infantry, Air Force and Para jumpers were gender restricted (Tilghman, 2015). The Defense Authorization Act signed by President Bill Clinton on November 30, 1993 repealed prohibitions against women serving on combat vessels. In January 2016, the Defense Department lifted all gender-based restrictions on military

service. Our military will be better able to harness the skills and perspectives that talented women have to offer (Defense Secretary Ash Carter). Table 7 provides a list of the 220,000 jobs military jobs (approximately 4,000 positions) now open to women members.

Transition From Active Duty to Civilian Career

Veterans serving in wars come home and have to learn how to cope with what they experienced and readjust into their normal lifestyles. Flournoy (2014) asserted that transitioning from active duty back into the civilian sector is not only a change in career but also a change in life and lifestyle. The military culture is different than civilian culture and has unique values, norms, and lifestyles that shape the way military members communicate and interact with society (T. T. Brown, 2009; Coll & Weiss, 2017). When service members become veterans, they walk away from a strong institutional hierarchy trained in very specific skills, behaviors, and values; additional challenges include language barriers and lack of familiarity with the culture they are entering into (Coll & Weiss, 2017). Foster and Vince (2009) examined the career transition experiences of women veterans and the factors that influenced their challenges and successes after they had entered the civilian workforce. D. L. Smith (2015) researched the challenges associated with successful transition of involuntarily separated service members when transitioning from military to civilian employment. Silverstein (1994) a majority of combat veterans have found returning to civilian life problematic (Laufer, 1988).

Table 7

Combat Jobs Opened to Women in 2016

Service	Officer/Enlisted	Occupation	Description
Army	Officer	11a	Infantry
	Officer	18a	Special Forces
	Officer	19a	Armor, General
	Officer	19b	Armor
	Officer	19c	Cavalry
	Warrant Officer	180a	Special Forces Warrant Officer
	Enlisted	11b	Infantryman
	Enlisted	11c	Indirect Fire Infantryman
	Enlisted	11z	Infantry Senior Sergeant
	Enlisted	13f	Fire Support Specialist
	Enlisted	18b	Special Forces Weapons Sergeant
	Enlisted	18c	Special Forces Engineer Sergeant
	Enlisted	18d	Special Forces Medical Sergeant
	Enlisted	18e	Special Forces Communications Sergeant
	Enlisted	18f	Special Forces Assistant Operations and
	Enlisted	18z	Special Forces Senior Sergeant
	Enlisted	19d	Cavalry Scout
	Enlisted	19k	M1 Armor Crewman
	Enlisted	19z	Armor Senior Sergeant
Marine Corps	Officer	0302	Infantry Officer
	Officer	0802	Field Artillery Officer
	Officer	1802	Tank Officer
	Officer	1803	Assault Amphibian Vehicle (AAV) Officer
	Officer	0370	Special Operations Officer
	Warrant Officer	0306	Infantry Weapons Officer
	Enlisted	0311	Rifleman
	Enlisted	0313	LAV Crewman
	Enlisted	0321	Reconnaissance Man
	Enlisted	0331	Machine Gunner
	Enlisted	0341	Motarman
	Enlisted	0351	Infantry Assaultman
	Enlisted	0352	Antitank Missileman
	Enlisted	0365	Infantry Squad Leader
	Enlisted	0369	Infantry Unit Leader
	Enlisted	0372	Critical Skills Operator
	Enlisted	0811	Field Artillery Cannoner
	Enlisted	0844	Field Artillery Control Man
	Enlisted	0848	Field Artillery Operations Man
	Enlisted	0861	Fire Support Man
Enlisted	1812	M1a1 Tank Crew Man	
Enlisted	1833	Aac Crew Man	

Table 7 (continued)

Service	Officer/Enlisted	Occupation	Description
Navy	Officer	113x	Assault Amphibian Vehicle (AAV) Officer
	Warrant Officer	715x	Special Operations Officer
	Warrant Officer	717x	Infantry Weapons Officer
	Enlisted	Sb	Rifleman
	Enlisted	So	LAV Crewman
Air Force	Officer	13cx	Special Tactics Officer
	Officer	13dx	Combat Rescue Officer
	Enlisted	1c2x	Combat Control Team
	Enlisted	1c4x	Tactical Air Control Party
	Enlisted	1t2x	Para rescue
	Enlisted	1w0x2	Special Operations Weather Enlisted

Adapted from “Combat Jobs Opening to Women,” MilitaryTimes.com, n.d.
 (<https://ec.militarytimes.com/static/pdfs/Combat-Jobs-Opening%20-to-Women.pdf>)

Furthermore, not only are there institutional and cultural differences, there are also differences between branches of service (Zogas, 2017). Provided the unique nature and construction of the military and the significant difference from nonmilitary civilian culture, it is imperative that military culture be understood and studied. Table 8 illustrates the differences between civilian and military culture.

There are fundamental core differences between military and civilian culture. Specifically, the U.S. civilian culture tends to be more individualistic in comparison to the collectivistic and team culture of the military. The work-life-balance ideology of the civilian workforce, and the practice of self-care do not reside in the military culture (Ware, 2017). The military culture works a 25/8 schedule and does not expect to be accommodated. When a separatee becomes immersed in a civilian occupation with a certain work ethic and performance expectations, it is difficult for a military person to adjust to the numerous differences (Redmond et al., 2015).

Table 8

Military Versus Civilian Culture

Characteristic	Military	Civilian
Cultural attributes	Hierarchical and vertical structure to the career ladder	Less defined career progression
	Command and control system in the workforce	Most organizations have moved to collaboration and empowerment
Lifestyle	Family life has a significant impact on career progression	Family life has little impact on career progression
Norms	No sick days, Time off is limited	Take care of your health; work/life balance /sick leave, maternity/paternity leave
Values	Shared values: honor, courage, commitment, respect, loyalty	Individual values; frequent incivility

Note. Developed and adapted by T. Austin and S. Scaife III, personal communication, June 2018.

Transition Assistance Programs (TAPs)

I am committed to reducing the veterans’ unemployment rate to below 5 percent over the next two years. They kept their vow to us, now it’s our turn to vow to help them.

—Rep. Jeff Miller, Chairman of the House Committee on Veterans’ Affairs

TAP provides service members who are about to be discharged with job seeking skills, such as resume writing, to help their transition to the civilian world. Although each branch of the service provides preseparation counseling and transition services, these interventions tend to be short-term and focused on initial job search activities (Ware, 2017). One particular program for service persons TAP, is a week-long program designed to assist military personnel and their families as they transition (i.e., separate or

retire) from active military service (U.S. Government Accountability Office, 2011). The Veterans Opportunity to Work Act (The VOW Act) | made attendance and completion of the new TAP—Transition Goals, Plan, Success (GPS)—mandatory for nearly all separating personnel with exceptions granted on a case basis (Air Force Reserve Command, 2012; Joyner, 2018; Swan, 2012).

Types of Transition Assistance Programs include executive, retiree, and separatee (Gaiter, 2015). Although TAPS is mandated DOD wide, it was not being provided to all separating or retiring personnel as they transitioned from military service to civilian life (Bascetta, 2002; U.S. Department of Veteran Affairs, Office Inspector General. (2007); U.S. Government Accountability Office, 2011). Moreover, TAP programs and services offered by each U.S. military branch (Army, Air Force, Navy, Marine Corps, and Coast Guard) differed in scope and participation. Bascetta (2005) identified two key TAPs shortcomings: (a) many eligible service members did not receive transition assistance and (b) no process exist to evaluate the effectiveness of the mandated services' TAPs.

Member for Life Cycle Model (MLCM)

In response to staggering numbers of veterans experiencing homelessness and unemployment, the TAP was revised to better meet the needs of service members. President Barack Obama issued Executive Order 13518, Employment of Veterans in the Federal Government urging the federal government to be a model employer for individuals with disabilities and to improve the recruitment, hiring, and retention efforts for veteran workers with disabilities (The White House Office of the Press Secretary, 2016). A shift from mission readiness skills to include supporting the return of quality high-functioning citizens occurred and resulted in the member for life cycle model

(M4LCM). Figure 4 denotes the life-cycle phases and objectives. Efforts have been made to ensure training, education, and skills necessary for the transition back to civilian life are provided throughout the active-duty tenure. Figure 4 denotes the life-cycle phases and objectives.

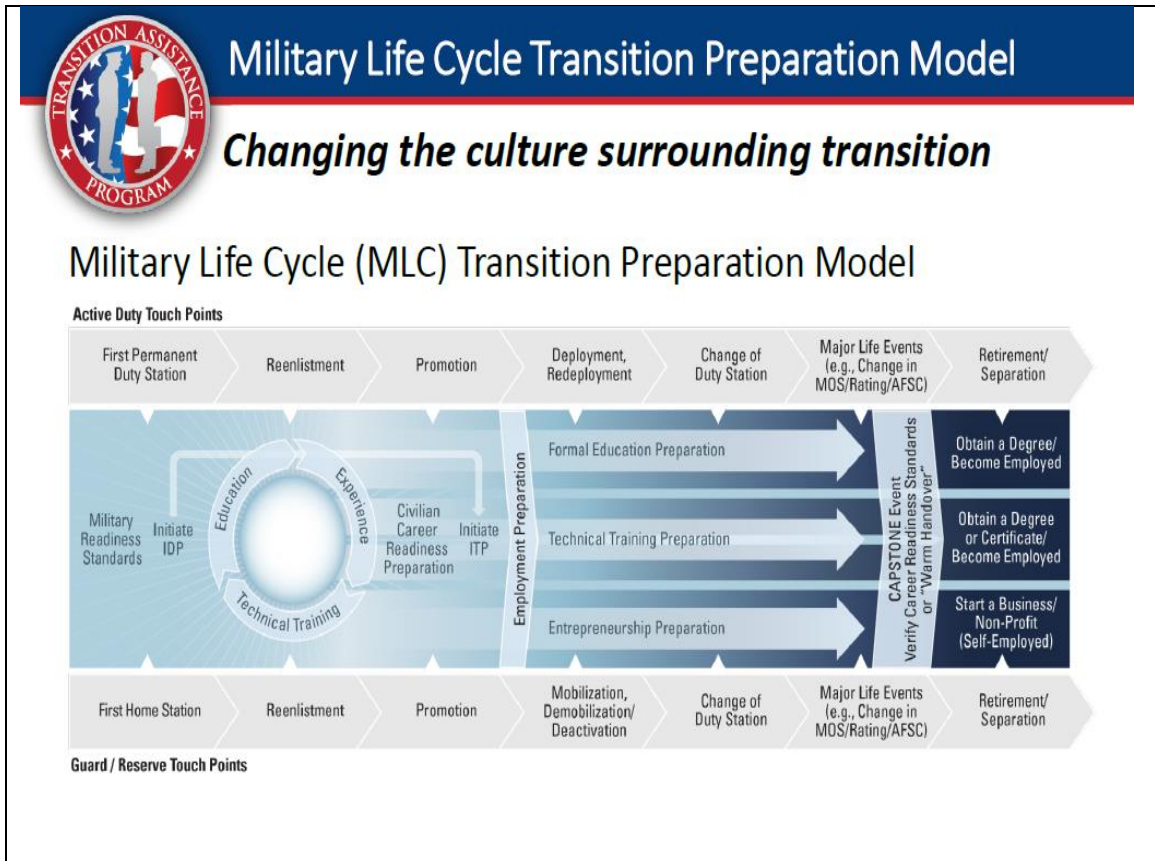


Figure 4. Member for life cycle model (M4LCM). From “Marine for Life cycle,” Marine Corps Community Services, n.d.-a (<https://usmc-mccs.org/cycle/>).

Foundational Transition Theories and Background

Adult transition theory is the foundational guiding theory that acts as one of the lenses for the current study. The transition framework assumes the following criteria: (a) people continuously experience transitions, (b) persons’ reactions to transitions depend on the type (e.g., anticipated, unanticipated, and nonevent), (c) their perceptions

of the transition, the contexts or environment in which the transition occurs, and (d) that a transition has no end point but rather is a process during which persons accept and adapt to the changes by moving in, through, and out (Anderson et al., 2012). Transition is the cyclical process of moving in, moving through, and moving out (Chickering & Schlossberg, 1995).

There is no consensus among transition researchers regarding the linearity or cyclical nature of a transition (Froggatt, 1997; Glacken, Kernohan, & Coates, 2001; Luborsky, 1994; Martin-McDonald & Biernoff, 2002). Researchers are in agreement that transition is managed and experienced differently on an individual level and to best understand transition as experienced by the individual, it is imperative that the resources, nature, and context of the transition be thoroughly understood (Diamond, 2012). The independent variables included transition confidence and transition readiness (Geier, 2012).

Alternate transition theories considered include Kegan's (1982, 1994) five-stage model of adult development and the adaptive military transition theory (Eriksen, 2006). Kegan's theory encompasses the developmental life-span and is centered in self-journey. Portions of Kegan's model directly apply to the military, specifically being defined by relationships, following rules, making choices in alignment with individual identity, and paradoxically, simultaneously holding multiple identities that conflict with one another.

Figure 5 offers an overview of Kegan's (1981) adult development theory Stages 1 through 5.


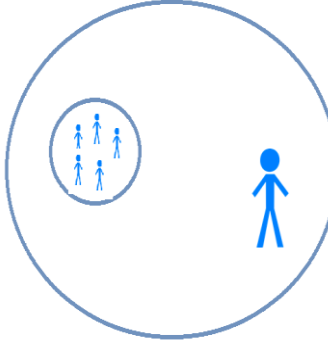
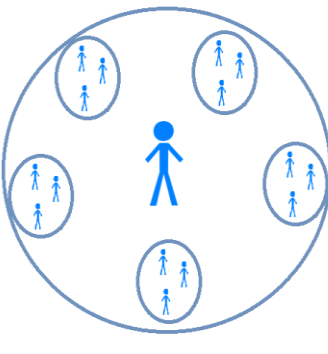
Kegan's (1981) Adult Development Theory Stages 3 Through 5.		
THE SOCIALIZED MIND	THE SELF AUTHORIZING	THE SELF
Stage 3 – 58 % population	Stage 4 – 35% population	Stage 5 – 1% population
		
“I am my relationships, I follow the rules”	“I have an identity, I make choices”	“I hold many identities, I embrace paradox”

Figure 5. Kegan's (1981) adult development theory stages 3 through 5. Note. Adapted from source: Constructive development theory, from *In Over Our Heads: The Mental Demands of*

The incorporative stage of Kegan's cognitive development theory parallels with the military life cycle model's significant life event markers. The swearing of oath begins a recruit's awareness of the military world (Pyskir, 1993). Completion of boot camp is when recruits begin to develop an awareness of the military world and start to become cognizant of their individual importance to the team and the collective mission of the team (Arkin & Dobrofsky, 1978). Kegan's impulsive and imperial stage relates to new recruits becoming cognizant of themselves as service members and their shared membership in the military. The final Stages 3, 4, and 5 correspond with an immersion of self in military relationships and finding one's own way. As in defining themselves as a unique service member and further their military career with the support, mentoring, and advice of military mentors. Figure 6 provides a description of Kegan's six-stage cognitive development theory.

Title	Stage	Description
Incorporative	0	There is no self to speak of because there is no distinction occurring yet between self and other. No real social orientation. Incorporate stage, which is focused on sensory information and reflexes, and during which the child lacks a sense of self.
Impulsive	1	Emphasizes perception and impulse. does most of the child development and focus on how the individual moves from the total self-involvement or the beginning awareness of a shared world with other people
Imperial stage	2	Marks a period of self-centeredness and the awareness that the child can act on his or her desires. Deals mostly with child development and focus on how the individual most from total self-involvement with the beginning awareness of a shared world with other people
Interpersonal stage	3	Represents individual who is embedded in his or her relationships. Emphasizes empathy, reciprocity, and compassion, and the awareness that other people have needs that should be taken into account.
Institutional stage	4	Represents a person who has separated their values and sense of self and parents leaving them with a strong sense of personal autonomy enter. Ethics and values develop. Autonomy and the self-develop and the person acts on principle, rather than impulse.
Inter-individual	5	Represents an individual who can maintain a separate sense of self I can incorporate feedback from others. Emphasizes both autonomy and tolerance, with an understanding and acceptance that different value systems exist. able to hold both mainstream and counter-cultural value systems in mind at the same time, and to see the problem of draft dodging from both perspectives

Figure 6. Kegan’s six-stage cognitive development theory. Adapted from “Kegan’s Six Stages of Adult Cognitive Development,” n.d., (<https://quizlet.com/95345014/kegans-six-stages-of-adult-cognitive-development-flash-cards/>).

Roy’s 2009 adaptation theory acknowledges the importance of the environment and the manner in which it has the potential to influence the individual and the close

relationships and affiliations (i.e., individuals, families, groups, organization, and communities). Service members adapt to new situations and environments as they are encountered to meet requirements (Adkins, 2017). This theory is a step closer toward supporting the exploration of service members as it follows a life-span approach and goes further to incorporate the phases of transition (adaption, passage, and arrival) in a linear model (Diamond, 2012).

The adaptive military transition theory can be modified to serve as a visual model of a shared military member experience; however, this theory is limited with respect to the present being the only time depicted by the model (Diamond, 2012). This theory summarizes the experience of environment and culture as the individual transitions across stages. Finally, the development of the adaptive military theory was developed by the identification of constructs emerged from the application of Schlossberg's (1981) adult transition theory (Diamond, 2012).

Schein's (1985) cultural model of organizations (see Table 9) incorporates culture and related aspects (e.g., level of culture, artifacts, and the tangible visible elements of logos, dress code, facilities, espoused values, stated values, and rules of conduct: policies, strategies, standards) to describe organizational culture. The concept of organizational culture is defined in terms of a dynamic model of how culture is learned, passed on, and changed (Schein, 1985). Schein (1985) suggested that there are direct and indirect mechanisms within organizations that influence organizational. Organizational culture is a construct that explains why people behave differently in different organizations. This

model is helpful; however, the present studies unit of analysis focuses on cases, not the organization at a higher level.

Table 9

Schein's Model of Organization Culture

Level of culture	Description
Artifacts	Tangible, visible elements: logos, dress code, facilities
Espoused values	Stated values and rules of conduct: policies, strategies, standards
Assumptions and beliefs	Unconscious thoughts, feelings, and behaviors: ultimate source of change

Adapted from *Organizational Culture and Leadership* (3rd ed.), by E. H. Schein, p. 26, 2004, San Francisco, CA: Jossey-Bass.

Cognitive Dissonance

Military women face an ideological challenge with respect to existence as to whether they are capable of being both a woman and a soldier at the same time (Pawelczyk, 2014). Female service members live a constant state of cognitive dissonance, the individual experience of psychological discomfort when two cognitions maintain an inconsistent relationship (J. R. Collins & Nickel, 1975; Klug et al., 2011; Rodrigues & Girandola, 2017). Unresolved cognitive dissonance may contribute to reintegration issues for veterans (Klug et al., 2011). Rodrigues and Girandola, (2017) found justification of a behavior to reduce cognitive dissonance.

Identity Theory

According to Silverstein (1994), many veterans experience an identity crisis upon transitioning into the civilian world and it is not uncommon for them to get stuck in a foreclosed military identity or to shed their military identity without replacing it with a

new one. Many interactionist models consider factors that interact with the self to evolve individual identity (Nelson, 2009). Burke and Reitzes's (1981) perspective of the identity theory focused on the use of meanings within one's social structure as a method of influencing the development of role identity. Lewin's (1936) person-environment interaction equation continued to present the self in terms of its interaction with the social environment; there certainly is a common link between a person's self-concept as shaped by their his or her environment and how he or she behaves (Nelson, 2009).

According to Heifetz and Linsky (2002), habits, values, and attitudes, even dysfunctional ones, are part of one's identity. Kegan (1982) suggested that individuals at Stage 4 have developed consistency across arenas and formed their own self-identity and reliance on personal standards and commitments. Identity can be thought of as a set of meanings that define who one is based on individual experiences, what role one holds in society, which group one belongs to, or which characteristics make one unique (Burke & Stets, 2009). Burke and Stets (2009) stated, "People possess multiple identities because they occupy multiple roles, are members of multiple groups and claim multiple personal characteristics, yet the meanings of these identities are shared by members of society" (p. 3).

The combat veteran conceptual identity model illustrates the ongoing identity negotiation experienced by combat veterans (Hammond, 2016). The strong sense of veteran status being part of core identity and the significant connections to other veterans expressed by participants suggest that individual identity becomes secondary to the identity of the larger group, potentially influencing social integration as a combat veteran transitions from the military to civilian life and college (Hammond, 2016). According to

Harada et al. (2002), “Veteran identity is defined as veterans’ self-concept that derives from . . . military experience within a sociohistorical context. Veteran identity may vary by race/ethnicity because the sociohistorical context of the military experience” (p. 1117).

Suter, Lamb, Marko, and Tye-Williams (2006) found that female veterans reported the transition back to civilian life to be problematic in part because of difficulties meeting traditional gender-role expectations and feelings of isolation stemming from the inability to relate to civilian nonveteran females in their hometowns. Female identity construction forms from the unique place identity negotiation in a socio-historical context (Suter et al., 2006). Maples-Keller, Price, Rauch, Gerardi, and Rothbaum (2017) found that women in service reported experiencing a gender bias and being faced with a slew of challenges leaving service as they attempt to re-assimilate to civilian life. One female veteran described her experience as a woman as being inconvenient both in and outside of the military and reported that gender bias manifested itself differently during and after her time in the military (Maples-Keller et al., 2017).

Maples (2017) stated, “What civilians do not realize, what women veterans often do not even realize, is that they might appear to be like other women, but they aren’t operating on the expectations traditionally applied to women” (para. 5). The perceived invalidation of a woman’s service can feel as if her experiences during our related to her service—to include combat service-connected disabilities as sexual-harassment—are also invalidated (Maples, 2017). While women veterans make efforts to assimilate, they are often reluctant to completely lose the identity developed in the military, particularly if it means assuming traditional gender roles (Maples, 2017). Many women service members

often cite feeling slighted in comparison to the male counterparts related to not getting promotion opportunities or the same recognition (Maples, 2017).

Transition

The transition framework assumes the following criteria: (a) people continuously experience transitions, (b) persons' reactions to transitions depend on the type (e.g., anticipated, unanticipated, and nonevent), (c) their perceptions of the transition, the contexts or environment in which the transition occurs, and (d) that a transition has no end point but rather is a process during which persons accept and adapt to the changes by moving in, through, and out (Anderson et al., 2012). This three-phase transition cycle allows for the exploration of multiple types of transition (Anderson et al., 2012; Arman, 2016; Beckel & Thomas, 2007; Coll & Weiss, 2017; Diamond, 2012; Fisher, 2011; Hirst, Van Dick, & Van Knippenberg, 2009; Kouzakova, Ellemers, Harinck, & Scheepers, 2012; Lederach, 2003; Schlossberg, 1981; F. Smith, 2016; P. B. Smith & Long, 2006; Stets & Burke, 2000; Van Ryn & Vinokur, 1992; Wiggen, 2016). The reintegration process is a complex process of adjustment across both life and career as veterans move through a transition that involves changing structures, culture, and life roles (McCormick, Osborn, Hayden, & Van Hoose, 2013; Yan et al., 2013).

Transition Phase Cycles

Moving In

Ware (2017) described the initial transition process of moving in as the process in which a veteran begins to become familiar with old environments (in a different context) and new environments. This initial stage of transition focuses on core assumptions and beliefs, unconscious thoughts, feelings, and behaviors and is viewed as the ultimate

source of change (Nicholson, 2015). Furthermore, Schlossberg (as cited in Ware, 2017) went on to recognize that moving in “can be overwhelming and challenging, and these stressors may contribute to a crisis of identity in which the individual attempts to combine knowledge of past environments with information from the new environment” (p. 17).

Moving Through

Moving through is the conversion aspect of the transition process that moves a service member from an active-duty world to that of a veteran. This phase may be lengthy and does not result in a full and complete transition. Anderson et al. (2012) and Ware (2017) claimed that moving through a transition requires letting go of aspects of the self, releasing former roles, and engaging in the process of learning and renegotiating new roles. Anderson et al. (2012) asserted, “People moving through transitions inevitably must take stock as they renegotiate these roles” (p. 45). Ware (2017) stated,

Letting go of the past is no easy task, especially for medically injured war veterans who must create a whole new life outside of the military. Going from their active duty title to just a regular civilian title with disabilities obtained from war, is traumatic for these vets. (p. 74)

With acceptance and understanding as a key outcome for the successful transition of this phase, learning how to redefine oneself and identify the needs and resources to pass through are key milestones of moving through (Ware, 2017).

Moving Out

The final phase of the transition process and signifies the ending or completion of a transition or change and the beginning of a new phase of movement (Ware, 2017).

Lopez (2016) suggested that the final stage of moving out can be an additional source of stress and challenge for transitioning veterans— because beginning a new chapter of life brings about uncertainty of the future and the possibility for a multitude of additional new changes.

In summary, the reintegration process can be a complex process of adjustment across both life and career as veterans move through a transition that involves changing structures, culture, and life roles (McCormick et al., 2013; Yan et al., 2013). Hale (2013) suggested the transition to civilian life is not easy for all, and there are many aspects of military culture that are not well-received in a corporate or civilian setting. Regardless of the specific nature of the changes involved, a transition requires letting go of aspects of the self and former roles and moving forward to a new emerging identity and roles (Burke & Stets, 2009; Hammond, 2016; Katz, 2015; Silverstein, 1994; F. Smith, 2016; P. B. Smith & Long, 2006; Ware, 2017; Zarecky, 2014). A rebalancing of roles is often necessary to allow for relating to others and the sustainment of meaningful relationships (Michel, Kotrba, Mitchelson, Clark, & Baltes, 2011; Ungar, 2008). Represented in Figure 7, the cyclical adult transition model demonstrates the three phases of the integrative model of the transition process.

Theoretical Framework (Proposed Theory)—Schlossberg’s Transition Theory

Anderson et al. (2012) referred to transition as any event or nonevent that results in change thus having an impact on relationships, routines, assumptions, and roles. The four Ss are identified as the major variables and key factors influencing one’s ability to transition (Barrera & Ainlay, 1983; Morin, 2011; De Munck, 2013; Sarason & Sarason, 2006; Schlossberg, 1981; Schlossberg et al., 1995; Wilson, 2015). Schlossberg’s 4-S

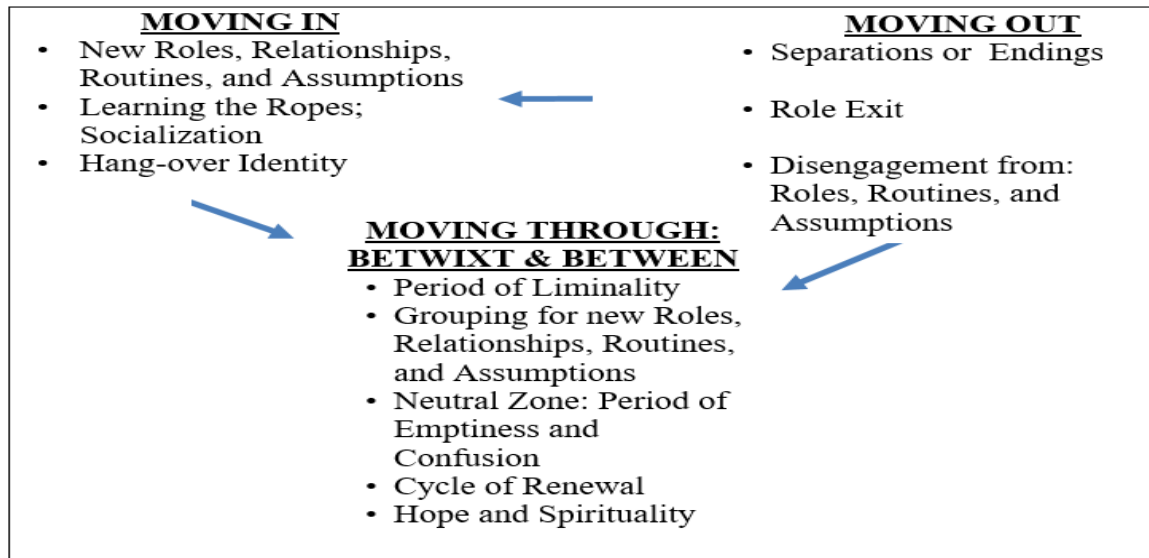


Figure 7. Cyclical adult transition model. Adapted from *Counseling Adults in Transition: Linking Schlossberg's Theory With Practice in a Diverse World* (4th ed.), by M. L. Anderson, J. Goodman, and N. K. Schlossberg, 2012, p. 56, New York, NY: Springer.

model provides a framework to incorporate the multiple resources and unmet needs that have an impact on each client's situation, self, support, and strategies (Anderson et al., 2012). There are three types of transition: (a) anticipated, (b) unanticipated, and (c) nonevents. Nonevents are considered transitions that were anticipated but do not occur (Chickering & Schlossberg, 1995). As veterans navigate the transition from military to civilian life, we assess the situation by looking at the triggers, timing, duration, and role changes associated with the transition (Anderson et al., 2012). Figure 8 summarizes the individual transition and coping strategies of Schlossberg's transition model.

POTENTIAL ASSETS AND LIABILITIES



Individuals
Approaching
Transition

SITUATION

Event or Non-Event
(Characteristics)
Trigger
Timing
Control / Source
Role Change
Duration
Previous Experience
Concurrent
Assessment

SELF

Personal Characteristics
Psychological Resources

SUPPORT

Social Support Types
Intimate
Family Unit
Friendship
Network
Institution
- *Convoy*
- *Functions*

STRATEGIES

Coping Responses
Functions
Strategies:
Information Seeking;
Direct Action;
Inhibitions of Action

Figure 8. Individual transition coping strategies. Adapted from *Counseling Adults in Transition: Linking Schlossberg’s Theory With Practice in a Diverse World* (4th ed.), by M. L. Anderson, J. Goodman, and N. K. Schlossberg, 2012, p. 62, New York, NY: Springer.

Transition Theory Applied to Women Veterans

According to Greer, “For women veterans, the transition can be viewed as the period between time of discharge from the military and the time at which she has fully integrated into her civilian role, including appropriate employment” (p. 57). An examination of the self, situation, support, and strategies that apply to women veterans in transition to the civilian workforce help to better understand the transition of women veterans and in turn help manage their successful transition. Using transition theory as a

framework for the case of women veterans (summarized in Figure 9) enables scholars and practitioners to weigh the unique challenges and issues faced by women veterans for the purpose of developing and implementing custom career development programs and policies (Greer, 2017).



Figure 9. Transition theory applied to women veterans. From “Career Development for Women Veterans: Facilitating Successful Transitions From Military Service to Civilian Employment,” by T. W. Greer, 2017, *Advances in Developing Human Resources*, 19(1), p. 57.

Major Variables

Situation. (Morin, 2011; Schlossberg, 1981). Schein (2004) suggested that organizational culture exists on three levels: artifacts, espoused beliefs and values, and basic underlying assumptions.

Self. Nicholson (2015) suggested that the basic underlying assumptions are difficult to change, and group members often fear and challenge deviation from the norm. Change at this level requires structure and new learning to counteract the “psychological cognitive defense mechanisms that permit the group to continue to function” (Schein, 2004, p. 32). In Figure 10 the combat veteran conceptual identity model is shown (Hammond, 2016). De Munck (2013) offered a theory of self, identity, and culture in a model that conceptually links each of the constructs.

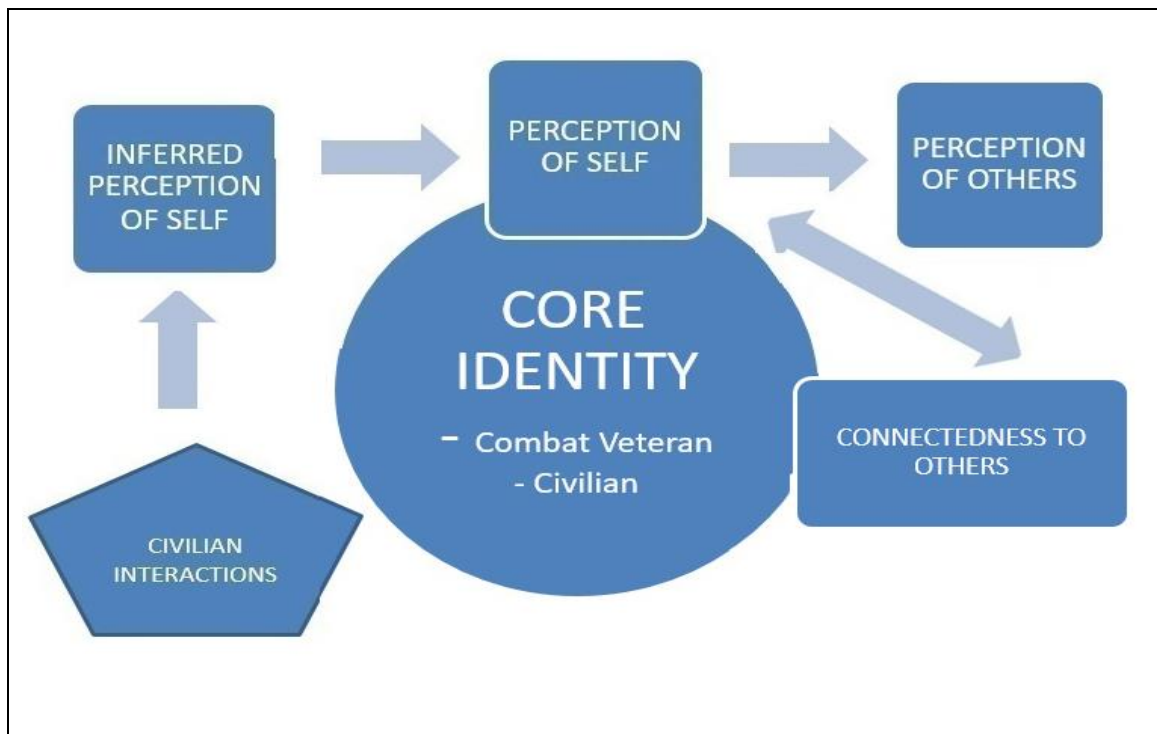


Figure 10. Combat veteran conceptual identity model. Adapted and modified from “Complex Perceptions of Identity: The Experiences of Student Combat Veterans in Community College,” by S. P. Hammond, 2016, *Community College Journal of Research and Practice*, 40(2), 146-159.

Social support. As one ages, one’s “cultural” resources become more important (Barrera & Ainlay, 1983; Sarason & Sarason, 2006; Schlossberg, 1981; Voydanoff, 2005a). These include cognitive resources, motivational dispositions, socialization

strategies, and access to environmental resources such as economic systems and medical technology. Since no one has equal access to all these resources, Baltes, Briggs, Huff, Wright, & Neuman (1999) suggested that effective adult development depends on the extent to which the individual optimizes available resources and uses these to compensate for deficits in other areas. Social support, Barrera and Ainlay (1983) stated, is critical across the transition spectrum, and research is clear regarding the role of “social support as a stress-buffer” (p. 136).

Strategies. Strategy relates directly to coping responses in the Schlossberg transition model (Schlossberg, 1981; Wilson, 2015). Baltes et al. (1999) theorized that development occurs as a function of “adaptive capacity,” more plainly stated as the extent to which an individual is able to make positive changes as a response to adversity. Adaptability enables a person to change without difficulty and to participate in new, routine, and unpredictable situations in the world of work (Savickas, 1997). According to Avolio and Gibbons (1989), self-efficacy is belief or confidence in one’s abilities to work through various situations.

Overview

Since 2003, enlisted service members have been leaving the military at an approximate rate of 250,000 each year, and the DOD estimates the rate will remain high through 2019 with an estimated 230,000 to 245,000 enlisted service members and officers separating from the military each year (Zogas, 2017). Approximately 14% of the military population consists of females (Engels & Harris, 2002). The unique experience of female combat veterans paired with an increase in the number of female veterans and the marked increase of negative veteran outcomes establish the need for further

exploration (Buzzetta, 2017; Pellegrino & Hoggan, 2015; Reppert et al., 2014; Sharkey, 2011; U.S. Department of Veterans Affairs, 2013; Wheeler, 2014).

Challenges for Military Women in Transition to Civilian Career

Military women face a unique set of specific challenges and barriers related to active-duty service and transition than that of their male counterparts. Female recruits are consistently more diverse than the civilian population; they are also more diverse than male recruits (Reynolds & Shendruk, 2018). The importance of culture, ethnicity, and gender in the workplace has been heavily documented in empirical literature (Cardenas, 2007; Morela, Hatzigeorgiadis, Kouli, Elbe, & Sanchez, 2013; Ting-Toomey et al., 2000; Turan & Gürsoy, 2011; Ufkes, Calcagno, Glasford, & Dovidio, 2016).

According to Silverstein (1994), many veterans experience an identity crisis upon transitioning into the civilian world and it is not uncommon for them to get stuck in a foreclosed military identity or to shed their military identity without replacing it with a new one. Understanding the nature of veteran transition is key toward gaining insight on the impediments that veterans face in the transition from active-duty service to civilian employment (Ahern et al., 2015). In order to meet the numerous and diverse needs of the military, their specific needs must be identified and understood (Engels & Harris, 2002). Key challenges that female veterans face such as military sexual trauma, PTSD, mental health challenges, unequal wages, homelessness and underemployment/unemployment, and so forth are important to the research on this topic (Lutwak, 2013; Mankowski & Everett, 2016; MacKenzie, 2012; Reppert et al., 2014; Silva, 2008; DOD, SAPR, 2013; Zogas, 2017).

Limited Access to Health Care

The health and health care of female veterans is an important priority for the VA as females represent one of the fastest growing groups of new VA health care user studies (Tsai et al., 2014). Minority veterans, specifically minority female veterans encounter a number of unique health care and social challenges ranging from high levels of posttraumatic stress disorder (PTSD) and chronic disease disparities to difficulties in gaining access to appropriate medical treatment and other needed services (Bonvissuto, 2008; Reppert et al., 2014; Silva, 2008). Among enlisted recruits, 43% of men and 56% of women are Hispanic or a racial minority (Reynolds & Shendruk, 2018). Bonvissuto (2008) reported, “According to the U.S. Department of Veterans Affairs approximately 20% of the nation’s 23.5 million veterans are people of color and face a variety of unique healthcare challenges—like other racial and ethnic minority populations” (p. 23).

Challenges experienced by veterans range from chronic disease and high levels of PTSD to difficulties in accessing medical treatment (Bonvissuto, 2008). The director of the VA Center for Minority Veteran’s (CMV) noted that in many cases challenges that minority veterans encounter as they seek services (see Appendix F) from the VA are magnified by the adverse conditions of their local community. The CMV mission is to identify barriers to service and health care access, to increase awareness of minority veteran health care issues, and to grow the participation of minority veterans’ use of existing VA benefit programs (Bonvissuto, 2008). Failure to identify and access proper care to address the unique needs of minority female service members may influence the ability of those veterans to secure and keep a job. Providers were viewed as professionally competent professionally, but many veterans felt the providers lacked an

understanding of service members' military experiences, challenges, and language (Nedegaard & Zwilling, 2017). This knowledge deficit is often a significant reason why military patients discontinue treatment with community-based providers after a single visit (findings indicate that 84% most of civilian providers have neither direct military experience nor training or experience that could have informed them about the military).

Additionally, the stigmas attached to labeling act as barriers deterring veterans from seeking help; moreover, that lack of knowledge about the special population (veteran) discourages patients from returning for mental health treatment from civilian providers (Nedegaard & Zwilling, 2017). Nicholson (2015) said that success requires a system that works constantly to assess and analyze health care quality from the patient's experience and from a client's perspective. VA studies have shown that female veterans are less healthy (than their nonfemale veteran counterparts) and have poorer mental health (compared to male veterans); this is attributed to barriers for women veterans in accessing VA health services and allegations that the male-dominated VA is not attentive enough to the needs of women (Tsai et al., 2014).

Mental Health

Mental health refers to the ability to focus, make decisions, and remember things (Medalia, & Lim, 2004). Post-9/11 veterans with mental health problems infrequently receive an adequate dose of mental health treatment due to stigma or instrumental barriers to care (Burr, 2018). Specific mental health diagnoses and more severe cases are less likely to access and receive adequate mental health treatment; given the complex medical and mental health needs of veterans and the critical impact of reintegration on health outcomes, it is important to understand their mental health needs.

Posttraumatic Stress Disorder (PTSD). One of the largest and most difficult problems that troops face after deployment is PTSD, which can vary in intensity from mild to extreme. Silverstein (1994) stated, “The number of veterans who are still suffering from PTSD at varying levels of incapacitation begs for further exploration of the traumatic antecedents of psychological maladjustment” (p. 69). In recognition of the struggle to deal with extraordinarily high levels of trauma because of exposure and the multitude of unique challenges disabled veterans face, Sovereign Health currently provides treatment for traumatic brain injury (TBI), PTSD, and other mental health disorders for veterans and active-duty military personnel at Marine Corps Base Camp Pendleton to assist patient return home and/or the transition back to civilian life (Sovereign Health, 2016). Today, women veterans are still facing a number of challenges including being 3 to 4 times as likely as their civilian women counterparts to become homeless and 2 1/2 times more likely to commit suicide (Maples-Keller et al., 2017). According to McGinty (2015), “To date, an insufficient number of researchers have examined the relationship between PTSD symptoms and career and vocational behavior” (p. 46).

Suicide. The rate of military suicides has surpassed that of the general population in the United States. Despite the availability of focused prevention resources, they have been found to be ineffective, and suicide rates are on the rise (Bartone, 2013; Dao & Lehren, 2013; Wolfe-Clark & Bryan, 2017). In 2016, female veterans died by suicide at six times the rate of their civilian counterparts, an increase from 2013 when the female veteran suicide risk was three times higher than that of female civilians (Accettola, 2013; J. Steele, 2016). Failure to acculturate in combination with isolation from resources and

loved ones further exacerbated by depression could lead to a negative transition experience. Failure to thrive could lead to a lack of motivation to secure a second career.

Mental health and/or substance use disorders (MHSUDs). Nedegaard and Zwilling (2017) estimated that 19 to 44% of soldiers returning from recent wars meet the criteria for mental health diagnosis. The presence of untreated and/or undiagnosed conditions could shade the career path for female veterans (A. L. Jones et al., 2016; Kimerling et al., 2015). Ganzer (2016) stated, “Deployed women with combat exposure related experiences reported symptoms of mental health conditions; moreover, at nearly twice the rate seen in non-deployed women” (p. 34).

Military Sexual Trauma (MST)

MST is defined as “sexual coercion, sexually threatening behavior, and sexual assault experienced while in the military” (Mankowski & Everett, 2016, p. 24). In 2011, 20-40% of all female military members reported being victims of MST (Ganzer, 2016; M. B. Kelley et al., 2012; Lutwak, 2013). In 2012, an estimated 26,000 sexual assaults happened in the military with one in five women compared to the two in 100 men who experienced some level of MST (DOD, SAPR, 2013). Sexual violence against female service members is a newer wartime phenomenon that places female veterans at increased risk of self-harm; in 2010, a third of female service members were victims of assault during their term of service, far fewer reported to officials (Accettola, 2013). The experience of sexual trauma (nature, severity, number of occurrences) and the response (resilient recovery, depression, suicide) may influence the career path and/or tenure of a female service member.

Unemployment

Veterans complete the training in the weeks before they are released from their military contracts; they are excited, distracted, and generally unconcerned with finding work immediately (Zogas, 2017). Being accustomed to a military work environment diminishes veterans' job preparedness in unexpected ways (A. L. Jones et al., 2017; Tsai et al., 2014; U.S. Department of Housing and Urban Development [HUD], 2016; Zogas, 2017). Several studies have reported on unemployment and employment situations encountered by service persons and veterans as they transition from military service to the civilian workforce (Bureau of Labor Statistics, 2010; Burnett-Ziegler et al., 2011; Pranger, Murphy, & Thompson, 2009; Ruh et al., 2009; Veteran Labor Force, 2011). Fall 2014 unemployment rate for female veterans (8.2%) was higher in comparison than the rate for male veterans (4.7%) (Duggan & Jurgens, 2007). The Bureau of Labor Statistics (2017) reported an unemployment rate for Gulf War-era II veterans (5.8%) exceeds that of both total veterans (4.6%) and nonveterans (5.2%). Continued counseling, case management, and services provided by other practitioners (such as consulting or coaching psychologists) may be needed for veterans to have a successful transition into the workplace; much of the research, regarding veterans and/or military personnel, is inclusive of studies concerning temporary employment (Brannon, 2013; Bureau of Labor Statistics, 2017; Stern, 2017). The causes of unemployment among veterans are complex, and a number of factors may be at work such as (a) veterans may be struggling to locate and obtain employment in the civilian sector because of limited job opportunities and slow recovery from a severe economic recession, and (b) a significant gap appears between specific skills needed by civilian employers and job-

seeking veterans' ability to translate military skills to civilian occupations (Chicas, Maiden, Oh, Wilcox, & Young, 2012). Vigoda-Gadot, Baruch, & Grimland (2010) acknowledged that single lifelong employment is a fading occurrence and the rise of multiple careers in different areas is on the rise. In order to succeed in a second career, people lean on the knowledge, skills, and experience acquired from their earlier career. Investigations of organizational support mechanisms for a second career are scarce, nevertheless, of high importance. Authors urge the research community to identify the aspects of the adjustment process that lead to a successful transition.

Homelessness

Veteran homelessness is a problem in the United States; moreover, “female veterans are almost twice as likely to be homeless than female non-veterans” (Tsai et al., 2014, p. e29). All the women constitute only a small proportion, approximately 8%, of the sheltered homeless veteran population; women veterans have been found to be at higher-risk of being homeless than their nonfemale veteran counterparts (Tsai, Rosenheck, & McGuire, 2012). Tsai et al. (2012) asserted that there is inadequate understanding of gender differences in the homeless veteran population. Moreover, female veterans have different characteristics than their male veteran counterparts—but benefit equally from transitional housing. The United States is working to demolish homeless in cities across United States with the “functional zero” campaign which aims to furnish homeless veterans with immediate access to care and services (Bratcher et al., 2015). Tsai, Link, Rosenheck, & Pietrzak (2016) asserted that among our veterans 8.5% reported any lifetime homelessness in their adult life; however, only 17.2% of those reported utilizing VA homelessness services. Tsai, Hoff, and Harpaz-Rotem (2017)

suggested ways to identify and prevent homelessness by mitigating the factors that lead to homelessness. Tsai and Hoff (2017) acknowledged the challenges and difficulties of studying homelessness because of the elusiveness of the homeless population and the large sample sizes required for accurate measurements. Homelessness and use of VA homelessness services did not significantly differ by gender (Tsai et al., 2016). Homelessness persists as a significant problem across the different generations of veterans (Tsai et al., 2016). Being low income, aged 35 to 44, and having poor mental and physical health were all found to be independently associated with lifetime homelessness (Tsai et al., 2016).

Disability

Disability evaluation is complex, and service-connected disability status potentially holds implications for the civilian disability processes and may impact veteran health and access to services (Dismuke-Greer et al., 2018). Disabled veterans living in rural areas were found to have higher comorbidities, more disparity in health care needs, and more challenges with access to care than veterans living in nonrural areas (Weeks et al., 2004). Telerehabilitation was found to be a feasible and suitable method of service delivery for extending vocational services for rural veterans with disabilities as an alternative to long-distance travel to the nearest VA treatment facility (Cotner, Ottomanelli, O'Connor, Njoh, & Jones, 2016). Edens, Kaspro, Tsai, and Rosenheck (2015) found VA service-connected disability rating to be a protective factor for homelessness in disabled veterans.

The Role of Women in the Military

Women have a long, but underappreciated history in the American military, serving in every conflict from the American Revolution to the current War on Terror. From their early days as cooks and nurses, to the combat roles they fulfill today, the roles of women have evolved with the military.

—Norwich University, “How Roles Have Changed”

Female service members are found in each branch of service. Female service members are assigned a Military Occupation Specialty (MOS) that denotes the specific nature and responsibilities of the job. Female service members follow one of two core career paths—officer or enlisted. Women make up 14.4% of enlisted personnel and 15.9% of the officer corps in the 1.4-million-strong active-duty U.S. military, according to the most recent U.S. Defense Department figures. This research is significant in that female service members are subject to a number of unique challenges in active duty and as veterans returning to the workforce.

Gap in the Research

What Is Known?

The problems being experienced by female veterans in transitioning to civilian life are empirically documented. We know programs and strategies to support veterans in the transition exist. Transition research has been conducted using Schlossberg’s 4-S model on student veterans, female veterans, wounded warriors, welfare to work recipients, and homeless adults with serious mental illness and substance abuse disorders, to assist them in successful transitions. Female recruits are consistently more diverse than the civilian population; they are also more diverse than male recruits, and this

diversity adds to the significance of successful transition (Reynolds & Shendruk, 2018). Ahern et al. (2015) stated, “It is critical to understand the nature of veterans’ transition to civilian life, the challenges navigated, and approaches to reconnection” (p. 17).

Veterans transition from active duty into the civilian sector (Ahern et al., 2015; Bateman, 2011; Flournoy, 2014; Hyatt et al., 2014; Kelley, 2012). Empirical findings reveal (a) a lack of in processing, (b) need for community, and (c) institutional invisibility as common barriers for veterans in college (Williams-Klotz & Gansemer-Topf, 2017a, 2017b). Programs exist to support the transition of veterans (Bascetta, 2002; U.S. Department of Veterans Affairs, 2016; U.S. Department of Veterans Affairs, Vocational Rehabilitation and Employment, 2016; Veterans Authority, 2016); however, research is needed on which factors help or hinder military personnel adjusting to civilian life—and ultimately new career.

The negative effects of combat environments (OEF/OIF) on female veterans and their transition is prevalent in scholarly studies (Baker, 2011; Binneveld, 1997; N. D. Brown, 2008; Callahan, 2010; Chandrasekaren, 2014; Costello, 2015; Heinz et al., 2015; E. Jones et al., 2007; Karairmak & Guloglu, 2014; Moore, & Reger, 2007; Stagner, 2014). The use of peer support groups to enhance community integration of veterans in transition has been explored (Drebing et al., 2018).

What Is Still Unknown?

Scholars have long considered the military to be a distinct culture with its own set of social standards (P. H. Collins, 1998; Hall, 2011; Reger, Etherage, Reger, & Gahm, 2008). Culture has been defined as a “system through which the members of a community communicate, perpetuate, and develop their knowledge about and attitudes

toward life” (Geertz, 1973, p. 72). The military is known to maintain its own set of social standards, behavioral codes, dress, and forms of speech; new recruits are required to live by the culturally accepted norms of the military in order to thrive and excel within the military context (Hall, 2011). Military culture has fostered a specific set of values and dispositions such as honor, masculinity/masculine behaviors, and allegiance to command (P. H. Collins, 1998; Demers, 2013; Silva, 2008). According to Reppert et al. (2014), “When working with female veterans or veterans in general, it is important to have a basic knowledge of the military culture, including cultures specific to a veteran’s military branch” (p. 81). What we do not know is how female veterans may use the four Ss to transition effectively to civilian careers and how their transition is shaped by their unique experience.

Cook and Kim (2009) found colleges and universities have a low level of readiness to support veteran success in a study of ends over 700 institutions. More specifically, the data identified the following:

1. Only 22% provided transitional orientation specifically for veterans
2. Only 4% offered Veteran specific orientation
3. Nearly 50% of all just did not employ a designated individual trained to assist veterans with transitional issues
4. 57% did not provide staff and faculty training on how to assist veterans
5. Less than 37% had trained staff to assist veterans with disabilities.

In short, the unique veteran student population has specific needs and experiences different from those of the general population that need to be supported.

Coll and Weiss (2017) questioned how culturally responsive female-specific veteran programs and services aid the transition from military service to civilian career. While a substantial body of research exists on organizational culture, identity salience, and career success, little to no research has looked at post-9/11 female combat veterans. Research is needed on how the salience of organizational culture and identification contribute to a successful transition from military service to a civilian career. The military is a subculture with substantial points of difference from the rest of society. This can be described as a cross-cultural transition, and as such, the role of military culture on transition should be explored (Black et al., 2007). Research needs to explore the situation of leaving a very strict and hierarchical culture and being thrust into a foreign and unfamiliar situation and setting with limited skill and resources and often without trust being built as related to the transition from military service to civilian career.

While a large body of research exists regarding veterans and continued postservice education, the research specific to female veterans' career development is sparse, this lack of literature justifies further study (Reppert et al., 2014; Silva, 2008). Challenges of reintegration and the subsequent impact on a civilian career, needs to be explored - specifically for female combat veterans. Research is specifically needed on the transition from military service to civilian career as related to the 4-S framework and programs, resources, and support networks that are available and utilized.

Summary

In summary, a body of literature exists regarding veterans and in particular, female veterans; however, the empirical research on female combat veterans is sparse and in need of further exploration. While a number of topics have been explored, the career

transition of female combat veterans and applied to the 4-S factors of transition has not been conducted. It is unanimously acknowledged throughout the literature that veterans bring their own array of unique and diverse backgrounds and life experiences to their post service endeavors (Hammond, 2016). Ryan, Carlstrom, Hughey, and Harris (2011) suggested that to understand the way the veterans' transition, it must be acknowledged that transitioning veterans are both similar and different from the general population. Once the needs of the veteran are identified, relevant topics should be explored further to help connect veterans to appropriate resources, social support groups, and services to facilitate their success (Ryan et al., 2011).

CHAPTER III: METHODOLOGY

Overview

Chapter III presents the research methodology for this qualitative multiple-case study. Intensive interviews helped explore the experiences of post-9/11 female combat veterans who have transitioned from military service to civilian careers within the last 3-5 years, focusing on the Schlossberg transition model factors of situation, self, social support, and strategies. Flipp (2014) and Patton (2015) advocated the appropriateness of qualitative methods as it pertains to research for the purposes of studying individuals' lived experiences. This chapter includes the following topics: purpose statement, research questions, research design, population sample, instrumentation, validity and reliability, data collection, data analysis, and limitations. The chapter ends with a final summary.

Purpose Statement

The purpose of this multiple-case study was to explore the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies.

Central Research Question

This study is guided by one central research question and four subquestions: *What are the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies?*

Subquestions

1. How do post-9/11 female combat veterans use the factor of situation in transitioning from military services to civilian careers?
2. How do post-9/11 female combat veterans use the factor of self in transitioning from military services to civilian careers?
3. How do post-9/11 female combat veterans use the factor of social support in transitioning from military services to civilian careers?
4. How do post-9/11 female combat veterans use the factor of strategies in transitioning from military services to civilian careers?

Research Design

The methodology was qualitative research. Qualitative research is used to help understand a phenomenon from the perspective of the study participants (Arman, 2016; Bloomberg & Volpe, 2008; Nicholson, 2015). The research design was a multiple-case study approach. Interviews were selected to explore the lived experiences of post-9/11 female combat veterans transitioning from active-duty service to a civilian career and to describe from the perspective of the interviewee how the Schlossberg transition model factors of situation, self, social support, and strategies were utilized in their transition to civilian career success.

Ponelis (2015) offered the purpose of case studies is to provide an intensive holistic description and analysis of a single bounded unit situated in a specific context to provide insight into real-life situations. A case study is an in-depth exploration of a bounded system based on extensive data collection; a bounded system is defined as case(s) separated out for research in terms of time, an activity, event, process, or

individuals (Creswell, 2014). American Psychological Association ([APA], 2010) defined a case study as an in-depth research project in which the writer takes one situation or problem and attempts to discuss or solve the topic with one specific example or case.

A case study is a methodological approach that involves in-depth exploration utilizing multiple forms of data collection (Wiebe, Durepos, & Mills, 2010) and consists of a two-step sampling process. Step one, selection of the specific case to study and two, the application of intentional sampling to select participants (Merriam, 2009). Case study research yields a detailed case description to include the setting (environmental and cultural context) and a best-fit presentation of the findings that typically occurs via themes and is often not chronological (Range, 2013). The focus of a case study is to concentrate on an issue; as such, the selected cases offer insight into the issue. Case studies focus on the issue of interest as opposed to the individual participant as a person; the individual provides insight into his or her experience of the issue being explored (Range, 2013).

Research has identified several strengths of using a case study approach in research, including the ability to use a variety of settings, to establish rapport with research subjects, to obtain sufficiently rich description that can be transferred to similar situations, and ultimately, to acquire in-depth insight (Davies, 2007; Merriam, 2009; Mouton, 2001). One of the advantages of case study research is that it places emphasis on the use of multiple sources of evidence and multiple realities, offering an opportunity to bridge paradigms (Lalor et al., 2013). According to Ponelis (2015), the use of qualitative case studies is justified for exploratory research.

Interviews provide the platform to explore and investigate phenomena that cannot be directly observed. Ware (2017) suggested that interviews provide a medium for researchers to understand the social and cultural context in which people live and experience life. The interview data collection method supports the research purpose of understanding the perspective of the target population (Arman, 2016; Bloomberg & Volpe, 2008). The purpose of qualitative interviewing is to learn terminology and judgments and to capture the complexities of their individual perceptions and experiences. Patton (2015) made the distinction between the purpose of qualitative interviews, which capture the perceptions, world views, and experiences of interviewees in comparison to quantitative study methods and closed instruments, which force respondents to frame their reality within researcher's categories (Patton, 2015).

Rationale

As the research goal is to gain understanding of career transitioning in female combat veterans, the case study design is the best fit for the population and to answer the research questions. The case study design enabled the researcher to develop a richer and deeper understanding of the interviewees' unique transition experience through the lens of Schlossberg's 4-S transition theory. Yin (2014) offered three justifications for the use of case study methodology: (a) for research embedded in the investigation of "how" and "why" a phenomenon occurs; (b) when ongoing activities need to be explored (e.g., transition from active-duty service); and (c) limited researcher control and resources.

To gain a comprehensive understanding of the depth and complexity of transition to civilian careers, the data collection process employed interviews of post-9/11 female combat veterans with direct experience in the transition process within the last 3-5 years.

Interviews are the ideal method for understanding the perceptions of individuals (Ware, 2017). There are three main aspects of in-depth interviews: data content is detailed and extensive, no answers are furnished to participants, and the interview is dynamic versus static (Rubin & Rubin, 2012). Closed instruments fail to capture some of the key themes and findings that surface using interviews (Patton, 2015).

Gay, Mills, and Airasian (2006) went on to suggest that qualitative research seeks to deeply probe into the research setting to enable an in-depth understanding about how things are, why things are a certain way, and how individuals in that specific context perceive things. McMillan and Schumacher (2010) identified nine key qualitative research characteristics: natural setting, context sensitivity, direct data collection, rich narrative description, process orientation, inductive data analysis, participant perspectives, emergent design, and complexity of understanding an explanation. The essential qualitative research key elements of rich narrative description, participant perspective, and context sensitivity were particularly important in capturing the stories of the women in this study.

Multiple Researchers

A team of three peer researchers collaborated to develop the instrument for the study. Following multiple iterations and under the guidance of military thematic team committee faculty members, the three-member team generated definitions of the study variables, crafted interview questions, conducted a field-test of interview questions, and made appropriate revisions as per the feedback received prior to implementation of the study instrumentation. Three Brandman University professors provided expert validation to the process of creating variable definitions, interview questions and protocols, and

sample criteria. Throughout the process, the team ensured the interview questions were based on the literature and aligned with the research questions and purpose of the study. Experts provided feedback on the alignment of interview questions with the research questions, purpose, and framework.

Population

A population is an entire group or collection from which a sample is drawn in order to explore a phenomenon (McMillan & Schumacher, 2010). Additionally, McMillan and Schumacher (2010) asserted that a population can benefit from findings attained from any study of a smaller fraction of that larger group; thus, it is of the utmost importance to give careful time and attention to sampling methods and criteria. In 2018 there were 1,902,533 living female veterans across all service branches in the United States. California is home to 143,211 living female veterans (U.S. Department of Veterans Affairs, 2018). According to Disabled American Veterans, in September of 2018 Californian held 49,893 post-9/11 female combat veterans (U.S. Department of Veterans Affairs, 2018).

The population of post-9/11 female combat veterans is quite large, and it is nearly impossible to study the entire population. The time and fiscal resources needed to sample every possible respondent in the population are overly burdensome and not feasible. When the opportunity to study a complete population fails to avail itself, the selection of a smaller few select group, a sample, that closely resembles the total group is recommended (Roberts, 2010). The narrowed population focus of the present study is the 280,000 post-9/11 female combat veterans in the United States.

Target Population

According to McMillan and Schumacher (2010) a narrower collection of individuals conforming to specific criteria (post-9/11 female combat veterans) and to which the research results can be generalized constitute a target population. California is home to the second largest number of number of women veterans (163,332 women veterans in the year 2016), trailing Texas by 20,265 (U. S. Department of Veterans Affairs, 2014). The sample was selected from the targeted study population of the 49,893 Californian post-9/11 female combat veterans in the year 2018 (U.S. Department of Veterans Affairs, 2018).

Sample

A sample is a subset of the population that the researcher is interested in studying (Patten, 2012). In this study, participants had to meet the criteria of being a female with post-9/11 service in combat, who has exited the military within the last 3-5 years and has been successfully employed in a career of choice for at least 1 year. The sample was limited to the geographic location within 75 miles of Marine Corps Base Camp Pendleton. This geographic area was selected because of the large military presence and its ease of accessibility. Figure 11 illustrates the relationship between population, sample, and target.

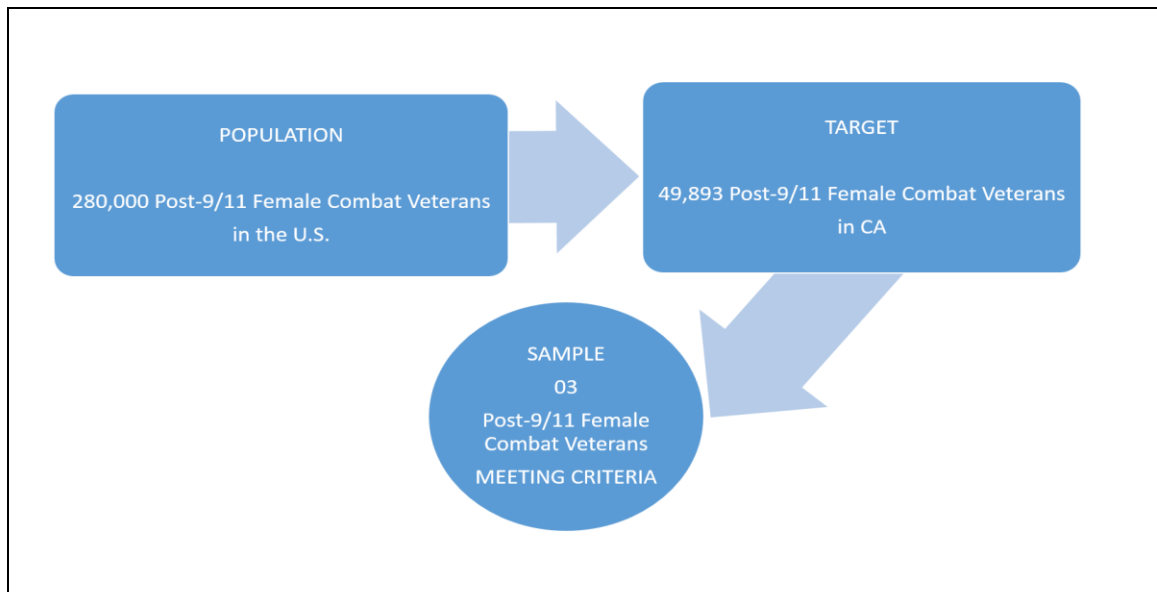


Figure 11. Population, sample, and target.

Sample Criteria

- Female combat veteran post 9/11;
- Exited military in the last 3-5 years;
- Located within a 75-mile radius of Marine Corps Base Camp Pendleton;
- Successfully employed in a career of their choice for 1 year at least.

Sample Size

A multiple-case study design of three was selected to allow for feasibility and timeliness of data collection (Patton, 2015). While no specific universal guidelines or rules for sample sizes exist in qualitative studies (Patton, 2015), Yin (2014) asserted that multiple cases are perceived to be robust and more compelling than a single-case study design. Several authors have guidelines to assist with the identification of the number of cases suggested for certain types of case studies.

The rich meaning and insights generated by qualitative inquiry supplemented by artifacts provided justification for the small number of cases selected (Patton, 2015). Alignment with research questions is the criterion for case selection as opposed to sample representativeness of the population to justify generalization; causation is not the objective of the current study (Carson, Gilmore, Perry, & Gronhaug, 2001). Patton (2015) stated, “The underlying principle in selecting appropriate cases is the preference for cases that are information-rich with respect to the topics under investigation, and therefore using purposive sampling is justified” (p. 64). In a structured interview, the same questions are asked in a specific order. According to Harrell and Bradley (2009), “Multiple respondents will be asked identical questions, in the same order” (p. 28).

Sampling Technique

The purpose of sampling is to gain information about a population. Wienclaw (2013) defined sampling as techniques employed to extract and obtain a select sample from a larger population to manage the research process and mediate the number of resources needed to extrapolate findings to the larger population. The sampling process is the manner by which the population is narrowed and individual participants are selected to represent the larger group from which they were chosen (Gay et al., 2006). Purposeful sampling, the selection of participants who meet specific criteria, expressly those post-9/11 female combat veterans with experience of the central concept of transition from active-duty service, was used to recruit participants (Leedy & Ormrod, 2000; Wright, 2013).

Nonrandom convenience sampling was the method employed in the present study in conjunction with delimiting selection criteria to identify eligible interview cases.

Convenience sampling techniques identify individuals who fit study criteria and are located in an area that is accessible to the researcher (Emerson, 2015). Alanazi (2017) offered that “while this sampling choice is not the most appropriate for research, it can provide the researcher with direct access to a group of the population with valuable and tangible experience in regard to the phenomena being studied” (p. 47).

Study participants were solicited via social media, professional referrals, flyers, and a grass roots word-of-mouth campaign. A call for participation was posted to the Veteran Confessions™ Facebook page, the researcher’s Facebook page, and other social media platforms (Veteran Confessions. n.d.).

Sharing and forwarding of the post was also encouraged to increase visibility and to expand the pool of potential subjects. Potential participants were encouraged to contact the researcher if interested in participating to determine eligibility and qualification of study delimitation criteria for inclusion. Referrals were made in-person, via e-mail, and by the telephone. All referrals were followed up with and either extended an invitation to participate or a thank you for your interest e-mail. The first three eligible participants who qualified were made an offer. A list of qualified eligible alternates was created to save time should one of the first three participants have backed out, been deemed ineligible for the study at the time of data collection, or failed to complete the interview.

Instrumentation

Semistructured interview questions were designed for the present research. The interview was developed based on the key variables of interest and Schlossberg’s 4-S transition theory factors and grounded in scholarly literary findings.

The interview questions and responses were conducted face to face and were recorded digitally via a hand-held recording device. The researcher conducted qualitative interviews with the research participants. Qualitative research data collection methods include interviews and artifacts (Creswell, 2014). The qualitative multiple-case study research design utilized semistructured interview questions created by the military thematic team in conjunction with faculty advisors to explore the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers using the Schlossberg transition model factors of situation, self, social support, and strategies.

Researcher as the Instrument of Study

Patton (2015) indicated that the researcher is an instrument of the qualitative inquiry. The researcher is the primary instrument for data collection in qualitative research (Creswell, 2014; Patten, 2012; Patton, 2015). Because the researcher is the instrument in a qualitative study, Pezalla, Pettigrew, and Miller-Day (2012) argued that the unique characteristics and idiosyncrasies of the researcher—personalities, characteristics, and interview techniques may influence the manner in which data are collected and introduce some bias. To mediate the potential researcher bias effect related to the military background of the researcher, the same semistructured interview protocol and questions were used in all three interviews, and a peer researcher analyzed 10% of the coding generated through data analysis to validate the reliability of the determined themes and codes.

Process for Creating Interview Questions

The in-depth interview was chosen to yield robust information from study participants. Interview questions may be structured, semistructured, or unstructured.

McMillan and Schumacher (2010) and Patton (2015) advocated the use of standardized interviews for qualitative study. Standardized interviews employed predetermine the exact wording and sequence of interview questions, follow-up prompts, and subject inquiries (McMillan & Schumacher, 2010; Patton, 2015). A semistructured interview protocol approach was employed. McMillan and Schumacher (2010) promoted the semistructured format that allows for a broader range of participant response to answer the interviewer's questions. Additionally, the opportunity to expand or explain the participant's answer with greater detail while keeping on topic is established.

Semistructured questions are designed to capture unique individual responses from study participants (McMillan & Schumacher, 2010). To allow for consistency and to ensure the same questions were asked of participants using the same wording and phrasing and in the same order, semistructured interview questions were used (Patton, 2015). The use of a standardized interview protocol (see Appendix G) allowed for the minimization of the amount of variation among the interviewers with the use of the same tool and provided framework for the analysis of results (Patton, 2015). The standardized semistructured interview, while ideal for the current study, greatly reduces and limits interviewer flexibility during the interview process. The approach supports the researchers to stay focused on the specific topics of interest and avoid violation of interview protocol (Patton, 2015).

The instrument for the current study was developed in collaboration with the military thematic dissertation team under the guidance of university faculty members. In collaboration with the military thematic team members, the researcher codeveloped 12 semistructured questions centered on the four Schlossberg transition model factors of

situation, self, social support, and strategies. Each variable had three interview questions and a related probing question to solicit more information as needed. The questions created were evaluated for content, alignment to the research questions, purpose of the study, and Schlossberg's transition factor definitions. A field-test was conducted to identify whether any interview questions needed further revision. The military thematic committee faculty members served as the expert panel and the team chose 12 semistructured interview questions with one probe for each question to be used as needed. Appendix H summarizes the alignment of interview questions with the research questions and purpose.

Field-Testing of Interview Questions

Before the actual interview, each military thematic peer researcher conducted a field-test of the 12 interview questions with a participant who met the study criteria but would not be included in the actual study. Each military thematic interviewer was observed by a qualitative research interview expert in the field-test. The observer also provided feedback on procedures, including consent paperwork and researcher body language that could cause researcher bias. Both participants, the pilot interviewee (Appendix I) and the expert observer (Appendix J), provided feedback on the overall interview questions. Final interview questions (Appendix K) were approved by all three peer researchers and the expert faculty members.

Interview Protocol

To collect data for this case study, the researcher developed an interview protocol consisting of the structured interview questions preceded with a script for introducing the interview (Creswell, 2014). Interview protocol guidelines were developed in

collaboration with the military thematic. The interview protocol specified the interview process, interview questions, and script for the interview (Creswell, 2014). The protocol for the interview process was determined prior to the conduction of any interviews in accordance with qualitative research guidelines and Brandman University policy.

To solicit participants, approval was obtained (Appendix L) to post a recruitment flyer (Appendix M) on the Veteran Confessions Facebook page. Veteran Confessions is an online social support network for veterans. The flyer remained posted until a total of three interviews were conducted. As interest was expressed, potential participants were sent an e-mail invitation to participate (Appendix N) and prescreened prior to the scheduling of an interview.

Study participants each received three documents for their review: the interview protocol (Appendix G), the Brandman University Institutional Review Board (BUIRB) Research Participant's Bill of Rights (Appendix O), and the Informed Consent and Audio Recording Release (Appendix P). The peer researcher conducted a total of three case-study interviews based on the respective study sample selected. The interview protocol was employed for each interview to establish reliability. The protocol included the researcher introduction, the purpose of the study, a reminder to complete the informed consent and audio recording form, and the 12 interview questions. Interviews were audiotaped to ensure a comprehensive record and transcription of participants' responses as well as to permit reliability checks. In addition, notations were made to record real-time insight and nonverbal cues and communication the analysis of data. Finally, audio records and notes were transcribed and consolidated into a single draft, and reviewed and coded for qualitative themes.

Artifact Collection and Identification

The collection of artifacts occurred during and just prior to the close of the interview. The researcher noted artifact as mentioned by the interviewees in their response to the interview questions. Second, the respondents were provided with a brief verbal definition of artifacts and asked whether there were any particular artifacts they associated with their transition. Finally, after a thorough review of the transcripts and aggregated notes a note was made of any additional artifacts not previously identified. Participants were sent a list of identified artifacts to verify the accuracy.

Validity and Reliability

Validity refers to the extent to which findings are parallel and applicable with real external concepts and the degree to which meaningful information relevant for the population can be drawn among the participants by the researcher (McMillan & Schumacher, 2010). Validity is clarified by McMillan and Schumacher (2010): “Validity is the degree to which scientific explanations of phenomena match reality” (p. 104). In short, validity refers to accuracy. Validity and reliability are recognized as critical elements toward establishing creditability and dependability, and efforts made to achieve acceptable reliability and validity were taken. Multiple strategies were used to increase the content validity of this qualitative study including the use of multiple researchers and an expert review team, multimethod strategies, and participant review (McMillan & Schumacher, 2010).

External validity established generalizability of the outcomes and results beyond that of the sample selected to other similar veteran participants. The pilot interview enabled the researcher to identify questions that were not directly associated with the

research questions and identify any needed revisions. Validity was enhanced in this multiple-case study with the use of specific strategies to include: multiple researchers, participant language and verbatim accounts, mechanically recorded data, and participant review (McMillan & Schumacher, 2010). To further address study validity participants were asked to review the transcriptions for accuracy of the researcher's synthesis of interview data.

Reliability refers to the ability of a tool to consistently capture results and is a critical element important for qualitative research that should be given heavy concentration during study development. The role and influence of the researcher needs to be substantially considered during qualitative research. Specifically, Creswell (2013) urged the use of reflexivity in qualitative research: "The inquirer reflects about how their role in the study and their personal background, culture, and experiences hold potential for shaping their interpretations, such as the themes they advance and the meaning they ascribe to the data" (p. 186). Reflexivity was employed in the present study to enhance the credibility and further establish reliability through recording the researcher's bias in a reflective journal and in the dissertation itself.

Intercoder reliability

Intercoder reliability was also utilized in this study. A peer researcher independently coded interview data from one of the interviews and validated the themes identified by the primary researcher. The interrater coder was a person with experience in research and the level of agreement on coding and themes met the standard of agreement. Triangulation, is defined as the use of more than one method to better understand the data and aid to achieve validity (Patton, 2015). In order to strengthen the

reliability and validity of the study information was obtained from a variety of sources and data collection methods.

Data Collection

There are three primary research approaches, all of which have limitations and benefits related to the population of study, and each approach can be employed with a multitude of research designs based on the type of data and the purpose of the study. The research method selected was multiple-case study with structured interview questions. After carefully weighing the variety of methods and design types, the multiple-case study methodology was deemed as the most appropriate. Semistructured interview questions were developed to explore Schlossberg's 4-S transition factors in the experience of transition as related to exit of active-duty service and entry into a chosen civilian career.

Three face-to-face interviews were conducted by the researcher with veterans who met the study criteria for the targeted sample. Similarly, the other two peer thematic researchers also interviewed three veterans, each meeting their specified criteria, for a total of nine military veteran interviews across the thematic study. All audio recordings and related electronic data obtained from the interviews were maintained, password protected, and stored in the respective peer researcher's personal computer. Field notes taken during the interviews were locked in a cabinet in the researcher's home until they could be scanned and securely stored with the other protected electronic interview data. Data collection began after the researcher received BUIRB approval (Appendix Q) and completed the National Institutes of Health (NIH) certification for the protection of human research participants used in this study (Appendix R).

Interview Process

Research subjects were provided with key documents to review prior to engagement of the study. Documents included the interview protocol, the BUIRB research participants' Bill of Rights, and the informed consent and audio release forms. After informed consent was obtained, a summary of the research project was verbally given, the participant was offered a card defining the key terms, and the interview process began.

Each interview participant was interviewed face to face for a duration of approximately 60 minutes. Because of the intimate nature of the interview, if additional time was needed to allow for composure on a delicate subject or if rich information was being obtained in the response to a particular question, additional time was allowed, all the while checking in with the research participant to be respectful of her time commitment and giving her the option to pause stop or continue. Because of the training that service members receive, time was taken to establish rapport and a common ground to allow subjects to feel comfortable sharing rich data and personal examples. Additionally, probes were developed and designed to elicit additional information when short and curt answers were provided.

Recordings were captured with a Sony digital audio recorder and the Just Press Record Apple Application store product as a backup measure and an old-school tape recorder. During interviews, the researcher took notes to document any anomalies and/or questions that touched sensitive topics across subject matter to identify themes with questions and answers. Recording also enabled the researcher to be fully engaged and present during the interview process. Audio recordings were transcribed utilizing two

automated transcription service applications (NVivo transcription and Just Press Record). Following automated transcription, the researcher replayed audio recordings while reading along with the transcribed documents to verify the accuracy of the audio to text translation of the recordings. After each interview was transcribed and combined into a single document, it was subsequently submitted to the participant for review of accuracy.

Data Analysis

NVivo, qualitative research software was used to aid the data coding process and the analysis of interview transcriptions. An inductive data analysis process was employed. Inductive analysis refers to data being organized into themes and categories and those themes and categories being described with respect to the commonalities in a relationship among them. In order to support this endeavor, NVivo software was utilized to help with data coding and categorization.

Initial themes were identified and then reviewed for consistency. Data were categorized, organized, and coded. The naming of final themes and patterns data was interpreted, and actual codes and themes are presented in Chapter IV. McMillan and Schumacher (2010) offered five guidelines for qualitative data analysis to help feasibility with an overwhelming task:

1. The research question and foreshadowed problems or sub questions;
2. The research instrument, in this case, the standardized open-ended interview questions;
3. Themes, concepts, and categories used by other researchers;
4. Prior knowledge of the researcher or personal experience;
5. The data themselves. (p. 369)

The researcher also followed the steps in the qualitative analysis illustrated by McMillian and Schumacher (2010), which helped reassure the data analysis process quality and effectiveness. Each step of the data analysis process outlined by McMillian and Schumacher (2010) is depicted in Figure 12.

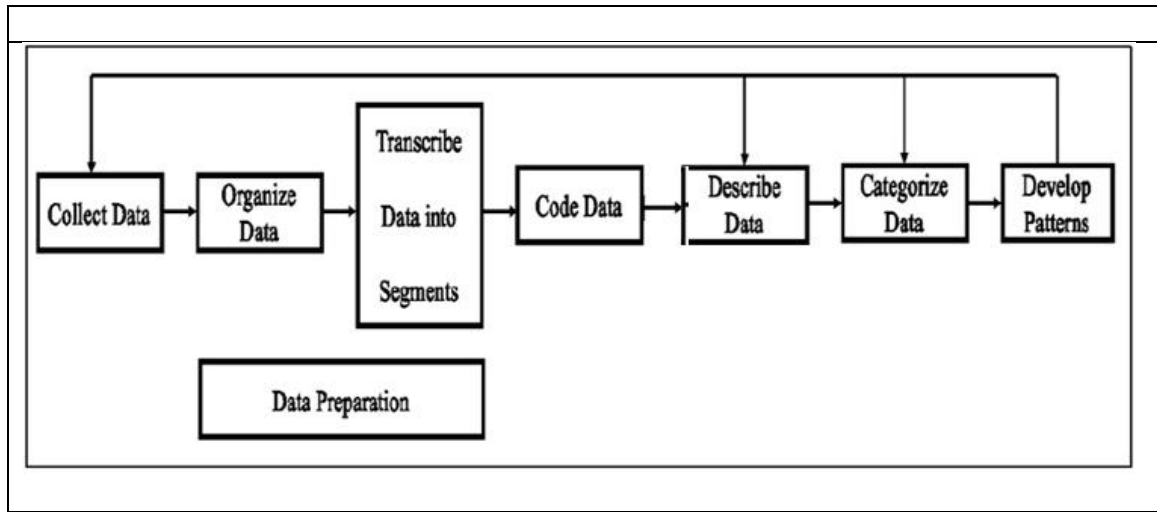


Figure 12. Data handling process. From *Research in Education: Evidence-Based Inquiry* (7th ed.), by J. H. McMillan and S. Schumacher McMillan, 2010, Upper Saddle River, NJ: Pearson.

Limitations

Limitations refer to study, methodology, and design characteristics that place restrictions or set parameters on the applicability of interpreted results to situations and context outside of the present study. All research has limitations, the present study included. Measures were taken to ensure minimization of limitations because limitations threaten generalizability and validity, and that impacts the ability to generalize to additional populations, which is typically the goal of research. Limitations are summarized and include the following:

- sample size;

- researcher's background;
- researcher as the instrument of study

Sample Size

Sample size is of critical concern for both ethical and methodological reasons; calculations impact the number of human and financial resources required to execute meaningful research (Faber & Fonseca, 2014). According to Faber and Fonseca (2014), inadequate sample sizes may introduce limitations that can compromise the conclusions drawn from the studies. Case studies traditionally have a sample size of one; however, in order to capture meaningful and rich data from interviews, a multiple-case study design was employed. While smaller sample sizes can be problematic for generalization, the depth of information captured by the semistructured interview questions and related probes gathered sufficient data production during interview sessions with study participants (McMillan & Schumacher, 2010; Patton, 2015).

While this researcher's sample size was limited to three post-9/11 female combat veterans, two other peer researchers on the military thematic dissertation team also interviewed three study participants on their selected population of study. A total of nine study participants were interviewed using the same methodology and instrumentation. The sample size of qualitative research is based on the purpose, questions, and design of the research. For the purpose of this research, a sample size of three participants was deemed to be adequate for the methodology by the three peer researchers and faculty advisors. Based on the type of research, the richness of the data collected is more important than the sample size (McMillan & Schumacher, 2010; Patton, 2015).

Researcher Background

During the study, the researcher was employed as an employment specialist in southern California at Marine Corps Base Camp Pendleton. The doctoral candidate researcher served in a military career specialist and trainer role for 6 years and 20 years respectively. Leadership training and experience accumulated during those 20 years included interviewing techniques, individual assessment, coaching, personal and professional development, team building, mediation, conflict management, program development, and training. Having familiarity with the military culture and lifestyle from being reared in a military family and working directly with military members and their dependents may have contributed to potential bias through verbal or nonverbal cues during the interview and observation processes.

Researcher as the Instrument of Study

Because the researcher is the instrument in a qualitative study, Pezalla et al. (2012) argued that the unique characteristics and idiosyncrasies of the researcher—personalities, characteristics, and interview techniques may influence the manner in which data are collected and introduce some bias. To mediate the potential researcher bias effect related to the military background of the researcher, the same semistructured interview protocol and questions were used in all three interviews, and a peer researcher analyzed 10% of the coding generated through data analysis to validate the reliability of the determined themes and codes.

Summary

In summary, this multiple-case study methodology is in line with qualitative studies. More specifically, semistructured interviews with open-ended questions were

used for this multiple-case study. This study focused on the transition experience of post-9/11 female combat veterans from active-duty service to civilian career. The study relied upon interviews and review of artifacts to obtain rich data on the phenomenon being studied. The methodology is in alignment with the purpose statement, research questions, design, sampling method, and instrumentation. Validity, reliability, and study limitations were discussed. Study findings and analysis are reported in Chapter IV, and a conclusive summary of findings, recommendations for future research, and implications for action are offered in Chapter V.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

This case study explored the transition experiences of post-9/11 female combat veterans from military service to civilian career focusing on the Schlossberg transition model factors of situation, self, social support, and strategies. This chapter begins with a review of the purpose statement and research questions, followed by a synopsis of the research design, population, sample, and sample demographics. Chapter IV focuses on the presentation and analysis of the data collected in the study. A summary of key findings is presented relative to both the central research question and the four subquestions.

Purpose Statement

The purpose of this multiple-case study was to explore the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies.

Research Questions

Central Research Question

This study was guided by one central research question and four subquestions:
What are the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies?

Subquestions

1. How do post-9/11 female combat veterans use the factor of situation in transitioning from military services to civilian careers?

2. How do post-9/11 female combat veterans use the factor of self in transitioning from military services to civilian careers?
3. How do post-9/11 female combat veterans use the factor of social support in transitioning from military services to civilian careers?
4. How do post-9/11 female combat veterans use the factor of strategies in transitioning from military services to civilian careers?

Population

A population is an entire group or collection from which a sample is drawn in order to explore a phenomenon (McMillan & Schumacher, 2010). Additionally, McMillan and Schumacher (2010) asserted that a population can benefit from findings attained from any study of a smaller fraction of that larger group; thus, it is of the utmost importance to give careful time and attention to sampling methods and criteria. In 2018 there were 1,902,533 living female veterans across all service branches in the United States. California is home to 143,211 living female veterans (U.S. Department of Veterans Affairs, 2018). According to Disabled American Veterans, in September of 2018 Californian held 49,893 post-9/11 female combat veterans (U.S. Department of Veterans Affairs, 2018). The narrowed population focus of the present study is the 49,893 post-9/11 female combat veterans in the California.

Study Sample

A sample is a subset of the population that the researcher is interested in studying (Patten, 2012). The sample was limited to the geographic location within 75 miles of Marine Corps Base Camp Pendleton. The selected three participants who met the study inclusion criteria were sufficient for this multiple-case study to garnish meaningful, valid,

and insightful research data. In fact, Gerring and Cojocaru (2016) suggested that one to two cases may be sufficient for this type of study. Moreover, Patton (2015) asserted that the rich meaning and insights generated by qualitative inquiry supplemented by artifacts provided justification for a small number of cases.

Sample Criteria

In this study, participants had to meet specified inclusion criteria that were commonly derived with peer researchers and faculty advisors. The following criteria guided the selection of three sample participants:

- Female combat veteran post 9/11;
- Exited military in the last 3-5 years;
- Located within a 75-mile radius of Marine Corps Base Camp Pendleton, and;
- Successfully employed in a career of their choice for 1 year at least.

Research Methodology and Data Collection

A multiple-case study methodology was employed after carefully weighing the potentially relevant methods and design types together with peer researchers and faculty advisors. The multiple-case study methodology was deemed as the most appropriate research design based on the type of data and study purpose. Semistructured interview questions were developed to explore the transition experience from active-duty service to entry into a chosen civilian career through the framework of Schlossberg's transition model 4-S factors.

Data Collection

Three face-to-face interviews were conducted with participants who met the study criteria for the sample. All interviews were audio recorded, and the related electronic

data obtained from the interviews was maintained, password protected, and stored by the researcher. Field notes taken during the interviews were locked and secured in a cabinet in the researcher's home until they could be scanned, transcribed, and securely stored with the other protected electronic interview data. Data collection did not ensue until after the receipt of BUIRB approval. The researcher also followed the steps in the qualitative analysis suggested by McMillian and Schumacher (2010) to ensure the quality and effectiveness of the data analysis process.

Sample Demographics

While not overtly obtained, demographic data were garnered during the prestudy screening and over the course of the interview yielded the following: (a) age, (b) gender, (c) ethnicity, (d) disability rating status, (e) EAS/discharge date, (f) reason for separation (retirement, medical, expiration term of service/ETS), and (g) current employment status. The study consisted of three female veterans who were discharged from the military and completed the transition program pertinent to their branch of service and discharge status. All three of the participants were screened prior to confirming selection to ensure that they met the criteria of the sample population for this study.

While demographic data of participants were not overtly obtained, the ages of participants of this study ranged in age from 34 to 41 years of age (mean age = 38.33). Further, two were of African American descent, and one was Hispanic. Participants were from the Army, Navy, and the Marine Corps service branches. Table 10 summarizes research study sample demographics.

Table 10

Interview Participant Demographics

Participant demographics	<i>n</i>	Percentage
Age range		
31 to 40	2	66.67
41 to 50	1	33.33
Ethnicity		
African American	2	66.67
Hispanic	1	33.33
Honorable discharge status	3	100.00
General (Administrative)	1	33.33
Early retirement	1	33.33
Medical separation	1	33.33
Military branch		
Army	1	33.33
Navy	1	33.33
Marines	1	33.33

Note. *n* = 3.

Interview Procedure

Research subjects were electronically provided with key documents for review prior to engagement of the study. Documents included the interview protocol (Appendix G), the BUIRB research participants' Bill of Rights (Appendix O), and the informed consent and audio release forms (Appendix P). After written informed consent was obtained, a summary of the research project was verbally provided, the participant was offered a card defining the key terms, and the interview process began.

Study Participants

Each study participant was interviewed face to face for an approximate duration of 60 minutes. Rapport was established with each study participant to ensure a common ground and facilitate participant comfort and to foster the sharing of personal examples

and glean rich data. Additionally, probes were developed and designed by the peer researcher team to elicit additional information when limited answers were provided. Recordings were captured using multiple platforms as both a contingency and a backup measure—to proactively combat any unintentional data loss and to support the researcher to be fully engaged and be present during the interview process. Notes were made by the researcher during the interviews to document any anomalies, identify questions that touched sensitive topics, and allow for the preliminary identification of themes. After each interview was transcribed and aggregated into a single document, it was submitted to the participant to review for accuracy.

Artifact Collection and Identification

The collection of artifacts occurred during and just prior to the close of the interview. The researcher noted artifacts as mentioned by the interviewees in their response to the interview questions. Second, the respondents were provided with a brief verbal definition of artifacts and asked whether there were any particular artifacts they associated with their transition. Finally, after a thorough review of the transcripts and aggregated notes, a note was made of any additional artifacts not previously identified. Participants were sent a list of identified artifacts to verify the accuracy.

Presentation of Data and Data Analysis

The findings in Chapter IV are based on interview data obtained from each participant in response to the 12 semistructured interview questions. The data collection process began January 2019 and concluded in February 2019. Data consisted of the responses of three post-9/11 female combat veterans residing in California who transitioned from military service to civilian careers within the last 3 to 5 years. The

major themes that emerged across each transition factor (situation, self, social support, and strategies) are reported relative to the interview questions and are summarized relative to emergent themes.

Data Analysis

Qualitative data analysis reduces large amounts of detailed data into generalized themes (McMillan & Schumacher, 2010). Transcribed interviews were uploaded to the NVivo software program for the purpose of coding data to support analysis. Emergent themes were categorized using the 4-S factors from the transition theory framework as outlined by Schlossberg (2011). The researcher identified codes from data and tallied the code frequencies to establish theme strength.

Reliability

The role and influence of the researcher needs to be substantially considered during qualitative research. Specifically, Creswell (2013) urged the use of reflexivity in qualitative research: “The inquirer reflects about how their role in the study and their personal background, culture, and experiences hold potential for shaping their interpretations, such as the themes they advance and the meaning they ascribe to the data” (p. 186). Reflexivity was employed in the present to enhance the credibility and further establish reliability through recording the researcher’s bias in a reflective journal and the dissertation itself. Reliability refers to the ability of a tool to consistently capture results and is a critical element important for qualitative research and should be given heavy concentration when considering research methodology for study development and design.

Research Question Results

Central Research Question

This study was guided by one central research question and four subquestions. The central research question was “What are the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies?” These interview questions targeted the central research question relative to the Schlossberg transition factors of situation, self, social support, and strategies.

Subquestions were developed in collaboration with the peer researchers and faculty advisors relative to each specific Schlossberg transition factor and individualized for each of the peer researchers’ selected population and are as follows:

Subquestions

1. How do post-9/11 female combat veterans use the factor of situation in transitioning from military services to civilian careers?
2. How do post-9/11 female combat veterans use the factor of self in transitioning from military services to civilian careers?
3. How do post-9/11 female combat veterans use the factor of social support in transitioning from military services to civilian careers?
4. How do post-9/11 female combat veterans use the factor of strategies in transitioning from military services to civilian careers?

Schlossberg Transition Model 4-S Factors

Each research question was answered relative to the Schlossberg transition factors. Figure 13 offers a visual summary of each transition factor. A descriptive summary of the overall research data collected follows the summary of the 4-S factors.

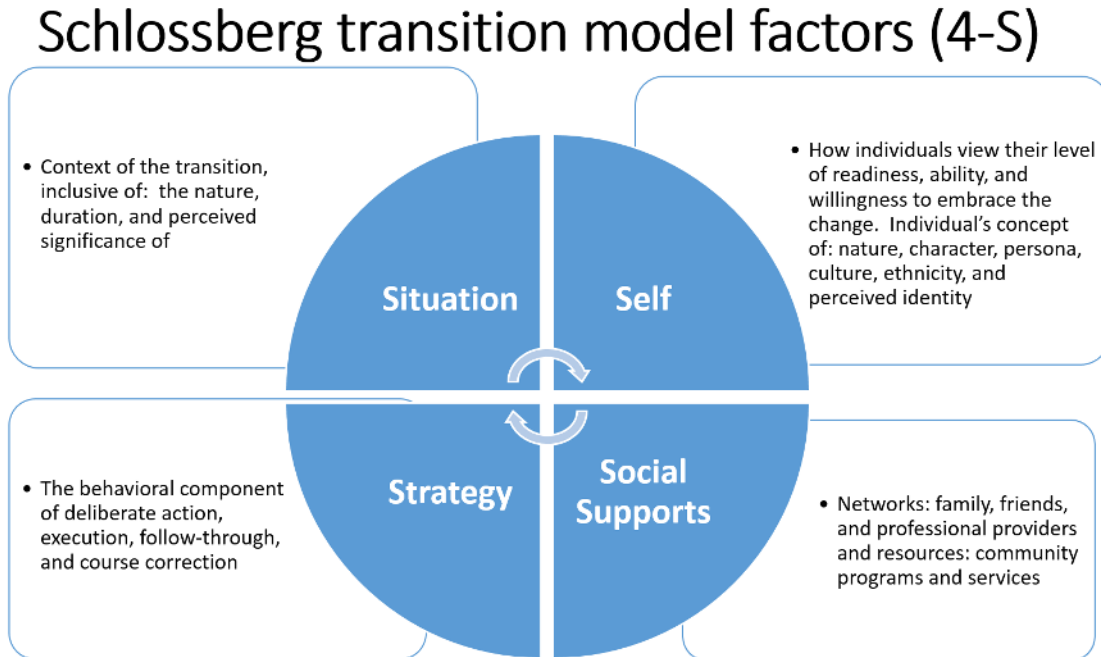


Figure 13. Schlossberg transition theory 4-S model.

Central Research Question: What are the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies?

A total of 14 main themes and 58 subthemes were identified from interviews, and 32 unique artifact sources were collected across the four Schlossberg transition factors for a total theme count of 72. The 14 main themes produced 685 total coded frequencies for the four Schlossberg transition theory factors: situation, self, social support, and

strategies. Figure 14 displays the number of themes for each of the four Schlossberg transition theory factors, and their respective theme frequencies are offered in the parentheses beneath the factor. Based on the data collected and coded, the themes that emerged from each of the transition factors are as follows: situation produced four themes, self produced five, social support produced two, and strategies produced three.

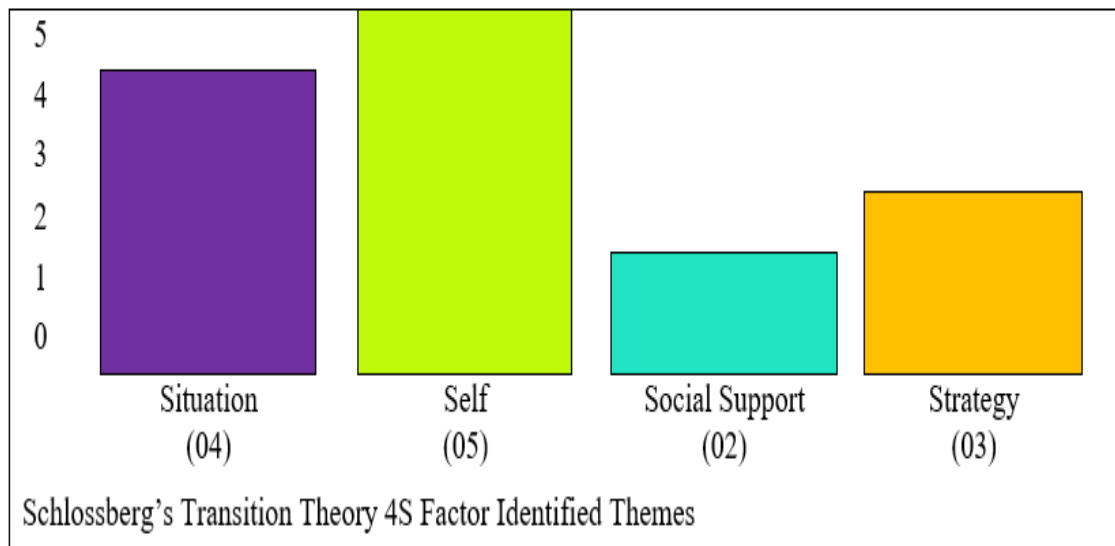


Figure 14. Schlossberg's transition theory 4-S factor theme frequency count.

The frequencies for each of the emergent themes were coded from interview transcripts and collected artifacts. A total of 32 unique artifacts were collected. All factors produced a grand total of 14 major key themes and 685 frequencies accounting for 100% of the coded data. Situation produced four themes and 241 frequencies; this accounted for 35.18% of the theme data. Self produced five themes and 120 frequencies; this accounted for 17.52% of the theme data. Social support produced two themes and 131 frequencies; this accounted for 19.12% of the theme data. Strategies produced three themes and 193 frequencies; this accounted for 28.18% of the theme data. See Table 11

for a summary of data. Note that one artifact potentially led to multiple references for a particular theme and is clarified in Appendix S.

Table 11

Interview Data Summary

4-S factor	Interview frequency	Themes	Percentage of total coded data	Artifact sources*
S1: Situation	241	4	35.18%	16
S2: Self	120	5	17.52%	11
S3: Social support	131	2	19.12%	18
S4: Strategies	193	3	28.18%	7
Total	685	14	100.00%	---

Note. *Some artifacts spanned multiple factors and are represented in counts more than once

Research Question 1: How do post-9/11 female combat veterans use the factor of situation in transitioning from military services to civilian careers?

Schlossberg Factor: Situation (S1)

Transition from active-duty service is a lifelong process as a member does not simply arrive at a state of transformation and each novel situation dictates its own state of readiness. Readiness is the service member’s readiness for the onset of the transition process. The factor of situation is described by Schlossberg as the context of the transition inclusive of the nature, duration, and perceived significance of and readiness for transition (Morin, 2011; Schlossberg, 1981). This refers to the service member’s readiness for the transition to include the nature of the separation. The nature of the separation can be voluntary (retirement, decision not to renew service contract) or involuntary (forced discharge, medical separation). Relative to the context of separation from active-duty military service, the situation of transition is inclusive of the nature of

the separation, tenure, job market, family situation, and finances. The factor of situation was addressed by Research Question 1. Interview Questions 1-3 specifically addressed the factor of situation.

The transition factor of situation yielded a total of four themes. The four themes for the factor of situation were Personal Sentiment (+/-), Significance of Situation, Decision Factors Weighed, and Utility of Transition Program. The Schlossberg's transition theory factor of situation was referenced 16 times in the artifact sources, had a frequency of 241 within the interview transcripts, and represented 35.18% of the overall total coded content. The Schlossberg's transition theory situation factor Personal Sentiment theme yielded five artifacts and 148 interview frequencies, denoting 61.41% of the total frequencies recorded ($n = 241$) for the Schlossberg's transition theory factor of situation. The themes of Personal Sentiment and Utility of Transition Program had the highest and lowest number, respectively, of reported frequencies of the themes identified for the Schlossberg's transition theory factor of situation. Table 12 summarizes the identified theme data for the Schlossberg's transition theory factor of situation and presents the artifacts and frequencies.

Situation Factor Theme 1: Personal Sentiment (+/-)

Personal Sentiment was the highest cited identified theme for the Schlossberg transition theory factor of situation. Personal Sentiment yielded 148 frequencies and five artifacts, constituting 61.41% of the total frequencies reported ($n = 241$) across the four identified themes ($n = 4$). Personal sentiment was expressed verbally and physically by all of the interviewees. Personal sentiments were found to be polarized as either positive or negative and commonly associated with recollection of the experiences encountered

during the transition workshops, navigating the Vocational Rehabilitation program, or dealing with civilians and veteran support organizations (VSOs). Specifically, discontent was expressed about the Vocational Rehabilitation program surrounding accessing the program, getting questions answered, poor customer service, and inefficient practices.

Table 12

Situation Factor Themes Frequency Counts

Theme no.	Theme title	Interview frequency	Percentage of factor themes	Artifact sources
1	Personal sentiment (+/-)	148	61.41%	5
2	Significance of situation	33	13.69%	4
3	Decision factors weighed	32	13.28%	3
4	Utility of transition	28	11.62%	4
Total		241	100.00%	16

Veteran C stated, “Looking back I remember I had to do a lot of paperwork and I was mad about it—I was like are you serious?!”

Veteran B stated, “This short-term notice of termination and looming medical diagnosis of major depression absolutely played a part in my tumultuous, incompetent, inefficient, nonproductive transition out.”

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. Three of the artifacts supporting the theme of Personal Sentiment within the Schlossberg factor of situation was the Landmark Forum and Veteran Confession Support Group. Also reviewed and counted in support of this theme was Sheroes Millionaire Mastermind Group. The three artifacts cited all supported the situation factor theme of personal sentiment relative to the veterans seeking out activities

that shifted their outlook and empowered them to move from a place of negative feelings to one of hope and possibility.

Situation Factor Theme 2: Significance of Situation

Significance of Situation was the second highest cited identified theme for the Schlossberg transition theory factor of situation. Significance of Situation yielded 33 frequencies and four artifacts, constituting 13.69% of the total frequencies reported ($n = 241$) across the four identified themes in the factor of situation. In order to provide a richer view of this theme, specific components or subthemes are presented in Table 13.

Table 13

Significance of Situation Theme—Components

Significance of situation subthemes	Respondents	Percentage
Entitlements - (Benefits, education, medical, pay, etc.)	3	100.00
Context - Military future	3	100.00
Disability & injury	3	100.00
Context - Military culture	2	66.67
Livelihood	3	100.00
Spouse career	2	66.67
Context - Work environment	1	33.33

Note. Respondents could give more than one answer ($n = 3$); the sort is in descending order.

Veterans A and C both experienced a work-related back injury that significantly and adversely impacted their military career projectile, cutting it short. Veteran A reported that she did not feel as if she had much of a choice as related to her end of active service (EAS). This sentiment is captured by the following quote: Veteran A said, “I really didn’t have a decision. I did but I didn’t because if I hadn’t [accepted the medical discharge] they would’ve kicked me out anyways because I got separated due to medical

on my back.” Veteran A was offered an honorable medical discharge, and after many attempts to solicit and identify other available options to no avail she accepted. “I don’t want to get out; do I have options? They said no, you’re pretty much done.”

Veteran C experienced a back injury which she attributed as the key primary reason for her EAS, as evidenced by her statements:

My back being hurt played the number one factor for getting out. I was on two limited-duty boards. . . . The pressure to meet military health and fitness weight requirements and standards while unable to work out and be physically active because of the related back pain was a large part of my decision to do an early retirement.

Veteran B’s desire to preserve herself and her mental and physical health drove her to leave active-duty service. Knowing that she had a retirement check and disability rating-based compensation coming aided her decision to exit service. The quote that best captures Veteran B’s experience follows:

I was on active duty just shy of 9 years and in the reserves 3 years prior to that. The fact that I had been in less than 10 years played a minimal part in the decision because I didn’t feel that I had fully committed the years to be a 20-year person. I wanted and had planned to stay the 20, but the decision regarding a husband who was at 18 years and I at 9 years I sacrificed myself with more job credentials to leave the military after the insulting, incomprehensible debilitating trauma. I submitted my resignation in November 2015.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Significance of

Situation within the Schlossberg factor of situation was the Education Benefits (Post-9/11 & GI Bill) and Retirement Pension. Also reviewed and counted in support of this theme was Basic Allowance for Housing (BAH), a U.S.-based allowance prescribed by geographic duty location, pay grade, and dependency status that provides uniformed service members equitable housing compensation based on housing costs in local civilian housing markets (U.S. Department of Defense, Defense Travel Management Office, n.d.). This artifact relates to the significance of the situation relative to compensation and livelihood.

Situation Factor Theme 3: Decision Factors Weighed

Decision Factors Weighed was the third most identified theme for the Schlossberg transition theory situation factor. Decision Factors Weighed yielded 32 frequencies and three artifacts, constituting 13.28% of the total frequencies reported ($n = 241$) across the four identified themes ($n = 4$). Table 14 summarizes decision factors for the study participants to separate from the military.

The perceived readiness for transition of Veteran B was very low. Veteran B experienced a toxic work environment and was subjected to abuse by her immediate supervisor. Veteran B worked in a professional capacity as a medical doctor and had exemplary performance reviews, test scores, and patient customer service evaluations. Despite being a valued and highly regarded clinician by her peers and clientele, she was subjected to workplace sabotage, verbal abuse, and systematic undermining at the hand of her immediate supervisor. After many failed attempts to garner help and relief from the toxic environment and abuse that were unaddressed, Veteran B opted to medically retire

from active-duty service to preserve her health and the relationship with her immediate and extended family.

Table 14

Military Transition Separation Reason (Situation)

Decision factor	Respondents	Percentage
Medical - Disability	3	100.00
Medical - Injury	2	66.67
Medical - Physical limits	2	66.67
Context - Perceived choice	3	100.00
Context - Military culture	2	66.67
Context - Fit-for-duty requirements	2	66.67
Work environment – Hostile & harassment	1	33.33
Personal - Family	3	100.00
Personal - Job history	2	66.67
Personal – Time	3	100.00

Note. Respondents could give more than one answer ($n = 3$).

Veterans A, B, and C all cited time as a factor in the decision to end active service. All veterans have a less than 6-week turnaround window to complete all transition activities before the end of active service date. Veteran B was notified of her acceptance and enrollment in the Executive TAS workshop (This workshop is designed for senior military leaders, as a refresher on networking and negotiation strategies, identifying mentors, strategies for using recruiters, and the opportunity to network with a panel of industry leaders in varying fields) approximately four weeks prior to her discharge date. Due to the nature of her medical discharge and the uncertainty of the turnaround time on her package, she found it challenging to adequately prepare for civilian life.

Veteran B stated,

I received notification around March 24th, 2016 that I had 1 month to vacate, to be discharged/released from active duty by April 30, 2016, which was a weekend.

This short-term notice of termination and looming medical diagnosis of major depression absolutely played a part in my tumultuous, incompetent, inefficient, nonproductive transition out.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Decision Factors Weighed within the Schlossberg factor of situation was the Vocational Rehabilitation Program, VA Vocational Rehabilitation & Employment. Also reviewed and counted in support of this theme was Wounded Warriors Project and the U.S. Department of Labor (DOL). These programs are designed to help veterans identify career options to include any required related training, credentialing, and/or degrees for the purposes of successfully reentering the civilian workforce.

Situation Factor Theme 4: Utility of Transition Program

Utility of Transition Program was the least identified theme for the Schlossberg transition theory factor of situation. Utility of Transition Program yielded 28 frequencies and four artifacts, constituting 11.62% of the total frequencies reported ($n = 241$) for the identified themes ($n = 4$). For the situation factor of Schlossberg's transition theory, the theme Utility of Transition Program yielded the fewest number of frequencies ($n = 28$).

According to Richardson, Morgan, Bleser, Aronson, & Perkins (2019), Evaluators are challenged to keep pace with the vast array of Veteran support programs operating in the United States, resulting in a situation in which many

programs lack any evidence of impact. Due to this lack of evidence, there is no efficient way to suggest which programs are most effective in helping Veterans in need of support. (p. 145)

All respondents felt as if their transition process was treated as a check in the box. In fact, that phrasing was a direct quote by Veteran A who offered, “I just feel like there’s no sincerity in it at all; just a check in the box; it’s more like you’re a dollar sign; we just wanted you out of here type of deal.” Veteran B stated, “It seemed to be more of just a checkbox thing—versus a support or resource for those transitioning.” Veteran C further added, “I just felt like it was just a check to put a check in the box to cover maybe the organization.” Participants cited specific examples of their experience with the Transition Readiness Seminar (TRS) program as either helpful or unhelpful.

Veterans A, B, and C unanimously agreed that although there were a plethora of transition resources and programs, TRS failed to clearly communicate regarding their existence to transitioning members in a method and manner that could be easily understood and later recalled upon. This sentiment is most clearly related by the following quote of Veteran B:

Unfortunately, the mandated transition activities weren’t actually completed, and I was not held accountable for the lack of participation; so needless to say it wasn’t helpful [because] I was distraught about why I was leaving the military that I just went through the motions because the trauma was still active, painful and therefore I wasn’t present and no one cared. No one cared that I wasn’t mentally aware of what was happening. There was nothing in the transition itself

that was mandatory per military protocol [that helped me to transition]. It wasn't until actually getting out and then pursuing help afterwards [that was beneficial].

Furthermore, Veterans A and C both acknowledged that while a number of programs exist to support veterans, that information was not shared during the TRS workshop.

Veteran A stated,

Nothing helped, I had to dig [for information] myself to know what benefits I was entitled too; . . . everything in my process was rushed. There are many resources such as education, employment help, small business loan help, and preparation programs, but you have to dig and dig to get to know what all you are entitled to as a vet.

Veteran C further added,

The transition classes or retirement seminars explain the benefits; however, there are many pertinent things that were overlooked I had no clue about. For example, you are eligible for BAH [Basic Allowance for Housing] to complete internships at the IRS or Social Security; I had to learn all that on my own.

She also stated, "I think those resources and entitlements should have really been pushed a lot more to the veterans."

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Utility of Transition Program within the Schlossberg factor of situation were the Transition Readiness Seminar and the Department of Labor. Also reviewed and counted in support of this theme was Boots to Business. The Department of Labor and the Boots to Business

program provide training and internship opportunities essential to expanding and making the veteran toolkit more competitive.

Research Question 2: How do post-9/11 female combat veterans use the factor of self in transitioning from military services to civilian careers?

Schlossberg Factor Self (S2)

Self is the individual's concept of their own nature, character, persona, as related to culture; ethnicity; and perceived identity (De Munck, 2013; Schlossberg 1981). Self is how individuals view their level of readiness, ability, and willingness to embrace the change. It involves the initiative to pursue significant memberships and affiliations; self includes knowledge of resources and how to acquire currently unknown resources that serve to meet one's needs. The factor of self was addressed by Research Question 2. Interview Questions 4-6 specifically addressed the factor of situation.

The transition factor of self yielded a total of five themes. The five themes were Motivational Drivers, Military Service, Personal, Actions Taken, and, Future Path Determination. The Schlossberg's transition theory factor of self was referenced 11 times in the artifact sources, had a frequency of 120 within the interview transcripts, and represented 17.52% of the overall total coded content. For the Schlossberg's transition theory factor of self, Motivational Drivers theme yielded three artifacts and 31 interview frequencies, denoting 25.83% of the total frequencies recorded ($n = 120$) for the Schlossberg's transition theory factor of self. The themes of Motivational Drivers and Future Path Determination had the highest and lowest number, respectively, of reported frequencies of the themes identified for the Schlossberg's transition theory factor of self.

Table 15 identifies and summarizes the theme data for the Schlossberg’s transition theory factor of self and presents the artifacts and frequencies.

Table 15

Self Factor Themes (4) Frequency Counts

Theme no.	Theme title	Interview frequency	Percentage of factor themes	Artifact sources
1	Motivational drivers	31	25.83%	3
2	Military service	26	21.67%	2
3	Personal	23	19.17%	1
4	Actions taken	21	17.50%	2
5	Future path determination	19	15.83%	3
Total		120	100.00%	11

Self Factor Theme 1: Motivational Drivers

Motivational Drivers was the highest cited identified theme for the Schlossberg transition theory factor of self. Motivational Drivers yielded 31 frequencies and three artifacts, constituting 25.83% of the total frequencies reported ($n = 120$) for the self factor identified themes ($n = 5$).

The sentiment of fear and uncertainty was readily apparent for both Veterans A and B, and the inability of transition specialists to relate to their situations and offer advice or relevant resources was startling. All veterans reported being treated like a check in the box and unsupported. The fear and uncertainty experienced by the veterans propelled them into action. They became motivated to move from the uncomfortable place of the unknown. The veterans were motivated to move forward and did so by enrolling in personal and professional courses and embarking upon paths of self-

discovery. They alleviated the unknown and acquired certainty through self-discovery, goal setting, and goal attainment.

Veteran B shared about how her completion of the Veteran Career Transition Assistance Program (Vet CTAP) course boosted her confidence in moving forward and alleviated a large amount of the fear and uncertainty that she previously felt. Veteran B shared,

They gave me the steps of really empowering me to identify what I wanted to do; whether it was to continue what I had been doing in the military, if I wanted to modify it a little bit, or just change it altogether.

Veteran A was finally encouraged and motivated to move forward with certainty after she completed the Vocational Rehabilitation program. Veteran A proclaimed, “I do have PTSD, which is posttraumatic stress disorder, and that played a major role in me continuing my education.” She was motivated to learn all that she could about the causes, treatments, indicators, and anything PTSD related so that she might be able to help herself and be in a position to help other veterans.

Self Factor Theme 2: Military Service

Military Service was the second highest identified theme for the Schlossberg transition theory factor of self. Military Service yielded 26 frequencies and two artifacts, constituting 21.67% of the total frequencies reported ($n = 120$) within the factor of self-identified themes ($n = 5$). In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Military Service within the Schlossberg factor of self was the Retirement Pension and

VA Veterans Affairs. Also reviewed and counted in support of this theme was VA Disability Benefit.

The theme of Military Service was a significant one, and participants described the importance relative to the degree of organizational identity salience they felt as related to their membership in the military. Veterans held a significant, strong, and prominent regard for their military service identity. The veterans' self-view was enmeshed in their military, and they no longer viewed their whole concept of self without it. The military service and identity within the military became an important aspect of who they were. Specifically, Veteran A stated,

I never knew what I wanted to do before. So I was like the military is going to tell me what I want to do. I went in and I was like oh this is cool. I like this I want to stay in. I could be a lifer. And then when that changed, I was like Oh God, I don't know what I want to do. So you start freaking out.

Veteran B offered, "I was on active duty just shy of 9 years and in the reserves 3 years prior to that. . . . I had been in less the 10 years [and] didn't feel that I had fully committed the years to be a 20-year person. I wanted and had planned to stay the 20." She went on further to share, "But I was so hurt and insulted that I had served well for so many years and could not get the support that I was [deserving of]."

Veteran C said,

I knew I couldn't continue to be a Marine because of the physical requirements. . . . I needed something that was not going to require heavy lifting or any physical exertion; so, I would just definitely say just not being able to physically to be a Marine, that transition happened a lot faster.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Motivational Drivers within the Schlossberg factor of self was the Landmark Forum (personal and professional development seminar) and Retirement Pension (compensation). Also reviewed and counted in support of this theme was VA Disability Benefits. These artifacts supported the theme because of the personal nature of personal and professional development and self-discovery and income linked to entitlements and compensations.

Self Factor Theme 3: Personal

Personal was the third highest identified theme for the Schlossberg transition theory factor of self. Personal yielded 23 frequencies and one artifact, constituting 19.17% of the total frequencies reported ($n = 241$) for the identified themes ($n = 5$).

Table 16 summarizes the self factor Personal theme components.

Table 16

Self Factor Personal Theme Components

Significance of situation	Respondents	Percentage
Entitlements - (Benefits, education, medical, pay, etc.)	3	100.00
Context - Military future	3	100.00
Medical	3	100.00
Livelihood	3	100.00
Spouse career	2	66.67
Context - Work environment	1	33.33

Note. Respondents could give more than one answer ($n = 3$).

Veteran B stated that she still views herself as in transitioning and does not consider herself to be transitioned at this point. Veteran B suggested, “So considering

that I still may be in transition or that I was in transition up until I got that most recent job.” Veteran A proclaimed, “Obviously my medical [issue] drove it [separation from active-duty service] otherwise I would still be in the military now”; she further went on to offer, “So I do have PTSD, which is posttraumatic stress disorder, and that played a major role in me continuing my education.”

Regarding the context of work environment as related to the transition factor of self, Veteran B stated,

An experienced trauma during that particular duty assignment. Trauma in the form of harassment. It was a senior personnel supervisor who was very toxic and inflammatory toward me, discriminatory toward me, a micromanager. He was very invasive into my life personally and professionally. And I could not get any help to mitigate or remove myself from the situation.

And finally, in the context of military future, Veteran C offered,

I kind of said if I wasn't going to get promoted on the next promotion board then I would just go ahead and get out. I didn't get promoted because I was on limited duty for two 6-month periods. And I had the option to do permanent limited duty I just didn't want to try to fight through maintaining height and weight without being able to work out.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Personal within the Schlossberg factor of self was the Landmark Forum, an intensive self-discovery and strategic planning forum.

Self Factor Theme 4: Actions Taken

Actions Taken was the fourth highest identified theme for the Schlossberg transition theory factor of self. Actions Taken yielded 21 frequencies and two artifacts, constituting 17.50% of the total frequencies reported ($n = 120$) for the Schlossberg transition theory self factor identified themes ($n = 5$).

The universal actions taken across study participants was the pursuit of higher and vocational education and leaning on transition support programs. Veterans were amazed about the vast number of programs and opportunities made available to veterans. An interesting finding was that although a number of programs exist, the manner in which they can and should be navigated through remains a mystery. Specifically, the Vocational Rehabilitation process was perceived to be inefficient and difficult to manage as supported by interviewee responses to interview questions.

Veteran B said, “The VA system is very difficult; being in Oceanside, North San Diego County, I could not find anyone who could tell me what the program [Vocational Rehabilitation] was. I continued to ask multiple people and they would tell me that are vocational rehab counselors or something like there are designated people in positions—but I could never meet one.”

Veteran A offered, “Here’s your stuff. Figure it out on your own.”

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Actions Taken within the Schlossberg factor of self was the Vocational Rehabilitation program. Also reviewed and counted in support of this theme were the Education and Entrepreneurial Pathway TRS Elective Workshops.

Self Factor Theme 5: Future Path Determination

Future Path Determination was the least identified theme for the Schlossberg transition theory factor of self. Future Path Determination yielded 19 frequencies and three artifacts, constituting 15.83% of the total frequencies reported ($n = 120$) for the Schlossberg transition theory self factor identified themes ($n = 5$).

All veterans interviewed expressed uncertainty about the future and being unclear about what path to take and how to move forward. Veteran A stated,

So I don't know. I was kind feel like I was kind of like all over the place during that time of transition. It was kind of actually overwhelming in a bad sense because these people really didn't know, and there were people in there asking questions and it makes you feel even more discouraged about getting out.

Because they're just looking at you like oh, let's just do the resume. So we do the resume; you do all that and then find out my resume is actually not good for regular jobs out there. It's just federal type of resume. So I had to redo my resume. So really for me the process was like worthless really.

Veteran B shared, "This short-term notice of termination and looming medical diagnosis of major depression absolutely played a part in my tumultuous, incompetent, inefficient, nonproductive transition out." She was angry about the way her separation occurred and the circumstances leading up to it.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. Two of the artifacts supporting the theme of Future Path Determination within the Schlossberg factor of self were the Veteran Career Transition Assistance Program (Vet CTAP) and Landmark Forum. The Department of Veteran

Affairs helped to inform the veterans of their compensation and entitlements. Having the peace of mind of being financially stable enough to pursue personal and professional development activities versus having to immediately become reemployed allowed the veterans to take time to weigh their options and pursue credentialing and degree programs.

Research Question 3: How do post-9/11 female combat veterans use the factor of social support in transitioning from military services to civilian careers?

Schlossberg Factor Social Support (S3)

Social support refers to social support networks: family, friends, and professional providers, and resources: community programs and services that play a role in the transition process (Barrera & Ainlay, 1983; Sarason & Sarason, 2006; Schlossberg, 1981; Voydanoff, 2005b). The factor of social support was addressed by Research Question 3. Interview Questions 7-9 specifically addressed the factor of social support and were aligned to Research Question 3.

The transition factor of social support yielded a total of two themes: Transition-Related Experiences and Activities and Source of Support. The Schlossberg's transition theory factor of social support was found 18 times in artifacts, had a frequency of 131 within the interview transcripts, and represented 19.12% of the overall total coded content. The Schlossberg's transition theory social support factor Transition-Related Experiences and Activities theme yielded 10 artifacts and 72 interview frequencies, denoting 54.96% of the total frequencies recorded ($n = 131$) for the factor of social support. Table 17 identifies and summarizes the theme data for the Schlossberg's transition theory factor of social support and presents the artifacts and frequencies.

Table 17

Social Support Theme Frequency (2)

Theme no.	Theme title	Interview frequency	Percentage of factor themes	Artifact sources
1	Transition-related experiences and activities	72	54.96%	10
2	Source of support	59	45.04%	8
Total		131	100.00%	18

Social Support Factor Theme 1: Transition-Related Experiences and Activities

Transition-Related Experiences and Activities was the highest cited identified theme for the Schlossberg transition theory factor of social support. Transition-Related Experiences and Activities yielded 72 frequencies and 10 artifacts, constituting 54.96% of the total frequencies reported ($n = 131$) for the Schlossberg transition theory social support factor identified themes ($n = 2$).

All veterans unanimously reported an informal mentor, not having mentor, or a nonresponsive mentor as it relates to the formal TRS seminar and support programs. Engaging in networking is associated with an increase in contextual resources with respect to more social capital, increased positive affect, and expanded personal resources (Baumeler, Johnston, Hirschi, & Spurk, 2018). This theme was referenced in the interviews with a frequency of 72 and 10 artifact sources. This theme represented 54.96% of the content coded to the theme Transition-Related Experiences and Activities. For the Schlossberg’s transition theory factor of social support, this code yielded the largest number of frequencies.

Veteran A recalled,

So I never really got a mentor. I feel like I was being tested for whatever reason.

I don't know why. So, I don't know, I guess is God testing my patience right now, with Voc Rehab they're supposed to give you a counselor. And that counselor [is] supposed to help you. I had to switch my counselor three times.

Whereas Veteran B stated, "I would have to say an employment specialist [would be the closest thing I had to a mentor] because I cannot say necessarily that I have a mentor."

However, Veteran C acknowledged considering a cohort member to fill the role of mentor during her transition. Veteran C affirmed, "You know the biggest mentor was my classmate, the 1st Sgt. that I went through TRS with."

Moreover, while Veteran A recounted the numerous significant challenges faced while navigating the Vocational Rehab program, she shared that a friend and fellow veteran took her under his wing and walked her through the steps of the program and further went on to advise her on what materials and entitlements to expect. Veteran A shared,

So I was talking to my friend and he was like hey where's your stuff? I'm like what are you talking about? He was like you should be getting a notepad, you should be getting a laptop, you should be having assistance because I had a TBI—you rate things that read the text to you. All of this and I'm like wait, what?! He says why do you think it is called vocational rehabilitation? They are trying to rehabilitate you and help you along the way through with your disability.

Veterans A and B both reported discontent with the inclusion of nonmilitary support personnel facilitating the transition workshops and their failure to manage the classroom.

Veteran A stated,

They're civilians. They don't care; so you go in and sign and you'll see people go in there and then they'll just bounce. The TRS advisors are like, oh you out? because all you need to do is sign in and that's it.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Transition-Related Experiences and Activities within the Schlossberg factor of social support was the Education Pathway TRS Elective Workshop and Disabled Transition Assistance Program (DTAP). Also reviewed and counted in support of this theme were TAPS and VA Vocational Rehabilitation and Employment (U.S. Department of Veterans Affairs, 2019).

Social Support Factor Theme 2: Source of Support

Source of Support was the second identified theme for the Schlossberg transition theory social support factor. Source of Support yielded 59 frequencies and eight artifact sources, constituting 45.04% of the total frequencies reported ($n = 131$) for the Schlossberg transition theory social support factor identified themes ($n = 2$).

All of the interviewees acknowledged the importance of support networks and social support systems. The interviewees associated their individual success to the help of a support network to include personal and professional. Family and friends were most often cited as the primary sources of help, followed by structured programs and activities. Social support systems and networks are essential for personal and professional growth

and advancement. Mentoring is a commonly used practice in the workforce to grow the competence and skills of promising high achievers; mentors draw on their experience to help mentees develop career plans, acquire necessary skills, and network to follow through (Decaro, 2017). Networking is the practice of exposing oneself to influential individuals in an organized setting; it can occur in person and virtually.

Veteran C attributed her successful pursuit and completion of her postservice degrees (BA, MS, PhD) to the strength and encouragement of her support systems. Veteran C went as far as to say that her success would not have happened without the support of her mother and the help she provided caring for her son. Moreover, this sentiment was captured by Veteran's C statement, "I did have to go to L.A. every other week and go to school and my mom watched my son those couple of days that I was gone. [Without her support] it wouldn't have happened." She further went on to suggest the lack of social support systems, childcare, and transportation as additional potential barriers to success for other female veterans transitioning out.

Veteran C stated,

I think the biggest obstacle for some people may be [not having] a support system like family or friends or someone that they can rely on while they're obtaining the certifications; or if I didn't have a house or the ability to pay my bills I would have needed someone to rely on.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. Two of the artifacts supporting the theme of Source of Support within the Schlossberg factor of social support was the Veteran Career Transition Assistance Program Vet (CTAP) and Soroptomist Club, a global women's organization

whose members volunteer to improve the lives of women and girls in local communities leading to social and economic empowerment. Also reviewed and counted in support of this theme was the Iraq & Afghanistan Veterans of America (IAVA), a premier veteran's advocacy and support organization.

Research Question 4: How do post-9/11 female combat veterans use the factor of strategies in transitioning from military services to civilian careers?

Schlossberg Factor Strategies (S-4)

A strong woman understands that the gifts such as logic, decisiveness, and strength are just as feminine as intuition and emotional connection. She values and uses all of her gifts.

—Nancy Rathburn

The behavioral component of strategies is deliberate action, execution, follow through, and course correction. Additionally, strategy is the preparation steps that will help develop future possibilities such as coping responses, resiliency, information seeking, direct action, and inhibition action with the ability to evaluate strengths, weaknesses, opportunities, and possible threats (Schlossberg, 1981; Wilson, 2015). The factor of strategies was addressed by Research Question 4. The factor of strategies was addressed by Interview Questions 10-12 and addressed the transition factor of strategies.

The transition factor of strategies yielded a total of three themes: Overcoming Obstacles, Actions Taken, and, Stress Management. The Schlossberg's transition theory factor of strategies was referenced eight times in the artifact sources, had a frequency of 193 within the interview transcripts, and represented 28.18% of the overall total coded content. For the Schlossberg's transition theory factor of strategies, overcoming

obstacles theme yielded three artifacts, and 87 interview frequencies, denoting 45.08% of the total frequencies recorded ($n = 193$) for the factor of strategies. The themes of Overcoming Obstacles and Stress Management had the highest and lowest number, respectively, of reported frequencies of the themes identified for the Schlossberg's transition theory factor of strategies. Table 18 identifies and summarizes the theme data for the Schlossberg's transition theory factor of strategies and presents the artifacts and frequencies.

Table 18

Strategies Factor Themes Frequency Count

Theme no.	Theme title	Interview frequency	Percentage of factor themes	Artifact sources
1	Overcoming obstacles	87	45.08%	3
2	Actions taken	65	33.68%	3
3	Stress management	41	21.24%	2
Total		193	100.00%	8

Strategies Factor Theme 1: Overcoming Obstacles

Overcoming Obstacles was the highest cited identified theme for the Schlossberg transition theory factor of strategies. Overcoming Obstacles yielded 87 frequencies and three artifacts, constituting 45.08% of the total frequencies reported ($n = 193$) for the identified themes ($n = 3$).

According to Richardson et al. (2019), a significant number of veterans struggle following separation from military. When veterans were asked how much they agreed with the statement, "When I separated, I had difficulty adjusting to civilian life," 49% responded with very strongly or simply agreed in a recent study (Richardson et al., 2019).

Additionally, 86% of respondents felt that they did not have access to program support; furthermore, they identified obstacles and barriers to include housing, transportation, child care, and insurance (Richardson et al., 2019). The veterans in the present study faced challenges with seeking resources and facing uncertainty regarding the fit of potential employers. The obstacles surrounding fit are best captured by the following quote from Veteran A:

You can't do (implement) everything you learn during therapy. So you can't just stop and say let me rub the table right now. Let me look in the sky. Sometimes those practices don't fit in every situation and won't work in all places and stuff like that is scary.

Veteran B experienced a lack of empathy and compassion during an encounter with the Vocational Rehabilitation program site. She reported feeling interrogated and her integrity and veracity being challenged regarding her medical condition and eligibility being put into question. Further, she felt that she was not supported and was still unclear about her options and entitlements. She reaffirmed the notion that no one cared and that she was just being pushed through the system yet once again without advocacy. Veteran B recalled,

I said hey, I qualify for Vocational Rehab (which they didn't really believe me); but they were like hey, you have to fill out this application. And once you complete the application, we will review it and it will still take a few months before they will come to bring you in for an interview. By that time, I was just like that seems like a waste to me. So I never did it. I think I can still go back and do it now.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. Some of the artifacts supporting the theme of Overcoming Obstacles within the Schlossberg factor of strategies were the Voc Rehab VA Vocational Rehabilitation & Employment and the Gap Analysis (Appendix T). Also reviewed and counted in support of this theme was Education Benefits (Post-9/11 & GI Bill).

Strategies Factor Theme 2: Actions Taken

Actions Taken was the second most cited identified theme for the Schlossberg transition theory factor of strategies. Actions Taken yielded 65 frequencies and three artifact sources, constituting 33.68% of the total frequencies reported ($n = 193$) for the Schlossberg transition theory strategies factor identified themes ($n = 3$).

Personal and professional development was a unifying theme across all of the veterans interviewed. Both degrees and vocational certifications were attained by the veterans interviewed; in fact, all of the veterans held a doctoral-level degree, two of them acquired post-active duty. Information seeking was a common action taken among those interviewed; information seeking included soliciting information and guidance informally from family and friends as well as the use of formal programs and resources.

Vocational rehabilitation and Vet CTap were two of the formal programs the veterans participated in. Veteran B had a mixed experience with formal programs, experiencing a positive transaction with Vet CTap and having an awful time with VA vocational rehabilitation. Veteran B recalled,

The biggest strategy was seeking external guidance. Knowing that I didn't really know what I was going to do and how I was going to do it. But I asked "can you help me"; I asked a lot of people can you help me. And I got a couple people that

actually did. And once I connected with them, they were able to kind of walk me through the steps that they were used to or what had worked before for others. For a specific example, my medical license; I had to get it in order to work and I had some support to say go ahead and pursue it. Here is the website, go online and get the application done, push through. And ultimately that support system is what pushed that through to get that done. Obstacles with the educational program, once I decided that was what I wanted to do and I had that guidance on you know what you want to do, figure out the skills that you already have, and once you have the skills you already have compare that to what you need. And then figure out the gaps. The gap for me teaching was that I needed the certification. So I was able to connect with people that said okay I can help you pay for that certification which is a big help.

Veteran A, although completing the program, had a stifling process with VA Vocational Rehabilitation. She shared having to change counselors multiple times, having counselors that were not well versed in the program and the benefits it included, and mostly having difficulties with getting her enrollment certified. Veteran A shared,

So then I finally got another guy. He was just as iffy. It was so bad that I wanted to get out of the program because I was like this is crazy. This guy, he was on his game [knew the program and entitlements I was eligible for]. He knew everything I was supposed to do [knowledgeable about navigating the process]. But when it came to certifying my classes (because they have to certify them) he would take forever. So the school would blow me up. And at this time I was going to Ashford University, and Ashford was like they haven't certified your

stuff. We're not going be able to enroll you if he doesn't certify it. I was like well I can't do anything about it; can you all call him and try? Called him and he would not return my calls when I call him. So certification of the biggest piece. He would not certify. He would say, oh I am behind or I can't get to it.

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Actions Taken within the Schlossberg factor of social support was the Education Benefits (Post-9/11 & GI Bill) and Voc Rehab VA Vocational Rehabilitation & Employment. Also reviewed and counted in support of this theme was Non-VA Vocational Rehabilitation.

Strategies Factor Theme 3: Stress Management

Stress Management was the least cited identified theme for the Schlossberg transition theory strategies factor. Stress Management yielded 41 frequencies and two artifact sources, constituting 21.24% of the total frequencies reported ($n = 193$) for the Schlossberg transition theory strategies factor identified themes ($n = 3$).

The military regularly trains its members on stress management and teaches resiliency practices. Although stress management and resiliency are cornerstone principles in the military, the veterans interviewed experienced challenges. Two out of the three veterans interviewed expressed the experience of stress. The themes of faith, family, and fit were recurring subthemes within the Stress Management theme. Faith was addressed by all respondents during the course of the interviews. All women expressed a strong belief in their faith and had an active prayer life. While all respondents held faith-based views, Veteran C was the only participant to report a stress-free transition and attributed that to God. Veteran C shared,

You know my faith, my beliefs. I really don't live a stress life at all. I don't think I really had stress as far as the getting out process at all. I had complete faith and peace, and I knew that it was what I was supposed to do now—I just knew it.

Veterans A and B both reported stress management practices; however, only Veteran A specifically mentioned her faith-based practices as a tool. Veteran A shared, “I'm a firm believer in God, so I definitely pray a lot. And you know, nobody's perfect; but I pray all the time, ‘God please just give the strength’; and I also go to counseling.”

Veteran B provided examples of how she felt that she poorly managed the process. Veteran B recalled,

I think early on initially I didn't very well manage it. Didn't get a job immediately, sleeping in and breaking down a lot emotionally. Was kind of like scatterbrain[ed] everywhere because I just, I just didn't know what to do; I just felt like I needed to do something.

Furthermore, this theme was polarized—being reported as both positive and negative. Veteran B shared,

So in a way it is like me reflecting back, okay great, if I wanted to use it now for myself as a discovery tool, I would say having that thought process of, What do you want to do. What skills do you have, what skills do you have that will be helpful for what you want to do and then identify the gaps between that. That would be helpful. But at that time and up to this point I didn't have anybody else to assist me with that. It was self-discovery.

Veteran A shared, “But it feels like you're a burden to them, like they just want to hurry up and get you out of the program and move on to the next person.” Veteran C

stated, “Yeah, I think that was a complete waste for me. I just felt like it was just a check to put a check in the box to cover maybe the organization. But I’ve never looked back on it.”

In addition to the in-depth interview, the researcher collected and/or reviewed a number of artifacts. One of the artifacts supporting the theme of Stress Management within the Schlossberg factor of strategies was the VA Veterans Affairs and The Veterans of Foreign Wars of the U.S. Also reviewed and counted in support of this theme was Veteran Confession Support Group.

Research Study Questions Interview Observations

Certain interview questions elicited intense emotional and physiological responses from interviewees. Observation from interview notes found that specific topics related to the reason for exiting active-duty service were significant stressors for two out of three of the interviewees as evidenced by shifts in their posture, changes in body language (moving from open to closed), increased arousal and the surfacing of signs of stress (becoming almost on the verge of crying), demonstrating a clear sentiment of anger via facial expressions. The emotional overload experienced during the interviews by the veterans is attributed to the severe emotional experiences related to the transition, the magnitude of the negative traumatic events experienced during the course of their military career, the extreme negative sentiment attributed to the transitions process and lack of help by transition representatives, and the overall challenges faced across the transition process.

Specifically, Questions 1, 2, 11, and 12 elicited changed demeanors and aroused emotions in all three of the interviewees during the interview. The aforementioned

questions probed into the situations that acted as a catalyst for the exit from service and opinions about the utility of the transition program and obstacles faced.

The triggering questions follow:

- Q1. What circumstances played a factor in your decision to separate from military service and seek a civilian career? Probe (Q1p): Can you expand on the factor that time played in relation to your decision to separate?
- Q2. Describe the situation that played the biggest role in your decision to separate from service. Probe (Q2p): What steps did you take to make your decision?
- Q11. How did the individual development plan (IDP) and the completion Transition Readiness Seminar (TRS) influence your successful transition? Probe (Q11p): Please provide a specific example of how the IDP and/or TRS were helpful to you.
- Q12. What strategies did you use to overcome obstacles to the completion of any necessary training and/or licensure and certification requirements to support your post-active-duty career success? Probe (Q12p): Did any of these strategies or actions lead you to implement a course correction of some kind? If so, can you please provide an example?

Summary

Chapter IV examined this multiple-case study to aid in understanding the experiences of post-9/11 female combat veterans residing in California who have transitioned from military service to civilian careers within the last 3-5 years, using the factors of situation, self, social support, and strategies from Schlossberg's transition model. The chapter began with a recap of the purpose statement and research questions, followed by a summary of the research design, population, sample, and veteran

demographics. The data were reported and focused on answering the specific central and subquestions of the research study. Comprehensive narratives were used to help elucidate the veteran's responses and topics recognized. Chapter V offers a wide-ranging investigation of the research findings in connection with the review of literature. Further, conclusions, implications for actions, and recommendations for further research are offered. Chapter V concludes with remarks and reflections.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECCOMENDATIONS

A hero is an everyday, ordinary person who has done something extraordinary.
Honor them, praise them, and hope you will stand for what you believe in during
a time of need.

—Army Gen. Ann E. Dunwoody

Overview

This multiple-case study describes the transition experience of post-9/11 female combat veterans from active-duty military service to civilian career using the four factors of transition (situation, self, social support, and strategies) as identified by Schlossberg (Schlossberg, 1981). Semistructured interviews were conducted and artifacts gathered, which were then carefully analyzed to yield nine major findings. Conclusions were formed, implications for action were explored, and recommendations for future research were made.

Chapter V begins with an overview of the multiple-case study citing the purpose statement, central research questions and subquestions, methodology, population, and sample. The chapter goes on to describe major findings and conclusions from the findings as well as implications for action and recommendations for future research. Chapter V ends with concluding remarks and reflections.

The purpose of this multiple-case study was to explore the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies.

This study was guided by one central research question and four subquestions. The central research question, “*What are the experiences of post-9/11 female combat*

veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies?” and the four subquestions were addressed by 12 semistructured interview questions. The subquestions for this study follow:

1. How do post-9/11 female combat veterans use the factor of situation in transitioning from military services to civilian careers?
2. How do post-9/11 female combat veterans use the factor of self in transitioning from military services to civilian careers?
3. How do post-9/11 female combat veterans use the factor of social support in transitioning from military services to civilian careers?
4. How do post-9/11 female combat veterans use the factor of strategies in transitioning from military services to civilian careers?

Three interviews were conducted as per the interview protocol utilizing semistructured interview questions based on the foundational transition research from the literature review pertaining to transition and focused on the identified framework of Schlossberg’s transition model. Interviews were conducted in person. Participants were selected from the target population of post-9/11 female combat veterans in California as agreed upon using the specified criteria.

As this was a military thematic research study, each peer researcher identified three participants from their identified target population who were chosen for the study based on the specified criteria. The target populations for the peer researchers in the military thematic study were post-9/11 combat veterans, post-9/11 veterans with PTSD, post-9/11 female combat veterans (studied by this researcher). To be considered for

participation in this research study subjects had to consent and meet all of the inclusion criteria, as follows:

- Female combat veteran post 9/11;
- Exited military in the last 3-5 years;
- Located within a 75-mile radius of Marine Corps Base Camp Pendleton;
- Successfully employed in a career of their choice for at least 1 year.

Major Findings

The purpose of this multiple-case study was to explore the experiences of post-9/11 female combat veterans transitioning from military service to civilian careers, using the Schlossberg transition model factors of situation, self, social support, and strategies. Data were gathered and analyzed utilizing interview responses and artifacts. Nine major findings address the central question and each of the subquestions.

Major Finding 1

The factor of situation clearly outweighed the other Schlossberg factors in impact.

When veterans return to civilian life, they often have difficulty finding employment (Wolfe, 2018). It is understood that job loss can be very stressful and traumatic (McAtee & Benschhoff, 2006). All of the mandatory Transition Assistance Program classes are required by law and governed by Executive Order 13,518; service members are required to produce evidence of meeting specific required career readiness standards (aligned with their stated postservice goals) at a passing level in addition to the completion of classroom activities and at-home assignments (Cleymans & Conlon, 2014). Workload has been found to cause elevated physiological and psychological stress and fatigue, which negatively impact an individual's ability to meet role obligations (Markel

& Frone, 1998). The emotional, mental, and physical conditions experienced by the veteran during mandatory transition-related activities weighed heavily on the veterans' personal assessment of transition readiness as supported by interview data. M. Kelly et. al (2019) suggested that higher levels of social support are associated with better adjustment regardless of the source, point in time, or type; this persists beyond the negative aspects of deployment.

Wolfe (2018) identified often overlooked veteran transition issues of lack of self-knowledge, no interview empathy, and the power of questions. Job seeking is an activity that requires disclosure and the ability to identify and articulate significant accomplishments—contrary to the military team ethos and unifying mission attainment orientation.

In addition to the stress experienced by the transition seminar course demands, there is an unspoken factor of limited and fixed time to end of active service (EAS); the stress of this situational factor was found to be amplified when veterans were uncertain of their EAS date. Markel and Frone (1998) found that time-bound situations cause stress because of time being a limited and fixed resource. The factor of situation encompassed many facets of the transition event and oftentimes spilled into the other transition factors of self, social support, and strategies.

The increased interaction and physical contact with family creates a new situation of uninterrupted and prolonged daily exposure to the familial unit, which has the potential to introduce physical and emotional stress on the service member and the military family (Ungvarsky, 2019).

Major Finding 2

Presentation and activities of transition resources were not effectively delivered.

As supported by interview data and literature, the rapid-fire delivery of transition instruction, activities, and materials was ineffective. A recent transition program evaluation found the predominant program delivery method of transition seminars to be lecture-based instruction from a workshop manual delivered face to face in a group context (Richardson et al., 2019). The influx of large amounts of information without time to assess and implement was not ideal for the veterans interviewed. This finding was consistent with Ware's (2017) veteran interview response, "No time to understand my options and take advantage of my benefits" (p. 26) and study finding, "Too fast of a transition. Nine of the 12 veteran participants shared experiences where transitioning too fast had a negative impact on their physical, mental, and emotional well-being" (p. 127). Transition staff without military affiliations did not possess the level of knowledge needed to garnish insight into the unique transition challenges faced by veterans.

Major Finding 3

The Transition Readiness Seminar failed to meet the needs of the veterans.

Veterans reported the transition program played a negligible role in preparing them for a career as a civilian. The veterans experienced the process as ineffective, inadequate, and lacking in information. To better understand transition program barriers, Richardson et al. (2019) stated, "Veterans were asked to indicate whether they had received any tangible form of support that made it easier (1) to make progress toward goals or (2) to access the program" (p. 149). A recent study found 36% of the veterans indicated transition programs did not provide any type of tangible support for achieving

goals (Richardson et al., 2019). The veterans experienced frustration with nonmilitary civilians' inability to relate to their situation or empathize over the significance of the transition underway.

Major Finding 4

The veterans experienced a loss of culture and identity in transitioning.

The grief and loss of military culture and role identity negatively impacted transitioning veterans' self-efficacy and self-confidence to identify and access and utilize available transition resources. For some individuals, leaving the military can result in an "identity crisis" (Higate, 2003, p. 102). The veterans became removed from a prestigious and exclusive piece of their identity and connection in community and experienced it as losing ties to influence, people, activities, and other critical aspects of their view of self.

R. T. Smith and True (2014) reported,

You have certain clout in the military, . . . but when you come into the civilian life, . . . nobody cares. . . . So the recognition achieved as a [service member] is not fungible—what a soldier has worked hard to achieve . . . is rendered nearly meaningless. (p. 151)

The veterans felt tossed aside in their time of need and left service with the stigma of being broken.

Major Finding 5

Veterans were emotionally and psychologically unable to access and use the depth and breadth of material presented during the brief time frame of the transitional experience.

Veterans' self-efficacy was negatively impacted by the transition experience. Veterans expressed a lack of clear information regarding the breadth of available services and processes to access in order to support successful transition. The veterans expressed that they felt lost, uncertain of what to do, and where to go next. According to Betz and Hackett (2006), social cognitive career theory maintains that people's perceptions, beliefs, and attitudes largely determine their career-related behaviors, and they found that the range of career options weighed was predicted by interests and self-efficacy. Gravley (2012) identified self-efficacy as the most important personal belief to explain and predict career decision-making in alignment with social cognitive career theory. According to Hockey (2002), service members develop the ability to put themselves on autopilot and dissociate themselves from their body and cease to feel pain or hunger during rigorous experiences; this practice further stifles the ability of a transition facilitator to effectively deliver the transition program and prepare veterans for postmilitary service. Once psychological disengagement occurs, it may be very challenging for an individual to reengage, thus making it challenging for a veteran to process and benefit from transition activities and resources—even while physically present (Ashforth, Kreiner, & Fugate, 2000).

Major Finding 6

Veterans found relationships and mentors that were integral to the transition process.

Veterans reported finding their own mentor relationship in a friend, classmate, or cohort member, which was deemed as effective, beneficial, and successful. The mentorship and support that the transitioning cohort members provided each other via

information sharing and personal guidance and direction was reassuring. In this area the bonds of military identity and community were felt as the veterans had a positive recollection and sentiment when recalling how their colleagues reached back to pull them up to ensure the adage “*No one left behind*” still rang true.

An individual’s personal connection and relationships with members of a community may be social or professional and hold an important role for reliable and accessible support, resources, and information; in short, successful mentoring relationships are empirically linked to success, resilience, and perseverance (Pascarella & Terenzini, 2005). Rojeck (2016) developed a list of criteria for determining mentoring success: is patient; willingly shares (transparency); is a team player; recognizes and rewards (acknowledgement); sees potential; and enjoys coaching. These criteria are commonly found among service members. Empirical findings indicate that individuals who serve as a mentor to others report greater salary, greater promotion rates, and stronger subjective career success than do individuals without any experience as a mentor to others (Allen, Lentz, & Day, 2006).

Major Finding 7

Veterans utilized familial, professional, and community networks for their diverse support needs.

The utilization of familial, professional, and formal community programs networks was a beneficial practice for the veterans. Mancini, O’Neal, Martin, and Bowen (2018) stated, “Military families often identify with several communities” (p. 554). The veterans were able to lean on their spouses, colleagues, and nonmilitary veteran support programs to identify their next steps, gain access to financing, and

complete credentialing and education requirements. The veterans were able to maintain the peace of mind needed to focus on their personal and professional endeavors knowing that their children were safe and cared for while under the watch of family or trusted individuals while they were away. Nabi (2001) found that for women, personal support was a more powerful predictor for success than peer support. Robertson (2013) found a positive relationship between perceived family and friend support with transition time. Voydanoff (2005a, 2005b) found that social support and sense of community are negatively associated with stress.

Understanding the benefits and best practices of career-oriented social networking and identifying the appropriate sites and industry job markets is imperative for job seekers (Buettner, 2017). While the use of social media as a tool for keeping in touch was utilized by all of the veterans interviewed, the use of social media for career-related purposes was a newer concept. Buettner (2017) found that for professional purposes 150 contacts is the optimal number of professional networks as viewed by potential employers on sites such as LinkedIn (Ford-Paz et al., 2019; Hirschi, Herrmann, Nagy, & Spurk, 2016). Mancini et al. (2018) found that social organization refers to “the situations and processes that enable communities to support individuals and families, . . . minimize vulnerabilities and enhance resilience (i.e., responses to challenges and adversity)” (p. 554). They stated, “The military institution places high value on sense of community, unit-based identification, and esprit de corps” (p. 559); moreover, both military and nonmilitary community and connections are relevant and necessary for psychosocial well-being of military members and their family (Mancini et al., 2018).

Major Finding 8

The veterans applied exemplary research skills and tenacious self-advocacy to progress through their transition experience.

According to VetsFirst (n.d.), “Self-advocacy is a concept that deals with making decisions about your own life. Often times, this concept is quite foreign to service members and veterans because military culture is one of being told what to do and doing it” (para. 1). Civilian life is generally not as structured as the military experience where following orders and process is paramount. In the transition experience, veterans experienced a need to move from this culture of support to the application of tenacious self-advocacy. Veterans advocated for themselves and their successful transition with the application of an information-seeking strategy. Information seeking was the most utilized and beneficial strategy for the veterans in the present study. The narrowed focus of identifying what help was needed and how to get it (which may be associated with their active-duty service and training) was an invaluable strategy for the veterans when paired with the practice of information seeking. Veterans used at least one program in the transition from the military to civilian life (Richardson et al., 2019). About 20% of the transitioning veterans surveyed reported that they learned from their peers (Richardson et al., 2019).

Major Finding 9

Veterans who applied grit, resilience, personal fortitude, drive, and motivation were able to overcome and persevere despite the challenges inherent in the transition from military to civilian life.

According to Richardson et al. (2019), “While many Veterans function at high levels before, during, and after a military career, a significant number of Veterans struggle following separation from military service” (p. 145). As the veterans experienced stress, they identified the barrier to success and sought treatment options to overcome the constraints of mental and physical health to ensure their progression to a civilian career. The strategy of pulling themselves up by the bootstraps and “*getting ‘er done*” was an effective strategy and familiar practice learned within active-duty service. The strategy of utilizing what is available and known and modifying it to fit novel situations is a common practice in the military that supports success in the military culture. Improvisation and the novel application of existing resources is referred to as “*getting your Gumby on.*”

Unexpected Findings

The research yielded a number of unexpected findings.

Unexpected Finding 1

There was a general and overall negative experience and sentiment associated with the transition seminar and overall transition process. The data were surprising in strength as veterans interviewed were unanimous in their expression that the transition seminar experience was problematic. It was unexpected, specifically, that there was extreme dissatisfaction expressed with the lack of information provided, a lack of individual accountability, failure of the transition staff to manage to workshop, and the veterans’ agitation with transition staff who did not possess an understanding of the military or the military culture.

Unexpected Finding 2

The member life cycle model (MLCM) was not fully implemented or embraced in practice. While the MLCM was well-known to the researcher and veterans as a concept, it appeared to be in name only. Additionally, the opportunities made available to help service members keep their finger on the pulse of what is going on in the civilian world to include career workshops, job fairs, hiring events, and networking events at each base made available to the service members went underutilized.

Unexpected Finding 3

Veterans in this study mentioned their personal faith, beliefs, and practice. In the interviews of the veterans speaking to how they successfully transitioned from the military, their faith was drawn on as a significant and recurring source of strength.

Conclusions

The study involved exploring the experience and perceptions of post-9/11 female combat veterans who transitioned successfully to a civilian career. Conclusions are drawn based on the data collected from interviews, interview notes, and artifacts. Conclusions are presented relative to the four factors of Schlossberg's transition model.

Conclusion 1: The Four Factors

Transitioning veterans who are not provided adequate physical and psychological support to address the aspects of their unique situational factors will not have the bandwidth necessary to process the transition workshop material.

Based on the literature and the findings in this study it is concluded that post-9/11 female combat veterans experience situational factors that impacted their transition experience. Specifically, this included a loss or change in health care benefits, income,

housing facilities and/or housing allowance; hostile work-environment; disqualifying work-related injury; and an accelerated and untimely out processing. Robertson (2013) found income had a negative correlation with transition time (Robertson, 2013).

According to Yan et al. (2013), “Health concerns of self and/or others were a reported source of stress for many Veterans. The majority of reported health concerns were for others. . . . Only two women reported their own health as their primary stressor” (p. 552).

The situational factors weighed the heaviest on veterans and were often outside their ability to control (i.e., medical, disability, family, etc.). The stigma associated with being labeled and the uncertainty of what label would be assigned and no knowledge of the related outcomes associated with being labeled may negatively affect transitioning veterans being discharged under medical conditions (Goffman, 2009). Ingoglia, Lo Coco, Liga, and Grazia Lo Cricchio (2011) investigated the effects and psychological significance of emotional separation and detachment and found emotional separation and emotional detachment to be two separate constructs, both of which have implications for self-other views and relationships; further suggested is that detachment is employed as a coping mechanism and emotional regulation device manifested via avoidance behaviors stemming from a magnified need to distance oneself from the source of aggravation (situation of transition and shifting roles). Guerrero (2015) stated, “Since student veterans experienced financial stability in the past, the departure from having a salary to relying upon other forms of fiscal support (e.g., GI Bill, spouses, part-time jobs) became a salient concern of theirs” (p. 98). According to conservation of resources theory, loss of resources or the threat of it is the primary elicitor of stress (Witt & Carlson, 2006).

Conclusion 2. Situation

Based on the findings of this study, it is concluded that the specific TRS coursework of entrepreneurship and education pathways promotes success in veterans' transition to a civilian career.

Gaiter (2015) reported that thousands of military members leave active service each year without required skills and not receiving timely career counseling and occupational interventions needed to aid in their career transitions. In a recent study, Wagner (2019) found that transitioning veterans reported feeling a more than moderate level of confidence in their job-search abilities, identifying viable occupational fields, and securing a preliminary offer. Based on the literature and the findings of this study, it is concluded that the Transition Readiness Seminar (TRS) entrepreneurship and education extension courses were helpful. Veterans identified numerous transition resources—advocate groups; veteran personal and professional development funding options; free-of-cost training opportunities; and military-focused hiring, networking, and job fair events following the completion of the transition pathways.

Conclusion 3. Self

Based on the literature and the findings of this study, it is concluded that the success of the transition experience was tied to their self-efficacy.

Based on the literature and the findings of this study, it is concluded that self-view of the veterans continued to embody their former role of active-duty service member. While some challenges dealing with civilians were experienced and varying degrees of uncertainty surfaced regarding postservice endeavors, the veterans rose to the challenge and excelled by successfully navigating through challenges. McGinty (2015) stated,

“Low perceived self-efficacy was most strongly linked with tendencies to avoid when processing the traumatic experience. . . . To date, an insufficient number of researchers have examined the relationship between PTSD symptoms and career and vocational behavior” (pp. 45-46). He added, “Depressed individuals experience cognitive distortions and maladaptive thoughts that affect their views of the self, world, and future (Beck, 1995). Distortions are defined by symptoms that affect the person’s general level of functioning (Beck, 1995)” (McGinty, 2015, p. 50).

Conclusion 4. Social Support

Transitioning veterans who do not have familial, professional, and formal community networks are less likely to transition successfully.

Based on the literature and the findings of this study, it is concluded that the utilization of familial, professional, and formal community programs networks is a necessary and beneficial practice for the veterans. It is through these networks that the veterans were able to lean on others such as their spouses, colleagues, and nonmilitary veteran support programs to identify their next steps, gain access to financing, and complete credentialing and education requirements. With the assistance of their personal networks, veterans were made aware of and able to take advantage of the resources identified through the process of information sharing with their colleagues. Williams, Allen-Collinson, Hockey, and Evans (2018) suggested a form of identification and group identity that resonated strongly with earlier experiences of comradeship in the military. Contemporary student veterans’ organizations were found to have beneficial outcomes for their members (Hawthorne, Bauman, & Ross, 2013).

Conclusion 5. Strategies

Based on the findings of this study, veterans must utilize exemplary research and self-advocacy skills to ensure a successful transition to a civilian career.

While a number of strategies and behaviors were employed by the veterans, based on the literature and as a result of the findings of this study, the most effective strategies for the veterans included seeking information, program utilization, and leveraging the help and assistance of their social support systems and networks to facilitate the successful completion of personal and professional development opportunities. Self-advocacy is not a spectator sport; it requires strategic planning, social network maintenance, and the formidability to know when to disclose versus sharing a piece of the mind (Huhtanen, 2011).

Implications for Action

Based on the findings and conclusions of this study, the researcher proposes the following implications for action.

Implication 1

The military ethos of *take care of your own* is not occurring for transitioning veterans. Veterans are exiting service underprepared and uninformed. It is crucial that veterans feel safe and supported while navigating the transitional unknown from active-duty service to civilian life. While veterans are highly capable and competent of rising to the occasion in austere and challenging situations, veterans are failed because they do not see entering into civilian life as a significant challenge and thus fail to lean on their intuitive and well-polished problem-solving and strategic-planning skills. Those

facilitating transition workshops must build their knowledge and interaction with the military community to better support transitioning veterans.

Implication 2

It is recommended that the findings from this and the two other military thematic studies conducted by the peer researchers about the transition from military service to civilian career be used by the Department of Defense and all branches of military service to further identify gaps in the transition process and to identify best practices to most effectively support our transitioning military. Furthermore, specific performance measures need to be developed for the Transition Readiness Seminar to enable the tracking of pertinent outcomes and allow for the level of tracking and follow-up necessary so that female veterans receive the proper training, resources, and continued support that they undoubtedly deserve.

Implication 3

A thorough and comprehensive program analysis of the transition program should be conducted to assess for adherence to programs standards, mandates, and directives. Any inefficiencies encountered should be documented with a 30-, 60-, and 90-day short-term corrective plans of action; short-term action plans should be drafted into medium- and long-term goals at the intervals of 18-month, 36-month, and 72-month earmarks. Once approved, strategic plans should be implemented and include regular assessments of progress and the identification of any needed course corrections. Structured and time-bound mediation steps should be developed in response to any identified inadequacies within 45 days of being observed.

The House Veterans' Affairs Subcommittee on Economic Opportunity conducted a hearing to discuss TAP evaluation in 2012. The U.S. House of Representatives Subcommittee on Economic Opportunity of the Committee on Veterans' Affairs met to examine the original transition assistance program (TAP) and found that TAP had persisted for approximately 20 years with little change and was minimally effective. Some of the shortcomings identified were as follows:

1. No specification on the types of training to be provided under the mandatory attendance provision (employment, education, vocational rehabilitation, or entrepreneurship);
2. No indicated time frame for instruction on the various paths provided;
3. Little guidance on how to facilitate a tailored TAP model to meet the unique needs of the transitioning service member;
4. Program utility and use limitations due to the voluntary (nonmandated) nature of pathway extension training programs and seminars. Voluntary attendance requires supervisor approval. Supervisor often considers the mission and readiness of the organization above and beyond the individual in alignment with the military ethos, "what may be a significant weakness in the DoD curriculum" ("Examining the Re-Design of the Transition Assistance Program," 2012, p. 5).

Implication 4

The member life cycle (MLC) model implementation deficit must be addressed by the incorporation of the MLC model into the new-join welcome brief and annual training requirements. Adding multiple opportunities to inform the masses about the MLC model will result in a greater likelihood of the embodiment and proliferation of the

model Department of Defense-wide at a much faster pace. It is important to focus on the success of the total force leveraging on growing the knowledge on the great benefits, services, and resources available to military members at any stage of their military career. The member life cycle (MLC) model needs to be employed from the top down due to the higher call nature of the military organization and the chain of command structure. Without the buy-in of the senior leadership there is no way to maintain accountability for the implementation of the Marine Corps life cycle model. Efforts from the bottom up are imperative to support the full infiltration of the MCLM throughout the DOD system in collaboration with the Department of Labor in conjunction with the guidance of the statutes and mandates governing the transition program (VOW to Hire Heroes Act of 2011).

Implication 5

A comprehensive mentoring program must be put in place to address the very real need for mentoring and can be addressed by integrating the existing Marine For Life (M4L) Network program into mandatory briefings (New Join/Welcome Aboard Brief, safety briefings, pre- and postdeployment briefs, and routine command-specific personal and professional development activities) and annual training requirements. The M4L network program is a service run by and for veterans and their families and aims to connect transitioning military and their family members to education resources, employment opportunities, and other veterans' services that aid in their career and life goals outside of military service (Marine Corps Community Services, n.d.-b). The incorporation of the M4L network program will avail additional networking opportunities and social support to supplement those currently provided by the military, thus enhancing

the overall network and effectiveness in meeting veterans' needs across the military member life cycle.

Incorporation of the M4L Network program information at the New Join Brief will provide an opportunity for service members to take advantage of the mentoring and personal and professional development opportunities from the inception of their military career throughout their military member career life cycle, thus enhancing their contributions as high performers and productive service members while increasing their overall competence and experience. Additionally, it is recommended that the M4L Network program work in collaboration with the service member volunteer program and the Junior Marines program to maximize impact and exposure.

Recommendations for Further Research

The study involved exploring the transition from active-duty service to civilian career by post-9/11 female combat veterans, focusing on the factors of Schlossberg's model of transition theory. The researcher proposes recommendations for future research.

Recommendation 1

It is recommended that a longitudinal study be conducted on female combat veterans and their transition experience. This longitudinal study would follow participants and screen at postservice years 1, 3, 5, and 10. Study participants would report postservice experiences, challenges, obstacles faced, activities they found to support their success, helpful resources, and things that they discovered during the process that they identified as necessary, unavailable, or not yet existent.

Recommendation 2

It is recommended that at the completion of the thematic by all three peer researchers a meta-analysis be conducted of all the research data. Conclusions and recommendations should be drawn based on the shared and unique findings identified across the populations studied.

Recommendation 3

It is recommended that a mixed-method study should be conducted to explore the topic of female veterans and their unique experiences in the area of health concerns, available care, and ability to access proper care.

Recommendation 4

A mixed-methods study should be conducted that investigates the manifestation of military culture and the impact of the individual service members' organizational identity salience on their transition needs, specifically to explore the experiences of military females, transgendered, and homosexuals.

Concluding Remarks and Reflection

Female veterans are an often undervalued and understudied population; after a recent review of the literature on the topic of career transition and military concerns, the Veterans' Committee of the National Career Development Association found of the three articles pertaining to female veterans only one article addressed the issue of career transition (Robertson, Miles, & Mallen, 2014). The present study aimed to add to the limited extant body of research and to inform about the successes and challenges female veterans face. By contributing to the body of research and identifying topics for future study, female veterans are acknowledged and embraced by the hearing and telling of their

stories. The interviews yielded information to support findings of unintended development opportunities, such as the practice of a peer mentoring program and the execution of exemplary problem-identification and problem-solving skills, such as veterans seeking out information and learning of opportunities to support their post-active-duty career and personal and professional development endeavors. Furthermore, while there was a general broad finding of an overall dissatisfaction with the transition seminar (lack of information, misinformation, and a nonmilitary affiliation of the transition advisors facilitating the transition seminars), all of the veterans in the present study managed to overcome those obstacles to achieve success in civilian employment and the further enhancement of the employment profiles and resource toolkits.

In summary, while a number of challenges, barriers, and obstacles were faced by the transitioning veterans (discussed in Chapter IV), it was found that based on the information obtained in interviews and further supported by the literature, the service members continued to employ military tactics in their civilian life to identify potential threats, develop corrective plans of action, and execute implementation of said plan to ultimately achieve success of the objective to “alleviate the threat.” Transitioning veterans face a number of challenges; however, those challenges and obstacles resulted in the transition veterans being able to take the focus off the uncertainty of their ensuing transition in efforts to support and lean upon one another to overcome the challenges, barriers, and obstacles faced during their transition. Transition from active-duty military service to civilian career was found to be a transformational, as opposed to a transactional endeavor, based on the information gathered in the present research study and literature extant on the topic.

Adoption of the military life cycle model would be ideal to support the transformational nature of the transition from active-duty military service to civilian career. Based on the research collected and information gleaned from interviews, the developmental focus of personal professional development reinforced in the military culture continued to resonate in the actions of the veterans post-active-duty service. All of the veterans interviewed achieved additional credentials and educational degrees post service. Specifically, the veterans interviewed all acquired a doctoral level of education (some preservice and some postservice) and other professional certifications (insurance broker, teaching credentials, etc.). One of the most impressive and honorable findings was the practice of the interviewed veterans continuing to pay it forward by offering themselves as a referral resource to help other veterans—being brave and transparent enough to share their stories for the benefit of others without being stifled by the possibility of judgment and volunteering or creating veteran service organizations with the mission to support, advocate, and assist veterans in transition with their needs.

Reflection

Coming from a military family and being a Gold Star surviving spouse and lifelong military dependent (from brat to wife), the researcher conducted this study that provided insights to enable the continued and further development of planned next steps to better support transitioning military members and educate the general collective civilian community on how to support and encourage military members both during and post-active-duty service for the sole objective of ensuring no veteran EVER gets left behind or feels abandoned. The veterans interviewed felt undervalued, unappreciated, misinformed, and misdirected as they completed the transition seminars. They became

disenfranchised from the process; withdrew; went on autopilot in order to go through the motions of program completion; and walked away with uncertainty of what to do next, where to go, and how to get started. It was disheartening to hear about some of the traumatic experiences of these transitioning veterans, while at the same time it was impressive to hear about how they managed to provide exemplary service in a stellar fashion and maintain the desire to be a part of the military in spite of their experience.

This study and the journey to the attainment of my doctoral degree serve as the platform to gain access to previously closed doors to help navigate much needed change. The execution of the present study provided a firsthand view through the eyes of a few select female military members' journey of leaving active-duty service. The unexpected findings were astounding especially given my personal experience as a Department of Labor transition advisor, military employment specialist, mentor, and coach to active-duty and veteran military members. Across this journey I have grown and have experienced alongside the veterans the emotional sentiments of being overwhelmed, angry, and flabbergasted as I had to maintain my composure while listening to the abuse and disregard these women warriors faced.

On the contrary, as a member of the greater collective military community, surviving Gold Star military spouse, and lifelong military dependent, I found solace in the comfort of other military-affiliated personnel. As the three veterans interviewed shared their utilization of prayer and maintaining peace with faith, I too leveraged those practices to ensure the success of completion of the study and my degree. In closing I would like to say to the post-9/11 female combat veteran participants interviewed:

First and foremost, thank you for your service;

- You are valued;
- You are appreciated;
- You are heard, and
- You matter.

Never give up! Keep fighting the good fight and continue to be the example, mentor, and confidant to those that have gone before you and come after you; continue to bless those in need and offer a helping hand to other veterans. —Tumona

REFERENCES

- Abrams, R. B. (2016, September 8). Efforts still expanding to meet land force needs. Retrieved from https://www.army.mil/article/174784/efforts_still_expanding_to_meet_land_force_needs
- Accettola, A. M. (2013). Iraq and Afghanistan War veterans. In *Salem Press Encyclopedia*.
- Adkins, R. W. (2017). *Marine Corps enlisted retirees transition to civilian life: A qualitative, descriptive case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 10640163)
- Adler, A. B., Bliese, P. D., & Castro, C. A. (2011). *Deployment psychology: Evidence-based strategies to promote mental health in the military*. Washington, DC: American Psychological Association.
- Ahern, J., Worthen, M., Masters, J., Lippman, S. A., Ozer, E. J., & Moos, R. (2015). The challenges of Afghanistan and Iraq veterans transition from military to civilian life and approaches to reconnection. *PLoS One*, *10*(7), e0128599. <https://doi.org/10.1371/journal.pone.0128599>
- Ainsworth, S. (2015). Aging entrepreneurs and volunteers: Transition in late career. In P. M. Bal, D. M. Kooij, & D. M. Rousseau. (Eds.), *Aging workers and the employee-employer relationship* (pp. 243-260). Cham, Switzerland: Springer International.
- Air Force Reserve Command. (2012, November 16). Transition assistance program mandatory for some reservists. Retrieved from <https://www.afrc.af.mil/News/Article-Display/Article/156542/transition-assistance-program-mandatory-for-some-reservists/>

- Alanazi, M. W. (2017). *Monterey military-civil cooperation: A case study on successful community defense against BRAC* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 10599815)
- Allen, T. D., Lentz, E., & Day, R. (2006). Career success outcomes associated with mentoring others: A comparison of mentors and nonmentors. *Journal of Career Development, 32*(3), 272-285.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Anderson, M. L. & Goodman, J. (2014). From military to civilian life: Applications of Schlossberg's model for veterans in transition. *Career Planning & Adult Development Journal, 30*(3), 40-51.
- Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2012). *Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world* (4th ed.). New York, NY: Springer.
- Angel, C. M., Smith, B. P., Pinter, J. M., Young, B. B., Armstrong, N. J., Quinn, J. P., . . . Erwin, M. S. (2018, August). Team red, white & blue: A community-based model for harnessing positive social networks to enhance enrichment outcomes in military veterans reintegrating to civilian life. *Translational Behavioral Medicine, 8*(4), 554-564. <https://doi.org/10.1093/tbm/iby050>
- Arkin, W., & Dobrofsky, L. R. (1978). Military socialization and masculinity. *Journal of Social Issues, 34*(1), 151-168.

- Arman, N. N. (2016). *Tales from the field: A phenomenological study on the unique challenges Iraq/Afghanistan PTSD veterans experience while attending a community college in Southern California* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global database. (UMI No. 10103334)
- Ashforth, B. E., Kreiner, G. E., & Fugate, M. (2000). All in a day's work: Boundaries and micro role transitions. *Academy of Management review*, 25(3), 472-491.
- Atuel, H. R., Keeling, M., Kintzle, S. M., Hassan, A., & Castro, C. A. (2016). Veteran employment in the 21st century. In L. Hicks, E. L. Weiss, & J. E. Coll (Eds.), *The civilian lives of U.S. Veterans: Issues and identities* (pp. 161-179). Santa Barbara, CA: Praeger.
- Baker, K. A. (2011). *The effect of post traumatic stress disorder on military leadership: An historical perspective*. United States Army. Retrieved from <http://www.dtic.mil/dtic/tr/fulltext/u2/a545103.pdf>
- Baldwin, J. N. (1996). Female promotions in male-dominant organizations: The case of the United States military. *Journal of Politics*, 58(4), 1184-1197.
- Baltes, B. B., Briggs, T. E., Huff, J. W., Wright, J. A., & Neuman, G. A. (1999). Flexible and compressed workweek schedules: A meta-analysis of their effects on work-related criteria. *Journal of Applied Psychology*, 84(4), 496-513.
- Bamonti, P., O'Malley, K., & Davison, E. H. (2018). Older Trauma-Exposed Male and Female Vietnam Veterans: Clinical Issues and Innovations. *Innovation in Aging*, 2(Suppl. 1), 383-384.
- Barrera, M., Jr., & Ainlay, S. L. (1983). The structure of social support: A conceptual and empirical analysis. *Journal of Community Psychology*, 11(2), 133.

- Bartone, P. T. (2006). Resilience under military operational stress: Can leaders influence hardiness? *Military Psychology, 18* [Special Issue], 131-148. https://doi.org/10.1207/s15327876mp1803s_10
- Bartone, P. T. (2013). A new taxonomy for understanding factors leading to suicide in the military. *International Journal of Emergency Mental Health, 15*, 299-305.
- Bascetta, C. A. (2002). Military and veterans' benefits: Observations on the transition assistance program. Testimony before the Subcommittee on Benefits, Committee on Veterans' Affairs, House of Representatives. Retrieved from <https://files.eric.ed.gov/fulltext/ED467626.pdf>
- Bascetta, C. (2005). *Military and veterans' benefits: Improvements needed in transition assistance services for Reserves and National Guard* (GAO-05-844T). Retrieved from <https://www.gao.gov/assets/120/111859.pdf>
- Bateman, D. J. (2011). *PTSD symptoms and occupational termination in the U.S. Army* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global database. (UMI No. 3554135)
- Baumeler, F., Johnston, C. S., Hirschi, A., & Spurk, D. (2018). Networking as predictor of work-nonwork enrichment: Mechanisms on the within- and between-person level. *Journal of Vocational Behavior, 109*, 166-177. <https://doi.org/10.1016/j.jvb.2018.10.015>
- Beckel, B., & Thomas, C. (2007, September 20). A moderate shift on Iraq? *USA Today*, p. 11A. Retrieved from <http://www.usatoday.com/>
- Betz, N. E., & Hackett, G. (2006). Career self-efficacy theory: Back to the future. *Journal of Career Assessment, 14*, 3-11. <https://doi.org/10.1177/1069072705281347>

- Binneveld, J. M. W. (1997). *From shell shock to combat stress: A comparative history of military psychiatry*. Amsterdam: Amsterdam University Press.
- Black, T., Westwood, M. J., & Sorsdahl, M. N. (2007). From the front line to the front of the class: Counseling students who are military veterans. In J. A. Lippincott, & R. B. Lippincott (Eds.), *Special populations in college counseling: A handbook for mental health professionals* (pp. 3-20). Alexandria, VA: American Counseling Association.
- Bloomberg, L., & Volpe, M. (2008). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks, CA: Sage.
- Bonvissuto, K. (2008, Spring). Caring for minority veterans. *Minority Nurse*, 22-27.
- Brannon, P. A. (2013). *The experiences of unemployed U.S. veterans: A multiple case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3601135)
- Bratcher, K., Burchman, H., Casey, R., Cho, R., Clark, C., Davis, D., . . . Hooshyar, D. (2015). Permanent supportive housing resource guide. Retrieved from <https://www.va.gov/HOMELESS/nchav/docs/Permanent%20Supportive%20Housing%20Resource%20Guide%20-%20FINAL.PDF>
- Brignone, E., Fargo, J. D., Blais, R. K., Carter, M. E., Samore, M. H., & Gundlapalli, A. V. (2017). Non-routine discharge from military service: Mental illness, substance use disorders, and suicidality. *American Journal of Preventive Medicine*, 52(5), 557-565.

- Brown N. D. (2008). Transition from the Afghanistan and Iraqi battlefields to home an overview of selected war wounds and the federal agencies assisting soldiers regain their health. *American Association of Occupational Health Nursing, Inc. Journal*, 56(8), 343-346. <https://doi.org/10.3928/08910162.20080801-01>
- Brown, T. T. (2009). Societal culture and the new veteran. *International Journal of Scholarly Academic Intellectual Diversity*, 11, 19. Retrieved from <http://www.slideshare.net/Will1945/toni-brown-national-forumjournals-houston-texas>
- Brownson, C. (2014). The battle for equivalency: Female US Marines discuss sexuality, physical fitness, and military leadership. *Armed Forces & Society*, 40(4), 765-788.
- Buettner, R. (2017). Getting a job via career-oriented social networking markets. *Electronic Markets*, 27(4), 371.
- Bureau of Labor Statistics. (2017). Economic news release, Unemployment rate for Gulf War-era II veterans. Retrieved from <https://www.bls.gov/news.release/vet.a.htm>
- Burke, P. J. (1980). The self: Measurement implications from a symbolic interactionist perspective. *Social Psychology Quarterly*, 43, 18-29.
- Burke, P. J., & Reitzes, D. C. (1981). The link between identity and role performance. *Social Psychology Quarterly*, 44(2), 83-92. Retrieved from <https://www.jstor.org/stable/3033704>
- Burke, P. J., & Stets, J. E. (2009). *Identity theory*. New York, NY: Oxford University Press.

- Burnett, S. E., & Segoria, J. (2009). Collaboration for military transition students from combat to college: It takes a community. *Journal of Postsecondary Education and Disability*, 22(1), 53-58.
- Burnett-Ziegler, I., Valenstein, M., Ilgen, M., Blow, A. J., Gorman, L. A., & Zivin, K. (2011). Civilian employment among recently returning Afghanistan and Iraq national guard veterans. *Military Medicine*, 176(6), 639-646. <https://doi.org/10.7205/MILMED-D-10-00450>
- Burr, V. (2018). Social constructionism. In P. Liamputtong (Ed.), *Handbook of Research methods in health social sciences* (pp. 1-16). Singapore: Springer.
- Buzzetta, M. (2017). *Meaning in life in college student veterans: Exploring its relationship to career thoughts and depression* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 10188415)
- Buzzetta, M., Hayden, S. C., & Ledwith, K. (2017). Creating hope: Assisting veterans with job search strategies using cognitive information processing theory. *Journal of Employment Counseling*, 52(2), 63-74. <https://doi.org/10.1002/joec.12054>
- California Department of Veteran Affairs. (n.d.). Women veterans. <https://www.calvet.ca.gov/calvet-programs/women-veterans>
- Callahan, D. J. (2010). Combat-related mental health disorders: the case for resiliency in the long war. *The Journal of the American Osteopath Association*, 110(9), 520-527. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/20876837>
- Cardenas, R. A. *An identity approach to understanding diversity, inclusion, and the work-place interface*. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3272614).

- Carson, D., Gilmore, A., Perry, C., & Gronhaug, K. (2001). *Qualitative research in marketing*. London, United Kingdom: Sage.
- Carter-Boyd, B. L. (2012). *Transitioning from the military to federal civil service employment: Preferential hiring and its unintended consequences on the mid-life career transition and workplace adaptation of veterans* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3509097)
- Chan, C. S. (2015). Introduction to the special section: Research on psychological issues and interventions for military personnel, veterans, and their families, Part II. *Professional Psychology, Research and Practice*, 46(2), 81-82.
- Chandrasekaren, R. (2014, March 29). A legacy of pain and pride. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/sf/national/2014/03/29/a-legacy-of-pride-andpain/>
- Chicas, J., Maiden, P., Oh, H., Wilcox, S., & Young, D. (2012). *From war to the workplace: Helping veterans transition to civilian work settings* [Policy brief]. Los Angeles, CA: USC Center for Innovation and Research on Veterans and Military Families.
- Chickering, A., & Schlossberg, N. (1995). *Getting the most out of college*. Boston, MA: Allyn and Bacon.
- Clemens, E. V., & Milsom, A. S. (2008). Enlisted service members' transition into the civilian world of work: A cognitive information processing approach. *Career Development Quarterly*, 56(3), 246-256.

- Cleymans, L., & Conlon, S. P. (2014). Understanding transition GPS. *Career Planning & Adult Development Journal*, 30(3), 154-161.
- Coll, J. E., & Weiss, E. L. (2017). Military culture and veteran transition. In J. Beder (Ed.), *Caring for the military* (pp. 10-20). New York, NY: Routledge/Taylor & Francis Group.
- Collins, P. H. (1998). It's all in the family: Intersections of gender, race, and nation. *Hypatia*, 13(3), 62-82.
- Collins, J. R., & Nickel, K. N., (1975). Culture shock and cognitive dissonance. *American Secondary Education*, 5(4), 23-27.
- “Combat jobs opening to women.” (n.d.). MilitaryTimes.com. Retrieved from <https://ec.militarytimes.com/static/pdfs/Combat-Jobs-Opening%20-to-Women.pdf>
- Cook, B. J., & Kim, Y. (2009). *From soldier to student: Easing the transition of service members on campus*. Washington, DC: American Association of State Colleges and Universities.
- Corrigan, P. (2004). How stigma interferes with mental health care. *American Psychologist*, 59(7), 614.
- Costello, C. (2015). PTSD veteran: I’m not crazy. *CNN*. Retrieved from <http://www.cnn.com/2015/07/21/opinions/costello-ptsd-veterans-say-not-crazy/>
- Cotner, B., Ottomanelli, L., O’Connor, D. R., Njoh, E., & Jones, V. (2016). Delivering vocational services to rural veterans with disabilities through video telerehabilitation. *Archives of Physical Medicine & Rehabilitation*, 97(10), e95. <https://doi.org/10.1016/j.apmr.2016.08.293>

- Crabtree, F. B., & Miller, L.W. (1992). *Doing qualitative research*. Beverly Hills, CA: Sage.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Curran, J., & Blackburn, R. A. (2001). *Researching the small enterprise*. London, United Kingdom: Sage.
- Dao, J., & Lehren, A. W. (2013, May 16). In calculation of military rates, the numbers are not all straightforward. *The New York Times*, p. A14. Retrieved from <http://www.nytimes.com/2013/05/16/us/in-calculation-of-military-rates-the-numbers-are-not-all-straightforward.html>
- Davies, M. R. (2007). *Doing a successful research project: Using qualitative or quantitative methods*. Basingstoke, United Kingdom: Palgrave Macmillan.
- Decaro, M. W. (2017). The many benefits of mentorship: One professional offers her changed perspective on the value of mentorship and some insight into the gains it affords to both sides of the relationship. *Strategic Finance*, 98(9), 25-26.
- Dekel, R., & Goldberg, M. (2017). Female military veterans with disabilities. In R. Woodward and C. Duncanson (Eds.), *The Palgrave international handbook of gender and the military* (pp. 257-274). London, United Kingdom: Palgrave Macmillan.

- Demers, A. L. (2013). From death to life: Female veterans, identity negotiation, and reintegration into society. *Journal of Humanistic Psychology, 53*(4), 489–515. <https://doi.org/10.1177/0022167812472395>
- De Munck, V. C. (2013). A theory explaining the functional linkage between the self, identity and cultural models. *Journal of Cognition & Culture, 13*(1/2), 179-200. <https://doi.org/10.1163/15685373-12342091>
- Diamond, A. M. (2012). *The adaptive military transition theory: Supporting military students in academic environments*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global database. (UMI No. 3504491)
- Dismuke-Greer, C. E., Nolen, T. L., Nowak, K., Hirsch, S., Pogoda, T. K., Agyemang, A. A., . . . Walker, W. C. (2018). Understanding the impact of mild traumatic brain injury on veteran service-connected disability: Results from Chronic Effects of Neurotrauma Consortium. *Brain Injury, 32*(10), 1178-1187. <https://doi.org/10.1080/02699052.2018.1482428>
- DMDC. (n.d.). DoD personnel, workforce reports & publications. Retrieved from https://www.dmdc.osd.mil/appj/dwp/dwp_reports.jsp
- DMDC. (2019). Table of active duty females by rank/grade and service, data as of: January 2019. Retrieved from https://www.dmdc.osd.mil/appj/dwp/rest/download?fileName=rg1901_female.pdf&groupName=milRankGrade
- Drebing, C. E., Reilly, E., Henze, K. T., Kelly, M., Russo, A., Smolinsky, J., . . . Penk, W. E. (2018). Using peer support groups to enhance community integration of veterans in transition. *Psychological Services, 15*(2), 135–145. <https://doi.org/10.1037/ser0000178>

- Duggan, M. H., & Jurgens, J. C. (2007). *Career interventions and techniques: A complete guide for human service professionals*. Needham Heights, MA: Allyn & Bacon.
- Edens, E. L., Kaspro, W., Tsai, J., & Rosenheck, R. A. (2011). Association of substance use and VA service-connected disability benefits with risk of homelessness among veterans. *American Journal on Addictions, 20*(5), 412-419.
- Edwards, G. J. (2015). *Exploring critical success factors of the redesigned military transitioning program* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3733969)
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review, 14*(4), 532-550.
- Elliott, M., Gonzalez, C., & Larsen, B. (2011). US military veterans transition to college: Combat, PTSD, and alienation on campus. *Journal of Student Affairs Research and Practice, 48*(3), 279-296.
- Emerson, R. W. (2015). Convenience sampling, random sampling, and snowball sampling: How does sampling affect the validity of research? *Journal of Visual Impairment & Blindness, 109*(2), 164-168.
- Engels, D. W., & Harris, H. L. (2002). Career counseling with military personnel and their dependents. In S. G. Niles (Ed.), *Adult career development: Concepts, issues and practices* (3rd ed., pp. 253-266). Columbus, OH: National Career Development Association.
- Eriksen, K. (2006). The constructive developmental theory of Robert Kegan. *Family Journal, 14*(3), 290-298. <https://doi.org/10.1177/1066480706287799>

- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass.
- Examining the re-design of the transition assistance program (TAP): Hearing before the Subcommittee on Economic Opportunity of the Committee on Veterans' Affairs, House of Representatives, 112d Cong. (2012).
- Faber, J., & Fonseca, L. M. (2014). How sample size influences research outcomes. *Dental Press Journal of Orthodontics*, 19(4), 27-29.
- Faberman, R. J., & Foster, T. (2013). Unemployment among recent veterans during the great recession. *Economic Perspectives*, 37(1), 1-13.
- Feitosa, J., Grossman, R., & Salazar, M. (2018). Debunking key assumptions about teams: The role of culture. *American Psychologist*, 73(4), 376-389.
- Fisher, C. A. (2011, November). Doing the right thing. *Exceptional Parent Magazine*, 41 p. 29-31. Retrieved from www.ep-magazine.com
- Flipp, C. (2014, January 15). Qualitative vs. quantitative [Video file]. Retrieved from <https://youtu.be/2X-QSU6-hPU>
- Flournoy, M. A. (2014, April 2). We aren't doing enough to help veterans transition to civilian life. *The Washington Post*. Retrieved from https://www.washingtonpost.com/opinions/we-arent-doing-enough-to-help-veterans-transition-to-civilianlife/2014/04/02/d43189e2-b52a-11e3-b899-20667de76985_story.html
- Ford-Paz, R. E., Crown, L., Lawton, K., Goldenthal, H., Day, G., Coyne, C. A., . . . Cicchetti, C. (2019). Working on womanhood (WOW): A participatory formative evaluation of a community-developed intervention. *Evaluation and Program Planning*, 72, 237-249. <https://doi.org/10.1016/j.evalprogplan.2018.10.007>

- Foster, L. K., & Vince, S. (2009). *California's women veterans: The challenges and needs of those who served* (CRB 09-009). Sacramento, CA: California State Library, California Research Bureau.
- Franz, C., Ascherman, L., & Shaftel, J. (2017). *Transition from school to college and career*. Oxford, United Kingdom: Oxford University Press. <https://doi.org/10.1093/med/9780195383997.003.0013>
- Froggatt, K. (1997). Rites of passage and the hospice culture. *Mortality*, 2(2), 123-136.
- Gaiter, S. L. (2015). *Veterans in transition: A correlational investigation of career adaptability, confidence, and readiness* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3684652)
- Ganzer, C. A. (2016). Veteran women: Mental health-related consequences of military service. *American Journal of Nursing*, 116(11), 32-40.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Upper New River, NJ: Merrill Prentice Hall.
- Geertz, C. (1973). *The interpretation of cultures*. New York, NY: Basic Books.
- Geier, D. (2012). Warning signs for youth sport burnout. Retrieved from <https://www.davidgeier.com/signs-child-youth-sports-burnout-kids>
- Gerring, J., & Cojocaru, L. (2016). Selecting cases for intensive analysis: A diversity of goals and methods. *Sociological Methods & Research*, 45(3), 392-423.
- Glacken, M., Kernohan, G., & Coates V. (2001) Diagnosed with hepatitis C: A descriptive exploratory study. *International Journal of Nursing Studies*, 38(1), 107-116.

- Goffman, E. (2009). *Stigma: Notes on the management of spoiled identity*. New York, NY: Simon and Schuster.
- Goodman, J. & Anderson, M. M. (2012). Applying the Schlossberg 4S transition model to retirement. *Career Planning & Adult Development Journal*, 28(2), 10-20.
- Gravley, S. C. (2012). *Career decision self-efficacy of military veterans in college* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 1511480)
- Greer, T. W. (2017). Career development for women veterans: Facilitating successful transitions from military service to civilian employment. *Advances in Developing Human Resources*, 19(1), 54-65.
- Griffin, K. A., & Gilbert, C. K. (2015). Better transitions for troops: An application of Schlossberg's transition framework to analyses of barriers and institutional support structures for student veterans. *Journal of Higher Education*, 86(1), 71-97.
- Guerrero, B. I. (2015). *Serving those who have served: The role of university career services in student veteran degree completion* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 10799803)
- Guina, J., Rossetter, S. R., DeRhodes, B. J., Nahhas, R. W., & Welton, R. S. (2015). Benzodiazepines for PTSD: A systematic review and meta-analysis. *Journal of Psychiatric Practice*, 21(4), 281-303.
- Hale, J. (2017, June 14). Translating military culture to the civilian workplace. Retrieved from <https://dod.defense.gov/News/Article/Article/1213804/translating-military-culture-to-the-civilian-workplace/>

- Hall, L. K. (2011). The importance of understanding military culture. *Social Work in Health Care, 50*(1), 4-18. <https://doi.org/10.1080/00981389.2010.513914>
- Hallam, S. F., Hallam, T. A., Rogers, T. E., & Azizi, H. (2009). Preparedness for mid-career transitions: Examining current practices in management education. *Academy of Educational Leadership Journal, 13*(4), 81-91.
- Hammond, S. P. (2016). Complex perceptions of identity: The experiences of student combat veterans in community college. *Community College Journal of Research and Practice, 40*(2), 146-159.
- Harada, N. D., Damron-Rodriguez, J., Villa, V. M., Washington, D. L., Dhanani, S., Shon, H., . . . Andersen, R. (2002). Veteran identity and race/ethnicity: Influences on VA outpatient care utilization. *Medical Care, 40*(1), I117-I128.
- Harrell, M. C., & Bradley, M. A. (2009). *Data collection methods. Semi-structured interviews and focus groups*. Santa Monica, CA: RAND.
- Hawthorne, B. A., Bauman, M. C., & Ross, L. E. (2013). Student veteran's organizations and student self-advocacy. In F. A. Hamrick & C. B. Rumann (Eds.), *Called to serve: A handbook on student veterans and higher education* (pp. 221-252). San Francisco, CA: Jossey-Bass.
- Heifetz, R. A., & Linsky, M. (2002). A survival guide for leaders. *Harvard Business Review, 80*(6), 65-74.
- Heinz, A. J., Makin-Byrd, K., Blonigen, D. M., Reilly, P., & Timko, C. (2015). Aggressive behavior among military veterans in substance use disorder treatment: The roles of posttraumatic stress and impulsivity. *Journal of Substance Abuse Treatment, 50*, 59-66. <https://doi.org/10.1016/j.jsat.2014.10.014>

- Higate, P. R. (2003). *Military masculinities: Identity and the state*. London, United Kingdom: Praeger.
- Hirschi, A., Herrmann, A., Nagy, N., & Spurk, D. (2016, August-October). All in the name of work? Nonwork orientations as predictors of salary, career satisfaction, and life satisfaction. *Journal of Vocational Behavior, 95-96*, 45-57.
<https://doi.org/10.1016/j.jvb.2016.07.006>
- Hirst, G., Van Dick, R., & Van Knippenberg, D. (2009). A social identity perspective on leadership and employee creativity. *Journal of Organizational Behavior, 30*(7), 963-982.
- Hockey, J. (2002). Head down, bergen on, mind in neutral: The infantry body. *Journal of Political and Military Sociology, 30*(1), 148-171.
- Hoffeditz, G. A. (2006). *Military retirement: Exploring the relationships between individual characteristics and career transition mental preparedness* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3223616)
- Hofmann, C., Stalder, B. E., Tschan, F., & Häfeli, K. (2014). Support from teachers and trainers in vocational education and training: The pathways to career aspirations and further career development. *International Journal for Research in Vocational Education and Training, 1*(1), 1-20. <https://doi.org/10.13152/IJRVET.1.1.5>
- Hofstede, G. (1993). Cultural constraints in management theories. *Academy of Management Perspectives, 7*(1), 81-94.

- Hogan, K. A. (2016). *An assessment of the effectiveness of transition assistance program (TAP) with U.S. military veterans' transition after returning to civilian life* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 10011007)
- Huddy, L., & Terkildsen, N. (1993). The consequences of gender stereotypes for women candidates at different levels and types of office. *Political Research Quarterly*, 46(3), 503-525.
- Hunt, J. E. (2007). *Military retirement transition as learning*. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3272154)
- Huhtanen, S. L. (2011, August). Effective advocacy for military families. *The Exceptional Parent Magazine*, 41(8), p. 28.
- Hyatt, K., Davis, L. L., & Barroso, J. (2014). Chasing the care: Soldiers experience following combat-related mild traumatic brain injury. *Military Medicine*, 179(8), 849-855. <https://doi.org/10.7205/MILMED-D-13-00526>
- Ingoglia, S., Lo Coco, A., Liga, F., & Grazia Lo Cricchio, M. (2011). Emotional separation and detachment as two distinct dimensions of parent—adolescent relationships. *International Journal of Behavioral Development*, 35(3), 271-281. <https://doi.org/10.1177/0165025410385878>
- Iverson, S. V., Seher, C. L., DiRamio, D., Jarvis, K., & Anderson, R. (2016). Walking a gender tightrope: A qualitative study of female student veterans' experiences within military and campus cultures. *NASPA Journal About Women in Higher Education*, 9(2), 152-168.

- Ives, S. (2016). A didactic career and transition program for maximum, minimum, and pre-release level incarcerated individuals in correctional education. *Career Planning & Adult Development Journal*, 32(4), 31-46.
- Jacobson, I. G., Horton, J. L., LeardMann, C. A., Ryan, M., Boyko, E. J., Wells, T. S., . . . Smith, T. C. (2012). Posttraumatic stress disorder and depression among U.S. military health care professionals deployed in support of operations in Iraq and Afghanistan. *Journal of Traumatic Stress*, 25(6), 616-623. <https://doi.org/10.1002/jts.21753>
- Johnston, S., Fletcher, E., Ginn, G., & Stein, D. (2010). Retirement transitions from the military to the civilian workforce: The perspective of Marine Corps noncommissioned officers. *Career Planning and Adult Development Journal*, 26(1), 74.
- Jones, A. L., Hausmann, L. R., Haas, G. L., Mor, M. K., Cashy, J. P., Schaefer, J. H., Jr., & Gordon, A. J. (2017). A national evaluation of homeless and nonhomeless veterans' experiences with primary care. *Psychological services*, 14(2), 174.
- Jones, A. L., Mor, M. K., Cashy, J. P., Gordon, A. J., Haas, G. L., Schaefer, J. H., & Hausmann, L. R. (2016). Racial/ethnic differences in primary care experiences in patient-centered medical homes among veterans with mental health and substance use disorders. *Journal of general internal medicine*, 31(12), 1435-1443.
- Jones, E., Fear, N. T., & Wessely, S. (2007). Shell shock and mild traumatic brain injury: A historical review. *American Journal of Psychiatry*, 164(11), 1641-1645. <https://doi.org/10.1176/appi.ajp.2007.07071180>

- Jones, G. L., & Hanley, T. (2017). The psychological health and well-being experiences of female military veterans: A systematic review of the qualitative literature. *Journal of the Royal Army Medical Corps, 163*(5), 311-318.
- Jones, K. C. (2013). Understanding student veterans in transition. *The Qualitative Report, 18*(37), 1-14.
- Joyner, B. (2018, April). TAP in a snap: Changes make it easier for reservists to meet transition program requirements. *Citizen Airman, 70*(2), 8-9.
- Ju, S., & Tang, M. (2016). Career planning and transition for students with mental health issues: Integrated services at K-12 settings. *Career Planning & Adult Development Journal, 32*(1), 63-72.
- Kacperczyk, A., & Younkin, P. (2017). The paradox of breadth: The tension between experience and legitimacy in the transition to entrepreneurship. *Administrative Science Quarterly, 62*(4), 731-764. <https://doi.org/10.1177/0001839217700352>
- Kapp, L. (2016). *Military officer personnel management: Key concepts and statutory provisions* (CRS Report R44495). Washington, DC: Congressional Research Service. Retrieved from https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=2535&context=key_workplace
- Karairmak, O., & Guloglu, B. (2014). Forgiveness and PTSD among veterans: The mediating role of anger and negative affect. *Psychiatry Research, 219*(3), 536-542. <https://doi.org/10.1016/j.psychres.2014.05.024>

- Katz, L. (2015). [Review of the book *Culture and social behavior*, by H. C. Triandis]. Retrieved from <http://www.leadershipcrossroads.com/mat/Culture%20and%20Social%20Behavior.pdf>
- Kearns, J. C., Gorman, K. R., Bovin, M. J., Green, J. D., Rosen, R. C., Keane, T. M., & Marx, B. P. (2016). The effect of military sexual assault, combat exposure, postbattle experiences, and general harassment on the development of PTSD and MDD in female OEF/OIF veterans. *Translational Issues in Psychological Science*, 2(4), 418-428. <https://doi.org/10.1037/tps0000098>
- Kegan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University Press.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- Kegan's six stages of adult cognitive development. (n.d.). Retrieved from <https://quizlet.com/95345014/kegans-six-stages-of-adult-cognitive-development-flash-cards/>
- Kelley, M. B. (2012, July 26). The US Government is failing miserably at helping veterans. Retrieved from <http://www.businessinsider.com/by-the-numbers-the-us-government-is-failing-miserably-at-helping-veterans-2012-7>
- Kelly, M., DeBeer, B., Meyer, E., Kimbrel, N., Gulliver, S., & Morissette, S. (2019). Experiential avoidance as a mediator of the association between posttraumatic stress disorder symptoms and social support: A longitudinal analysis. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(3):353-359. <https://doi.org/10.1037/tra0000375>

- Kelly, U. A., Skelton, K., Patel, M., Bradley, B., (2011). More than military sexual trauma: interpersonal violence, PTSD, and mental health in women veterans. *Research in Nursing & Health, 34*(6), 457-467.
- Kimerling, R., Bastian, L., Bean-Mayberry, B., Bucossi, M., Carney, D., Goldstein, K., . . . Frayne, S. (2015). Patient-centered mental health care for female veterans. *Psychiatric Services, 66*(2), 155-162. <https://doi.org/10.1176/appi.ps.201300551>
- Kirchner, M. J. (2015). Supporting student veteran transition to college and academic success. *Adult Learning, 26*(3), 116-123.
- Klug, W., O'Dwyer, A., Barry, D., Dillard, L., Polo-Neil, H., & Warriner, M. (2011). The burden of combat: Cognitive dissonance in Iraq war veterans. In D. C. Kelly, S. Howe-Barksdale, & D. Gitelson (Eds.), *Treating young veterans: Promoting resilience through practice and advocacy* (pp. 33-79). New York, NY: Springer.
- Kouzakova, M., Ellemers, N., Harinck, F., & Scheepers, D. (2012). The implications of value conflict: How disagreement on values affects self-involvement and perceived common ground. *Personality and Social Psychology Bulletin, 38*(6), 798-807.
- Lalor, J., Casey, D., Elliott, N., Coyne, I., Comiskey, C., Higgins, A., . . . Begley, C. (2013). Using case study within a sequential explanatory design to evaluate the impact of specialist and advanced practice roles on clinical outcomes: The SCAPE study. *BMC Medical Research Methodology, 13*(55). <https://doi.org/10.1186/1471-2288-13-55>
- Laufer, R. S. (1988). *Opportunities for intervention in the employment of Vietnam Veterans in New York City*. New York, NY: Center for Policy Research.

- Lederach, J. P. (2003). The wow factor and a non-theory of change. In C. Sampson, M. Abu-Nimer, C. Liebler, & D. Whitney (Eds.), *Positive approaches to peacebuilding: A resource for innovators* (pp. 119-134). Washington, DC: Pact.
- Leedy, P. D., & Ormrod, J. E. (2000). *Practical research: Planning and design* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Lewin, K. (1936). *Principles of topological psychology*. New York, NY: McGraw-Hill.
- Lopez, L. M. (2016). *The veteran perception: Exploring the role of veterans benefits on the transition from service member to civilian* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 10128475).
- Loughran, D. S. (2014). *Why is veteran unemployment so high?* Santa Monica, CA: RAND Corporation.
- Luborsky, M. R. (1994). The retirement process: Making the person and cultural meanings malleable. *Medical Anthropology Quarterly*, 8(4), 411-429.
- Lutwak, N. (2013). Military sexual trauma increases risk of post-traumatic stress disorder and depression thereby amplifying the possibility of suicidal ideation and cardiovascular disease. *Military Medicine*, 178(4), 359-361.
- MacKenzie, M. H. (2012). Let women fight: Ending the U.S. military's female combat ban. *Foreign Affairs*, 91(6), 32-42.
- Mancini, J. A., O'Neal, C. W., Martin, J. A., & Bowen, G. L. (2018). Community social organization and military families: Theoretical perspectives on transitions, contexts, and resilience. *Journal of Family Theory & Review*, 10(3), 550-565.
<https://doi.org/10.1111/jftr.12271>

- Mankowski, M. M., & Everett, J. J. (2016). Women service members, veterans, and their families: What we know now. *Nurse Education Today*, *47*, 23-28.
- Mansfield, A. J., Bender, R. H., Hourani, L. L., & Larson, G. E. (2011). Suicidal or self-harming ideation in military personnel transitioning to civilian life. *Suicide and Life-Threatening Behavior*, *41*(4), 392-405.
- Maples, S. (2017, November 22). The inconvenience of being a woman veteran. Retrieved from <https://www.theatlantic.com/politics/archive/2017/11/the-inconvenience-of-being-a-woman-veteran/545987/>
- Maples-Keller, J. L., Price, M., Rauch, S., Gerardi, M., & Rothbaum, B. O. (2017). Investigating relationships between PTSD symptom clusters within virtual reality exposure therapy for OEF/OIF veterans. *Behavior Therapy*, *48*(2), 147-155.
- Marine Corps Community Services. (n.d.-a). Marine for life cycle. Retrieved from <https://usmc-mccs.org/cycle/>
- Marine Corps Community Services. (n.d.-b). Marine for life network. Retrieved from <https://www.usmc-mccs.org/services/career/marine-for-life-network/>
- Markel, K. S., & Frone, M. R. (1998). Job characteristics, work-school conflict, and school outcomes among adolescents: Testing a structural model. *Journal of Applied Psychology*, *83*(2), 277.
- Martin-McDonald, K., & Biernoff, D. (2002). Initiation into a dialysis-dependent life: An examination of rites of passage. *Nephrology Nursing Journal*, *29*(4), 347-352.

- McAtee, A. B., & Benshoff, J. M. (2006) Rural dislocated women in career transition: The importance of supports and strategies. *Community College Journal of Research and Practice*, 30(9), 697-714. <https://doi.org/10.1080/10668920500207858>
- McCormick, C. S., Osborn, D. S., Hayden, S. C., & Van Hoose, D. (2013). *Career development for transitioning veterans* (Monograph Series). Broken Arrow, OK: National Career Development Association.
- McDonald, D. L. (2002). Career counseling strategies to facilitate the welfare-to-work transition: The case of Jeanetta. *Career Development Quarterly*, 50(4), 326-330.
- McGinty, M. M. (2015). *Relationship of PTSD, depression, career decision self-efficacy, and deployment length in the reintegration of Iraq and Afghanistan Veterans* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 10307236)
- McGrath, A. (2017). Dealing with dissonance: A review of cognitive dissonance reduction. *Social and Personality Psychology Compass*, 11(12). <https://doi.org/10.1111/spc3.12362>
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Upper Saddle River, NJ: Pearson.
- McNeil, J. S., & Giffen, M. B. (1967). Military retirement: the retirement syndrome. *American Journal of Psychiatry*, 123(7), 848-854.
- Medalia, A., & Lim, R. (2004). Treatment of cognitive dysfunction in psychiatric disorders. *Journal of Psychiatric Practice*, 10(1), 17-25.

- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Michel, J. S., Kotrba, L. M., Mitchelson, J. K., Clark, M. A., & Baltes, B. B. (2011). Antecedents of work–family conflict: A meta-analytic review. *Journal of Organizational Behavior*, 32(5), 689-725.
- MilitaryBenefits. (n.d.-a). Armed forces comparative pay grades and ranks. Retrieved from <https://militarybenefits.info/armed-forces-comparative-pay-grades-and-ranks/#ixzz5VvekaomJ>
- MilitaryBenefits. (n.d.-b). Types of military discharges. Retrieved from <https://militarybenefits.info/types-of-military-discharges/>
- Military Information (2013, March 4). What are MOS codes? Retrieved from <https://www.military1.com/all/article/318929-what-are-mos-codes/>
- Miller, M. R. (2015). *Experiences of VA therapists treating OEF/OIF/OND veterans with combat PTSD* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global database. (UMI No. 3707299)
- Miller, L., Kavanagh, J., Lytell, M., Jennings, C., & Martin, C. (2012). *The Extent of Restrictions on the Service of Active-Component Military Women*. Santa Monica, CA: RAND Corporation. Retrieved from <https://www.jstor.org/stable/10.7249/j.ctt3fh0s6.13>

- Moore, B. A., & Reger, G. M. (2007). Historical and contemporary perspectives of combat stress and the Army Combat Stress Control Team. In C. R. Figley, W. P. Nash, C. R. Figley, & W. P. Nash (Eds.), *Combat stress injury: Theory, research, and management* (pp. 161-181). New York, NY: Routledge/Taylor & Francis Group.
- Morela, E., Hatzigeorgiadis, A., Kouli, O., Elbe, A. M., & Sanchez, X. (2013). Team cohesion and ethnic–cultural identity in adolescent migrant athletes. *International Journal of Intercultural Relations*, *37*(5), 643-647.
- Morin, R. (2011). The difficult transition from military to civilian life. Retrieved from <http://www.pewresearch.org/wp-content/uploads/sites/3/2011/12/The-Difficult-Transition-from-Military-to-Civilian-Life.pdf>
- Mouton, J. (2001). *How to succeed in your master's and doctoral studies: A South African guide and resource book*. Pretoria, South Africa: Van Schaick.
- Nabi, G. R. (2001). The relationship between HRM, social support and subjective career success among men and women. *International Journal of Manpower*, *22*(5), 457-454. <https://doi.org/10.1108/EUM0000000005850>
- National Alliance on Mental Illness. (n.d.). Veterans & active duty. Retrieved from <https://www.nami.org/Find-Support/Veterans-and-Active-Duty>
- National Center for Veterans Analysis and Statistics. (2017, February). *The past, present and future of women veterans*. Retrieved from https://www.va.gov/vetdata/docs/specialreports/women_veterans_2015_final.pdf

National Partnership for Reinventing Government. (n.d.). Department of Defense 1994.

Retrieved from <https://govinfo.library.unt.edu/npr/library/status/mission/mdod.htm>

National Veterans Foundation (2015, July 23). Homeless women veterans: It's worse than you think. Retrieved from <https://nvf.org/homeless-women-veterans-worse/>

Nedegaard, R., & Zwilling, J. (2017). Promoting military cultural competence among civilian care providers: Learning through program development. *Social Sciences*, 6(13), 1-11.

Nelson, J. E. (2009). *A correlational study investigating the relationship between preretirement anxiety and military role identity among separating and retiring members of the United States Army* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3373469)

Nicholson, W. F., Jr. (2015). *Qualitative study of the United States Marine Corps wounded warrior regiment* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3703034)

Norwich University. (2018). How roles have changed for women in the military. Retrieved from <https://online.norwich.edu/academic-programs/resources/how-roles-have-changed-for-women-in-the-military>

Operation Inherent Resolve. (2018, September 27). Combined joint task force— Operation Inherent Resolve monthly civilian casualty report. Retrieved from <http://www.inherentresolve.mil/News/Article/1646397/combined-joint-task-force-operation-inherent-resolve-monthly-civilian-casualty>

- Ostovary, F., & Dapprich, J. (2011). Challenges and opportunities of Operation Enduring Freedom/Operation Iraqi Freedom veterans with disabilities transitioning into learning and workplace environments. *New Directions for Adult and Continuing Education*, 2011(132), 63-73.
- Parker, K., Cilluffo, A., & Stepler, R. (2017, April 13). 6 facts about the U.S. military and its changing demographics. Retrieved from <http://www.pewresearch.org/fact-tank/2017/04/13/6-facts-about-the-us-military-and-its-changing-demographics/>
- Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third decade of research (Vol. 2). San Francisco, CA: Jossey-Bass.
- Patten, M. L. (2012). *Understanding research methods: An overview of the essentials* (8th ed.). Glendale, CA; Pyrczak.
- Patton, M. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks CA: Sage.
- Pawelczyk, J. (2014). Constructing American female war veterans' military identity in the context of interviews. *Women & Language*, 37(1), 87-111.
- Pease, J. L., Billera, M., & Gerard, G. (2015). Military culture and the transition to civilian life: Suicide risk and other considerations. *Social work*, 61(1), 83-86.
- Pellegrino, L., & Hoggan, C. (2015). A tale of two transitions: Female military veterans during their first year at community college. *Adult Learning*, 26(3), 124-131.
doi:10.1177/1045159515583257
- Pellerin, C. (2015, December 3). Carter opens all military occupations, positions to women. Retrieved from <https://dod.defense.gov/News/Article/Article/632536/carter-opens-all-military-occupations-positions-to-women/>

- Petrovich, J. (2012). Culturally competent social work practice with veterans: An overview of the US military. *Journal of Human Behavior in the Social Environment*, 22(7), 863-874.
- Pezalla, A. E., Pettigrew, J., & Miller-Day, M. (2012). Researching the researcher-as-instrument: An exercise in interviewer self-reflexivity. *Qualitative Research*, 12(2), 165-185.
- Ponelis, S. R. (2015). Using interpretive qualitative case studies for exploratory research in doctoral studies: A case of Information Systems research in small and medium enterprises. *International Journal of Doctoral Studies*, 10, 535-550. Retrieved from <http://ijds.org/Volume10/IJDSv10p535-550Ponelis0624.pdf>
- Powers, R. (2019). Facts on military medical separation and retirement. Retrieved from <https://www.thebalancecareers.com/military-disability-medical-separations-and-retirements-3356969>
- Pranger, T., Murphy, K., & Thompson, J. M. (2009). Shaken world: Coping with transition to civilian life. *Canadian Family Physician*, 55(2), 159-161.
- Pucel, D. J. (2001). *Beyond vocational education: Career majors, tech prep, schools within schools, magnet schools & academies*. Larchmont, NY: Eye on Education.
- Pyskir, B. (1993). The silent coup: The building of Ukraine's military. *European Security*, 2(1), 140-161.
- Range, L. M. (2013). *Case study methodologies*: Salem press encyclopedia of health. Ipswich, MA: Salem Press.

- Redmond, S. A., Wilcox, S. L., Campbell, S., Kim, A., Finney, K., Barr, K., & Hassan, A. M. (2015). A brief introduction to the military workplace culture. *Work, 50*(1), 9-20. <https://doi.org/10.3233/WOR-141987>
- Reger, M. A., Etherage, J. R., Reger, G. M., & Gahm, G. A. (2008). Civilian psychologists in an Army culture: The ethical challenge of cultural competence. *Military Psychology, 20*(1), 21-35.
- Reppert, M. L., Buzzetta, M., & Rose, T. (2014). Implications for practice: Assisting female veterans in their career development. *Career Planning & Adult Development Journal, 30*(3), 80-91.
- Reynolds, G. M., & Shendruk, A. (2018, April 24). Demographics of the U.S. military. Council on Foreign Relations. Retrieved from <https://www.cfr.org/article/demographics-us-military>
- Richardson, C. B., Morgan, N. R., Bleser, J. A., Aronson, K. R., & Perkins, D. F. (2019). A novel approach for evaluating programs designed to serve military veterans: Using an adapted common components analysis. *Evaluation and Program Planning, 72*, 145-151. <https://doi.org/10.1016/j.evalprogplan.2018.10.012>
- Rivera, J. C., Krueger, C. A., & Johnson, A. E. (2015, April). Female combat amputees have higher rates of posttraumatic stress disorder disability. *US Army Medical Department Journal, 64*-69.
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Corwin.

- Robertson, H. C. (2013). Income and support during transition from a military to civilian career. *Journal of Employment Counseling, 50*(1), 26-33.
- Robertson, H., Miles, R., & Mallen, M. (2014). Career transition and military veterans: An overview of literature from 2000 to 2013. *Career Planning & Adult Development Journal, 30*(3), 14-27.
- Rodrigues, L., & Girandola, F. (2017). Self-prophecies and cognitive dissonance: Habit, norms and justification of past behavior. *North American Journal of Psychology, 19*(1), 65.
- Rojeck, R. P. (2016). Nurturing: One way to succeed at succession. *Journal of Financial Planning, 29*(6), 32-33.
- Rosenberg, M., & Philipps, D. (2015, December 3). All combat roles now open to women, defense secretary says. *New York Times, A1*.
- Roy, C. (2009). *The Roy adaptation model* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Rubin, H. J., & Rubin, I. (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Ruh, D., Spicer, P., & Vaughan, K. (2009). Helping veterans with disabilities transition to employment. *Journal of Postsecondary Education and Disability, 22*(1), 67-74.
- Ryan, S. W., Carlstrom, A. H., Hughey, K. F., & Harris, B. S. (2011). From boots to books: Applying Schlossberg's model to transitioning American veterans. *NACADA Journal, 31*(1), 55-63.
- Sarason, B. R., & Sarason, I. G. (2006). *Close relationships and social support: implications for the measurement of social support*. New York, NY: Cambridge University Press.

- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *Career Development Quarterly*, 45(3), 247-259. <https://doi.org/10.1002/j.2161-0045.1997.tb00469.x>
- Schauer, S. G., Naylor, J. F., Oliver, J. J., Maddry, J. K., & April, M. D. (2019). An analysis of casualties presenting to military emergency departments in Iraq and Afghanistan. *American Journal of Emergency Medicine*, 37(1), 94-99.
- Schein, E. H. (1985). Defining organizational culture. *Classics of organization theory*, 3, 490-502. Retrieved from http://www.educationalimpact.com/resources/usl2/pdf/usl2_3_organizational_culture.pdf
- Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *The Counseling Psychologist*, 9(2), 2-18.
- Schlossberg, N. K. (2011). The challenge of change: The transition model and its applications. *Journal of Employment Counseling*, 48(4), 159-162.
- Schlossberg, N. K., LaSalle, & Golec (1990). *Counseling adults in transition: Linking practice with theory* (2nd ed.). New York: Springer.
- Schlossberg, N. K., Lissitz, R., Altman, J., & Steinberg, L. (1992). Non-events: Describing a new construct. Unpublished manuscript.
- Schlossberg, N. K., Waters, E. B., & Goodman, J. (1995). *Counseling adults in transition: Linking practice with theory* (2nd ed.). New York: Springer.

- Seelig, A. D., Jacobson, I. G., Smith, B., Hooper, T. I., Gackstetter, G. D., Ryan, M. K., . . . Smith, T. C. (2012). Prospective evaluation of mental health and deployment experience among women in the US military. *American Journal of Epidemiology*, *176*(2), 135-145. <https://doi.org/10.1093/aje/kwr496>
- Selective Service System. (n.d.). Background of selective service. Retrieved from <https://www.sss.gov/About/History-And-Records/Background-Of-Selective-Service>
- Senk, J. M. (2015). *The life stories of women warriors: An exploratory study of female student-veterans balancing the transition to college* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3687601)
- Seward, G. H. (1945). Cultural conflict and the feminine role: An experimental study. *Journal of Social Psychology*, *22*(2), 177-194.
- Sharkey, J. L. (2011). *A quantitative study of military career transitions with emphasis in knowledge management* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3459320)
- Shields, P. M. (1985, March). *Women as military leaders: Promises and pitfalls*. Paper presented at the Annual Conference of the American Society for Public Administration, Indianapolis, IN.
- Shields, P. M. (1988). Sex roles in the military. In C. C. Moskos & F. R. Wood (Eds.), *The military: More than just a job?* (pp. 99-113). Washington, DC: Pergamon-Brassey's International Defense.

- Silva, J. M. (2008). A new generation of women? How female ROTC cadets negotiate the tension between masculine military culture and traditional femininity. *Social Forces*, 87(2), 937-960.
- Silverstein, R. (1994). Chronic identity diffusion in traumatized combat veterans. *Social Behavior & Personality: An International Journal*, 22(1), 69-80.
- Smith, D. L. (2015). *Transitioning from the military to civilian employment: A qualitative phenomenological study on involuntarily separating U.S. army soldiers* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3745483).
- Smith, F. (2016). The shifting self: Social identity in retirement. *Kentucky Journal of Communication*, 35(1), 4-20.
- Smith, P. B., & Long, K. M. (2006). Social identity theory in cross-cultural perspective. In R. Brown & D. Capozza (Eds.), *Social identities: Motivational, emotional and cultural influences* (pp. 153–169). Hove, United Kingdom: Psychology Press/Taylor & Francis.
- Smith, S. (2018). US military rank and insignia chart—Officer. Retrieved from <https://www.thebalancecareers.com/us-military-rank-and-insignia-chart-officer-4064580>
- Smith, R. T., & True, G. (2014). Warring identities: Identity conflict and the mental distress of American veterans of the wars in Iraq and Afghanistan. *Society and Mental Health*, 4(2), 147-161. <https://doi.org/10.1177/2156869313512212>

- Snow, S. (2018, March 5). Where are the female Marines? *Marine Corps Times*.
Retrieved from <https://www.marinecorpstimes.com/news/2018/03/05/where-are-the-female-marines/>
- Sovereign Health. (2016, September 13). Sovereign Health provides traumatic brain injury treatment and mental health services for veterans and active military personnel at Camp Pendleton. Retrieved from <https://www.prnewswire.com/news-releases/sovereign-health-provides-traumatic-brain-injury-treatment-and-mental-health-services-for-veterans-and-active-military-personnel-at-camp-pendleton-300327271.html>
- Spangenberg, E. R., & Greenwald, A. G. (1999). Social influence by requesting self-prophecy. *Journal of Consumer Psychology*, 8(1), 61-89.
- Spelman, J. F., Hunt, S. C., Seal, K. H., & Burgo-Black, A. L. (2012). Post deployment care for returning combat veterans. *Journal of General Internal Medicine*, 27(9), 1200-1209.
- Stagner, A. C. (2014). *Defining the soldier's wounds: U.S. shell shock in international perspective* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global database. (UMI No. 3627185)
- Steele, G. (2003). A research-based approach to working with undecided students: A case study illustration. *NACADA Journal*, 23(1 & 2), 10-20.
- Steele, J. (2016, February 14). Congress considers veteran suicide bills. *The San Diego Union-Tribune*.

- Stern, L. (2017). Post 9/11 veterans with service-connected disabilities and their transition to the civilian workforce: A review of the literature. *Advances in Developing Human Resources, 19*(1), 66-77.
<https://doi.org/10.1177/1523422316682928>
- Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly, 63*(3), 224-237.
- Strom, T. Q., Gavian, M. E., Possis, E., Loughlin, J., Bui, T., Linardatos, E., . . . Siegel, W. (2012). Cultural and ethical considerations when working with military personnel and veterans: A primer for VA training programs. *Training and Education in Professional Psychology, 6*(2), 67-75. <https://doi.org/10.1037/a0028275>
- Suter, E. A., Lamb, E. N., Marko, M., & Tye-Williams, S. (2006). Female veterans' identity construction, maintenance, and reproduction. *Women and Language, 29*(1), 10-15.
- Swan, J. H. (2012, October 24). Mandatory transition program for outgoing troops getting under way. Retrieved from <https://www.stripes.com/mandatory-transition-program-for-outgoing-troops-getting-under-way-1.194175>
- Tilghman, A. (2015, December 3). All combat jobs open to women in the military. *Military Times*. Retrieved from <https://www.militarytimes.com/2015/12/03/all-combat-jobs-open-to-women-in-the-military/>
- Ting-Toomey, S., Yee-Jung, K. K., Shapiro, R. B., Garcia, W., Wright, T. J., & Oetzel, J. G. (2000). Ethnic/cultural identity salience and conflict styles in four US ethnic groups. *International Journal of Intercultural Relations, 24*(1), 47-81.

- Torreón, B. S. (2017, October 11). *U.S. periods of war and dates of recent conflicts*. Washington, DC: Congressional Research Service. Retrieved from <https://crsreports.congress.gov/product/pdf/RS/RS21405/26>
- Tsai, J., Hoff, R. A., & Harpaz-Rotem, I. (2017). One-year incidence and predictors of homelessness among 300,000 U.S. veterans seen in specialty mental health care. *Psychological Services, 14*(2), 203-207.
- Tsai, J., Kaspro, W. J., Kane, V., & Rosenheck, R. A. (2014). National comparison of literally homeless male and female VA service users: Entry characteristics, clinical needs, and service patterns. *Women's Health Issues, 24*(1), e29-e35. <https://doi.org/10.1016/j.whi.2013.09.007>
- Tsai, J., Link, B., Rosenheck, R. A., & Pietrzak, R. H. (2016). Homelessness among a nationally representative sample of US veterans: Prevalence, service utilization, and correlates. *Social Psychiatry and Psychiatric Epidemiology, 51*(6), 907-916. <https://doi.org/10.1007/s00127-016-1210-y>
- Tsai, J., Rosenheck, R. A., & McGuire, J. F. (2012). Comparison of outcomes of homeless female and male veterans in transitional housing. *Community Mental Health Journal, 48*(6), 705-710.
- Turan, İ., & Gürsoy, Y. (2014). The role of the EU in changing the role of the military in Turkish politics. *European Review of International Studies, 1*(1), 132-140.
- Ufkes, E. G., Calcagno, J., Glasford, D. E., & Dovidio, J. F. (2016). Understanding how common ingroup identity undermines collective action among disadvantaged-group members. *Journal of Experimental Social Psychology, 63*, 26-35.

- Ungar, M. (2008). Resilience across cultures. *British Journal of Social Work*, 38(2), 218-235.
- Ungvarsky, J. (2019). Family stress theory. In *Salem Press Encyclopedia*.
- Uniformed services of the United States. (2018, 12 February). Retrieved from https://en.wikipedia.org/wiki/Uniformed_services_of_the_United_States
- U.S. armed forces overview. (n.d.-a). Retrieved from <https://www.military.com/join-armed-forces/us-military-overview.html>
- U.S. armed forces overview. (n.d.-b). Wikipedia. Retrieved from https://en.wikipedia.org/wiki/United_States_Armed_Forces
- U.S. Army. (n.d.). Careers & jobs. Retrieved from <https://www.goarmy.com/careers-and-jobs/become-an-officer/army-officer-faqs.html#difference>
- U.S. Department of Defense, Defense Travel Management Office. (n.d.). BAH calculator. Retrieved from <https://www.defensetravel.dod.mil/site/bahCalc.cfm>
- U.S. Department of Defense, Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy. (2016). *2016 demographics: Profile of the military community*. Retrieved from <http://download.militaryonesource.mil/12038/MOS/Reports/2016-Demographics-Report.pdf>
- U.S. Department of Defense, Sexual Assault Prevention and Response. (2013). *Department of Defense annual report on sexual assault in the military*. Retrieved from http://sapr.mil/public/docs/reports/FY13_DoD_SAPRO_Annual_Report_on_Sexual_Assault.pdf

- U.S. Department of Housing and Urban Development. (2016). Point-in-time (PIT) estimate of homeless veterans in the U.S. Retrieved from <https://www.hudexchange.info/resources/documents/2016-PIT-Estimate-of-Homeless-Veterans-by-State.pdf>
- U.S. Government Accountability Office. (2011, October). Number of veterans receiving care, barriers faced, and efforts to increase access. Retrieved from <https://www.gao.gov/assets/590/585745.pdf>
- U.S. Department of Veterans Affairs. (n.d.). Homeless veterans: VA programs to end homelessness among women veterans. Retrieved from https://www.va.gov/homeless/for_women_veterans.asp
- U.S. Department of Veterans Affairs. (2013). Veteran population projections: FY2010 to FY2040. Retrieved from https://www.va.gov/vetdata/docs/QuickFacts/Population_quickfacts.PDF
- U. S. Department of Veterans Affairs. (2014). Veteran population, 2014. Retrieved from <https://www.va.gov/vetdata/>
- U.S. Department of Veterans Affairs. (2015). *Date and names of conflicts*. Retrieved from https://www.va.gov/vetsinworkplace/docs/em_datesNames.asp
- U.S. Department of Veterans Affairs. (2016). Healthcare.
- U.S. Department of Veterans Affairs. (2018). *Veteran population: State*. Washington, DC: National Center for Veterans Analysis and Statistics.
- U.S. Department of Veterans Affairs. (2019). Vocational rehabilitation and employment (VR&E). Retrieved from <https://www.benefits.va.gov/vocrehab/index.asp>

- U.S. Department of Veteran Affairs, Office Inspector General. (2007). Audit of vocational rehabilitation and employment program operations. Retrieved from <https://www.va.gov/oig/52/reports/2008/VAOIG-06-00493-42.pdf>
- U.S. Department of Veterans Affairs, Vocational Rehabilitation and Employment. (2016). Eligibility and entitlement. Retrieved from http://www.benefits.va.gov/vocrehab/eligibility_and_entitlement.asp
- U.S. Marine Corps. (2019). Marine Corps temporary early retirement authority program. Retrieved from <https://www.marines.mil/News/Messages/Messages-Display/Article/1775220/marine-corps-temporary-early-retirement-authority-program/>
- U.S. military ranks. (n.d.). Retrieved from <https://www.infoplease.com/us/military-personnel/us-military-ranks>
- Van Ryn, M., & Vinokur, A. D. (1992). How did it work? An examination of the mechanisms through which an intervention for the unemployed promoted job-search behavior. *American Journal of Community Psychology, 20*(5), 577-597.
- Van Til, L., Fikretoglu, D., Pranger, T., Patten, S., JianLi, W., Wong, M., & Pedlar, D. (2013). Work reintegration for veterans with mental disorders: A systematic literature review to inform research. *Physical Therapy, 93*(9), 1163-1174. <https://doi.org/10.2522/ptj.20120156>
- Veterans Authority. (2016). The disabled transition assistance program. Retrieved from <http://va.org/the-dtap-or-the-disabled-transition-assistance-program/>
- Veteran Confessions. (n.d.). Timeline [Facebook page]. Retrieved from <https://www.facebook.com/groups/VeteranConfessions365/>

- Veteran disability compensation. (n.d.). Retrieved from <https://www.military.com/benefits/veteran-benefits/veteran-disability-compensation.html>
- Veteran Labor Force. (2011). The veteran labor force in the recovery. Washington, DC: U.S. Department of Labor. Retrieved from <http://verticalpath.com/links/WPBridge%20front%20Military%20to%20Civilian%20Workforce.pdf>
- Vetsfirst. (n.d.). Developing self-advocacy skills. Retrieved from <https://helpdesk.vetsfirst.org/index.php?pg=kb.page&id=2120>
- Vigoda-Gadot, E., Baruch, Y., & Grimland, S. (2010). Career transitions: An empirical examination of second career of military retirees. *Public Personnel Management, 39*(4), 379-404.
- Villigran, M., Ledford, C., & Canzona, M. (2015). Women's health identities in the transition from military member to service veteran. *Journal of Health Communication, 20*, 1125-1132.
- VOW to Hire Heroes Act of 2011, Pub. L. No. 112-56, § 201-265, 125 Stat. 715; Title 10, United States Code (U.S.C.) Chapter 58
- Voydanoff, P. (2005a). Social integration, work-family conflict and facilitation, and job and marital quality. *Journal of Marriage and Family, 67*(3), 666-679.
- Voydanoff, P. (2005b). Toward a conceptualization of perceived work-family fit and balance: A demands and resources approach. *Journal of Marriage and Family, 67*(4), 822-836.
- Wagner, J. D., III. (2019). *Effectiveness of the transition assistance program (TAP) in building career self-efficacy for California post-9/11 veterans* (Doctoral

dissertation). Retrieved from ProQuest Dissertations & Theses Global database.
(UMI No. 13865682)

Walker, S. (2010). Assessing the mental health consequences of military combat in Iraq and Afghanistan: A literature review. *Journal of Psychiatric Mental Health Nurse, 17*(9), 790-796.

Ware, T. D. (2017). *From war to home: The systematic issues operation enduring and Iraqi freedom veterans face transitioning with PTSD* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 10687431)

War Related Illness & Injury Study Center. (2014). Operation Ensuring Freedom, Operation Iraqi Freedom, and Operation New Dawn. Retrieved from <http://www.warrelatedillness.va.gov/education/local-offerings/slides/2014/dcwriisc-OperationEnduringFreedomAndOperationIraqiFreedomJan2014.pdf>

Weeks, W. B., Kazis, L. E., Shen, Y., Cong, Z., Ren, X. S., Miller, D., . . . Perlin, J. B. (2004, October 1). Differences in health-related quality of life in rural and urban veterans. *American Journal of Public Health, 94*(10), 1762-1767.

Wheeler, C. (2014). Using career assessments to create personal branding statements: Students, graduates, and all job seekers. *Career Planning & Adult Development Journal, 30*(2), 53-59.

- The White House Office of the Press Secretary. (2016, November 11). Fact sheet: Ensuring veterans have the tools to succeed. Retrieved from <https://obamawhitehouse.archives.gov/the-press-office/2016/11/11/fact-sheet-ensuring-veterans-have-tools-succeed>
- Wiebe, E., Durepos, G., & Mills, A. J. (2010). *Encyclopedia of case study research*. Los Angeles, CA: Sage.
- Wienclaw, R. A. (2013). Sampling—Research starters sociology. Retrieved from <http://www.academicpub.com/map/items/29531.html>
- Wiggen, T. (2016). *The development and maintenance of social identity within a military motorcycle club: An autoethnography* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (UMI No. 3746025)
- Williams, R., Allen-Collinson, J., Hockey, J., & Evans, A. (2018). “You’re just chopped off at the end”: Retired servicemen’s identity work struggles in the military to civilian transition. *Journal of Drug Issues*, 23(4), 812-829. <https://doi.org/10.1177/1360780418787209>
- Williams-Klotz, D. N., & Gansemer-Topf, A. M. (2017a). Identifying the camouflage: Uncovering and supporting the transition experiences of military and veteran students. *Journal of the First-Year Experience & Students in Transition*, 29(1), 83-98.
- Williams-Klotz, D. N., & Gansemer-Topf, A. M. (2017b). Military-connected student academic success at 4-year institutions: A multi-institution study. *Journal of College Student Development*, 58(7), 967-982.

- Wilson, P. A. (2015). *The experience of enlisted female veterans transitioning from the military to the civilian workforce* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (UMI No. 3687617)
- Witt, L. A., & Carlson, D. S. (2006). The work-family interface and job performance: Moderating effects of conscientiousness and perceived organizational support. *Journal of Occupational Health Psychology, 11*(4), 343-357.
- Wolfe, T. (2018). *Out of uniform: Your guide to a successful military-to-civilian career transition*. Lincoln: University of Nebraska Press.
- Wolfe-Clark, A. L., & Bryan, C. J. (2017). Integrating two theoretical models to understand and prevent military and veteran suicide. *Armed Forces & Society, 43*(3), 478-499.
- Wolpert, D. S. (2000). Military retirement and the transition to civilian life. In J. A. Martin, L. N. Rosen, & L. R. Sparacino (Eds.), *The military family: A practice guide for human service providers* (pp. 103-119). Westport, CT: Praeger.
- Wright, L. D. (2013). *A phenomenological study of soldiers in the U.S. Army Warrior Transition Unit (WTU)* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global database. (UMI No. 3552649)
- Wyn, J., Cuervo, H., Crofts, J., & Woodman, D. (2017). Gendered transitions from education to work: The mysterious relationship between the fields of education and work. *Journal of Sociology, 53*(2), 492-506. <https://doi.org/10.1177/1440783317700736>

- Yan, G. W., McAndrew, L., D'Andrea, E. A., Lange, G., Santos, S. L., Engel, C. C., & Quigley, K. S. (2013). Self-reported stressors of National Guard women veterans before and after deployment: The relevance of interpersonal relationships. *Journal of General Internal Medicine*, 28(2), 549-555. <https://doi.org/10.1007/s11606-012-2247-6>
- Yin, R. K. (2014). *Case study research: Design and methods*. Los Angeles, CA: Sage.
- Zarecky, A. (2014). How strengths-focussed coaching can help military personnel in their transition to 'civvy street.' *International Journal of Evidence Based Coaching and Mentoring Special Issue*, (8), 54-66.
- Zogas, A. (2017). US military veterans' difficult transitions back to civilian life and the VA's response. *Costs of War*, 1-14.
- Zoli, C., Maury, R., & Fay, D. (2015, November). Missing perspectives: Servicemembers' transition from service to civilian life. Syracuse, NY: Syracuse University, Institute for Veterans & Military Families.

APPENDICES

APPENDIX A

Women in Military History

A HISTORY OF WOMEN IN THE US MILITARY

1775-1783
During the Revolutionary War, women serve in military camps as laundresses, cooks, and nurses. Other women serve as spies, including "Agent 355" in George Washington's spy ring.



1782-1783
Deborah Sampson serves 17 months in Washington's army as "Robert Shurtleff." Her gender is discovered after she's wounded in battle.



1861-1865
During the Civil War, women serve in a variety of roles, including as nurses, administrators, cooks, spies, and soldiers (disguised as men). Mary Edwards Walker becomes the first and only woman to receive the Medal of Honor.



1846-1848
During the Mexican War, Elizabeth Newcom serves in the Missouri Volunteer Infantry as "Bill Newcom."



1866
Cathay Williams is the first and only documented African-American woman to enlist in the Army as a Buffalo Soldier. She uses the pseudonym William Cathay.



1898
During the Spanish-American War, 1,500 civilian women serve in Stateside Army hospitals, while hundreds more serve as spies, support staff, and, disguised as men, soldiers.



1901 Congress establishes Army Nurse Corps.



1908 Congress establishes Navy Nurse Corps.



1917-1918
During WWI, women serve as nurses and support staff. More than 400 are killed in action. Navy Nurse Corps Lena Sutcliffe Higbee receives Navy Cross for her service.



1941-1945
During WWII, approx. 400,000 women serve in officially-noncombat roles, including as mechanics, pilots, clerks, nurses, and ambulance drivers. Hundreds of others serve as field intelligence agents in the OSS. 88 taken prisoner of war. 16 killed in action.



1948 Congress passes the Women's Armed Services Integration Act, permitting women to serve as permanent members of the military. Prior to the act, women only served in times of war.

1950-1953

During the Korean War, approx. 50,000 women serve in the military, many as Army nurses in forward-deployed M.A.S.H. units and aboard ships.



1962-1972

During the Vietnam War, approx. 11,000 military women are deployed to Vietnam, 90% of whom serve as nurses. 8 women are killed in combat. Cmdr. Elizabeth Barrett becomes the first woman to hold a command in a combat zone.



1976

The first women are admitted to four of the five service academies: West Point, the U.S. Naval Academy, U.S. Coast Guard Academy, and the Air Force Academy.

1978

Female sailors and Marines are allowed to serve on non-combat ships.

1991-1992

During Desert Storm, approx. 41,000 servicewomen deploy to the Middle East. Two women are taken prisoner of war by Iraqi forces.

1991-1993

Congress authorizes women to fly in combat missions and serve on combat ships.

1994

DoD declares: "women shall be excluded from assignment to units below the brigade level whose primary mission is to engage in direct combat on the ground."



1998

Female fighter pilots fly combat missions for the first time during a four-day bombing campaign of Iraqi targets. Capt. Kathleen McGrath becomes the first woman to command a U.S. Navy warship.



2003

Three female soldiers are taken prisoner of war during the invasion of Iraq. The first Lioness teams, the precursors to Female Engagement Teams, form and deploy to Iraq.

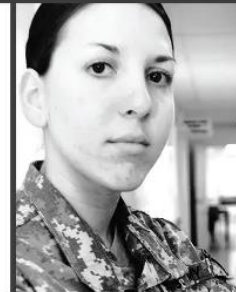
2004

Col. Linda McTague becomes the first woman to command a U.S. Air Force fighter squadron.



2005

Sgt. Leigh Ann Hester, an Army National Guard soldier, earns the Silver Star in Iraq, becoming the first woman since World War II to receive the medal.



2008

Army medic Spc. Monica Lin Brown becomes the second woman to earn the Silver Star, and the first for actions in Afghanistan.



2008






Army Gen. Ann Dunwoody is the first woman to achieve four-star officer rank.

2009

The role of women on the battlefield expands with the establishment of the U.S. military's Female Engagement Teams, which are tasked with building relationships with Afghan women.

2010

Navy rescinds its males-only policy on submarines.

<p>2011 Female officers deploy on a submarine for first time. Cultural Support Teams are formed. TWO "CSTs" killed in action: 1st Lt. Ashley White in 2011, and Capt. Jennifer Moreno in 2013.</p>		
<p>2013 Defense Secretary Leon Panetta announces that the military's combat exclusion policy will be rescinded.</p>	<p>2014 Adm. Michelle Howard is first woman to become a four-star admiral.</p>	
<p>2015 Capt. Kristen Griest, Maj. Lisa Jaster, and 1st Lt. Shaye Haver become the first female soldiers to graduate from Ranger School.</p>		
<p>2016 Air Force Gen. Lori Robinson is first woman to lead a unified combatant command.</p>		<p>2016 A woman becomes the first female soldier to join the Army's elite 75th Ranger Regiment.</p>
<p>2016 Capt. Kristen Griest becomes Army's first infantry officer, while Sgt. Shelby Atkins becomes Army's first female enlisted infantry soldier.</p>	<p>2017 Three women become the first female infantry Marines.</p>	
		

Retrieved from <https://taskandpurpose.com/timeline-history-women-us-military>

APPENDIX B

Women in the U.S. Military Timeline

Time Line: Women in the U.S. Military

- 1775–1783** During the Revolutionary War, women follow their husbands to war out of necessity. Many serve in military camps as laundresses, cooks, and nurses but only with permission from the commanding officers and only if they proved they were helpful.
- 1782–1783** Deborah Sampson serves for over a year in General Washington's army disguised as a man. After being wounded, her gender is discovered and she is honorably discharged. Later, she receives a military pension from the Continental Congress.
- 1812** During the War of 1812, two women, Mary Marshall and Mary Allen, serve as nurses for several months aboard the USS *United States* at the request of Commodore Stephen Decatur.
- 1846–1848** During the Mexican War, Elizabeth Newcom enlists in the Missouri Volunteer Infantry as Bill Newcom and marches 600 miles to winter camp in Colorado before being discovered and discharged.
- 1861–1865** During the American Civil War, women serve as matrons (administrators) of hospitals as well as nurses and cooks in both Union and Confederate battlefield hospitals. Wealthy women help fund permanent hospitals. Dr. Mary Walker becomes the only woman to receive the Medal of Honor, the nation's highest military honor. Women also serve as spies and some, disguised as men, serve as soldiers.
- 1898** During the Spanish-American War, 1,500 civilian women serve as nurses assigned to Army hospitals in the U.S. Hundreds more serve as support staff, spies, and a few disguise themselves as men to serve in the military.
- 1917–1918** During last two years of World War I, women are allowed to join the military. 33,000 women serve as nurses and support staff officially in the military and more than 400 nurses die in the line of duty.
- 1941–1945** During World War II, more than 400,000 women serve at home and abroad as mechanics, ambulance drivers, pilots, administrators, nurses, and in other non-combat roles. Eighty-eight women are captured and held as POWs (prisoners of war).
- 1948** Congress passes the Women's Armed Services Integration Act granting women permanent status in the military subject to military authority and regulations and entitled to veterans benefits.
- 1950–1953** During the Korean War, over 50,000 women serve at home and abroad. 500 Army nurses serve in combat zones and many Navy nurses serve on hospital ships.
-

- 1962–1972 During the Vietnam War, over 7,000 women serve, mostly as nurses in all five divisions of the military, Army, Navy, Marines, Air Force and Coast Guard. All were volunteers.
- 1973 The military draft (only for males) ends and an all-volunteer military is formed creating opportunities for women.
- 1976 The first females are admitted to the service academies, U.S. Military Academy at West Point, U.S. Naval Academy at Annapolis, and the Air Force Academy to be trained in military science.
- 1978 Women in the Navy and Marines are allowed to serve on non-combat ships as technicians, nurses, and officers.
- 1991–1992 During the Persian Gulf War, more than 41,000 women are deployed to the combat zone. Two are taken captive.
- 1991 Congress authorizes women to fly in combat missions.
- 1993 Congress authorizes women to serve on combat ships.
- 1998 For the first time, women fighter pilots fly combat missions off aircraft carrier in Operation Desert Fox, Iraq.
- 2000 Captain Kathleen McGrath becomes the first woman to command a U.S. Navy warship. The vessel is assigned to the Persian Gulf.
- 2003 During the War in Iraq, three Army women become prisoners of war in the first days of the invasion.
- 2004 Colonel Linda McTague becomes the first woman commander of a fighter squadron in U.S. Air Force history.
- 2005 During the “War on Terror,” Sergeant Leigh Ann Hester becomes the first woman awarded the Silver Star for combat action.
- 2008 16,000 women are serving in Iraq, Afghanistan, Bosnia, Germany, Japan, and other related areas.

© 2008 *The Colonial Williamsburg Foundation*

Retrieved from
https://www.history.org/history/teaching/enewsletter/volume7/images/nov/women_military_timeline.pdf

APPENDIX C

Individual Transition Plan

Individual Transition Plan

Full Name: _____ Anticipated Separation Date: _____

Rank: _____ Unit: _____

List your top 3 Military Occupation Code(s) and Title(s):

- _____
- _____
- _____

TRANSITION PLANNING OVERVIEW

The key to a successful transition is planning, which requires a carefully thought out Individual Transition Plan (ITP). The ITP is the road map for attaining your employment, education and technical training objectives, and can help you make a successful transition to civilian life. It is also a framework to achieve realistic career goals based upon your personal assessment, unique skills, knowledge, experience, interests and abilities. The ITP is something you create for yourself with assistance from your Transition Counselor¹ using the following template. The ITP helps you identify actions, and activities associated with your transition while also providing a road map to discover and explore your interests and skills which may lead to potential career paths. Your Transition Counselor will guide you through the process of identifying and organizing your transition into manageable tasks. The ITP also helps you to establish a timeline for completing the activities you select. The selected activities should be completed prior to separation. The ITP is a living document, created by you, and can be modified at any time. To develop a successful ITP you should include the following critical elements in your planning process:

- | | |
|---|--|
| <p>I. Identify Post-Military Personal/Family Requirements</p> <ul style="list-style-type: none">- Taking Care of Individual/Family Needs- Getting Financially Ready- Assessing Benefits and Entitlements | <p>III. Determine Post-Military Career Path</p> <ul style="list-style-type: none">- Finding a New Job- Continuing Your Education- Pursuing Technical Training- Starting a Business |
| <p>II. Evaluate Military and Civilian Experience and Training</p> <ul style="list-style-type: none">- Documenting Job Related Training- Verifying Eligibility for Licensure, Certification | <p>IV. Create a Transition Timeline</p> <ul style="list-style-type: none">- Identifying Planning Milestones- Synchronizing Specific Activities |

¹ *Transition Counselor* is a term used by the Army, Air Force and Marine Corps; *Command Career Counselor* (Navy); *State Transition Assistance Advisor* (National Guard); *Transition & Relocation Manager* (Coast Guard).

CAREER READINESS STANDARDS

Prior to completing your Individual Transition Plan (ITP), it is important to note that there are Career Readiness Standards you will be expected to meet. You will be required to provide documentation of meeting the following readiness standards to your Transition Counselor and Command representative prior to separation. These standards are designed to increase your ability to successfully overcome any challenges you may face in pursuit of your chosen career path. Some Career Readiness Standards apply to all career paths (Employment, Education, Technical Training and Entrepreneurship) while others only apply to a specific career path.

Career Readiness Standards Applicable to all Career Paths

- Attend Pre-Separation Counseling
- Complete Pre-Separation Counseling Checklist DD Form 2468 / DD Form 2468-1
- Register for VA Benefits (eBenefits)
- Prepare a Post-Separation 12-month budget reflecting personal and family goals and obligations
- Evaluate opportunities presented by continuing military service in a Reserve Component
- Crosswalk military skill set to civilian skills (MOS crosswalk) to include an evaluation of the demand for those civilian skills within the potential relocation destinations
- Identify and document requirements and eligibility for licensure, certification and apprenticeships at the potential relocation destinations
- Complete the Individual Transition Plan and provide documentation of meeting the Career Readiness Standards for the chosen career path

Employment Career Readiness Standards

- Complete the employment readiness assessment prior to and after attending the Department of Labor Employment Workshop
- Prepare and submit the Job Application Package (e.g., create resume, identify references, submit at least two employment applications, and/or provide a job acceptance letter)
- Obtain a "Gold Card" Certificate from the Department of Labor

Education Career Readiness Standards

- Complete an education needs assessment
- Identify, compare, and select academic institutions based on specific selection criteria
- Prepare and submit an Education Application Package (e.g., submit application to academic institution and/or provide an acceptance letter)
- Schedule one-on-one counseling with the academic advisor from the institution you will attend
- Connect with the Student Veteran Organization at your chosen institution

Technical Training Career Readiness Standards

- Complete an education needs assessment
- Identify, compare, and select technical training institutions based on specific selection criteria
- Prepare and submit a Technical Training Application Package (e.g., submit application to technical training institution and/or provide an acceptance letter)
- Schedule one-on-one counseling with the academic advisor from the institution you will attend
- Connect with the Student Veteran Organization at your chosen institution

PERSONAL ASSESSMENT

Section I. Identify Post-Military Personal/Family Requirements

A. Individual/Family Member Needs

- ❖ Identify individual/family needs such as medical care, expenses, and location of potential providers.

Notes:

- ❖ Identify extenuating individual/family circumstances (e.g., need to provide care for elderly parents, family business, exceptional family member needs, etc.).

Notes:

- ❖ Assess impact of individual/family requirements on relocation options (e.g., quality of dependent schools, availability of spouse employment, etc.).

Notes:

B. Financial Requirements

- ❖ Develop a budget based on your current (actual) financial obligations (e.g., living expenses and indebtedness) using the TurboTAP Financial Planning Worksheet for Career Transition at: http://www.turbotap.org/export/sites/default/transition/resources/PDF/financial_planning_worksheet_fillable.pdf
- ❖ Apply for VA Benefits and assess their impact on future financial obligations: www.ebenefits.va.gov

Notes:

Date applied for eBenefits: _____

- ❖ Evaluate the benefits (e.g. financial, promotions, leadership, etc.) associated with continuing your military service in either the Reserves or National Guard (if applicable). Contact the installation/ local recruiter to schedule an informational counseling session and identify potential units/positions.

Notes:

Counseling session date: _____ Financial impact: _____

- ❖ Identify anticipated financial obligations such as dependent college savings plan, retirement savings plan, utility security deposits, and additional commuting/transportation expenses (e.g., additional car payment, fuel, maintenance, insurance).

Notes:

- ❖ List required new civilian workforce wardrobe items and estimate expenses.

Notes:

- ❖ Develop and attach a plan to reduce/eliminate current debt: <https://powerpay.org/>

Notes:

Date you reviewed your free credit report (<http://www.annualcreditreport.com/>): _____

- ❖ Attach a copy of your TurboTAP Financial Planning Worksheet for Career Transition and bring a copy to the Core Curriculum TAP workshop.
- ❖ Estimate your annual salary/income requirements: _____

Section II. Evaluate Military and Civilian Experience/Training

A. Identify the employment credentials you have earned.

- ❖ Check all that apply:

- | | | |
|--|---|---|
| <input type="radio"/> High School Graduate/GED | <input type="radio"/> Training Certificates/ Licenses | <input type="radio"/> Baccalaureate Degree |
| <input type="radio"/> Vocational School | <input type="radio"/> Apprenticeship | <input type="radio"/> Post Graduate Studies |
| <input type="radio"/> Relevant Training | <input type="radio"/> Some College | <input type="radio"/> Master's Degree |
| <input type="radio"/> Technical Training | <input type="radio"/> Associates Degree | <input type="radio"/> Doctorate |

- ❖ Gather documentation of your civilian and military experience/training (e.g., certifications, diplomas, transcripts, licenses, etc.) and list them below:

- _____
- _____
- _____
- _____

❖ List all military professional development schools completed:

- _____
- _____
- _____

❖ Verify military experience and training: <https://www.dmdc.osd.mil/appj/vmet/index.jsp>. Assistance is also available by meeting with an Education Counselor and instruction is available by attending Transition GPS.

❖ Calculate American Council on Education (ACE) credits earned for military training: <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/index.htm>

Number of ACE credits earned: _____

❖ Crosswalk military skill set to civilian skills (MOS Crosswalk): www.online.onetcenter.org/crosswalk. Assistance is also available by meeting with an Education Counselor and instruction is available by attending Transition GPS.

❖ Identify and document transferable credits earned through your military experience and training and verify your eligibility for licensure, certification and apprenticeship programs:

Department of Labor Workforce Credentials Information Resource Center	www.careeronestop.org/CREDENTIALING/CredentialingHome.asp
U.S. Army Credentialing Opportunities On-Line (COOL)	https://www.cool.army.mil
Army/American Council on Education Registry Transcript System (AARTS)	http://aarts.army.mil/
United Services Military Apprenticeship Program (USMAP)	https://usmap.cnet.navy.mil/usmapss
Defense Activity for Non-Traditional Education Support (DANTES)	www.dantes.doded.mil/dantes_web/danteshome.asp
Navy Credentialing Opportunities	https://www.cool.navy.mil

On-Line (COOL)	
Sailor/Marine American Council on Education Registry Transcript (SMART)	https://smart.navy.mil/smart/welcome.do
Community College of Air Force (CCAF)	http://www.au.af.mil/au/ccaf/index.asp
Air Force Credentialing and Education Research Tool (CERT)	https://augateway.maxwell.af.mil/ccaf/certifications/programs/

B. Identify career field(s) you are qualified to enter.

❖ Meet with Transition Counselor to discuss potential career fields. Consider the following examples:

- | | | |
|---|---|--|
| <input type="radio"/> Accounting | <input type="radio"/> Filing and organizing | <input type="radio"/> Solving personnel problems |
| <input type="radio"/> Acting | <input type="radio"/> Financial planning | <input type="radio"/> Studying foreign cultures |
| <input type="radio"/> Analyzing reports | <input type="radio"/> Fixing electrical things | <input type="radio"/> Teaching adults & children |
| <input type="radio"/> Biology | <input type="radio"/> Guiding/Counseling/Advising | <input type="radio"/> Training |
| <input type="radio"/> Building things/Carpentry | <input type="radio"/> Helping people | <input type="radio"/> Selling a product |
| <input type="radio"/> Buying materials | <input type="radio"/> Inspecting/Inventorying | <input type="radio"/> Volunteering |
| <input type="radio"/> Community service | <input type="radio"/> Maintaining equipment | <input type="radio"/> Working with animals |
| <input type="radio"/> Computers | <input type="radio"/> Music/Music industry job | <input type="radio"/> Working with children |
| <input type="radio"/> Creative writing | <input type="radio"/> Medical industry/Nursing | <input type="radio"/> Working with elderly |
| <input type="radio"/> Designing and drawing | <input type="radio"/> Physics and advanced math | <input type="radio"/> Working in science lab |
| <input type="radio"/> Farming | <input type="radio"/> Politics | <input type="radio"/> Working overseas |
| <input type="radio"/> Fashion design | <input type="radio"/> Product sales | <input type="radio"/> Other: _____ |

❖ Conduct personal research to explore and evaluate potential career field options.

Employment Hub	www.turboTAP.org/portal/transition/resources/Employment_Hub
Hire Vets First	www.hirevetsfirst.dol.gov/
State Job Boards	www.careeronestop.org/jobsearch/cos_jobsites.aspx
DOL REALifelines	www.hirevetsfirst.dol.gov/reallifelines/index.asp
Public and Community Service Opportunities	http://www.turbotap.org/portal/transition/lifestyles/Employment/Public_and_Community_Service_PACS_Registry_Program
Teacher and Teacher's Aide Opportunities/Troops to Teachers	www.proudtoserveagain.com
Federal Employment Opportunities	www.usajobs.opm.gov www.go-defense.com
Veterans Preference in Federal Employment	http://www.opm.gov/staffingPortal/Vetguide.asp
Office of Personnel Management (OPM) Special Hiring Authorities	http://www.opm.gov/hr_practitioners/lawsregulations/appointingauthorities/index.asp
Hiring Preference in Non-Appropriated Funds (NAF) Jobs	http://www.turbotap.org/portal/transition/lifestyles/Employment/Federal_Jobs_Through_the_Non-

	Appropriated Fund and the Veterans Readjustment Act
State Employment Agencies	www.careeronestop.org/jobsearch/cos_jobsites.aspx
Department of Labor	http://mynextmove.dol.gov/

- ❖ Refine your research to identify desired industries, careers, jobs and salaries. Consider jobs in the public and private sectors. Identify any prerequisites you would have to complete (e.g., education, training, certification, licensure, security clearance) before being fully qualified to seek employment in a chosen career field. Assistance is also available by meeting with a VA Career Counselor and instruction is available by attending Transition GPS.

Notes:

- ❖ Now that you identified potential careers, evaluate your ease to relocate and find new employment. Find where opportunities exist by researching employment websites such as <http://www.usajobs.gov/>, and the Veterans Job Bank: https://www.nationalresourcedirectory.gov/home/veterans_job_bank.

Notes:

- ❖ Now that you know where potential jobs exist, research those locations to determine if they meet your personal/family requirements. Explore state, city and county websites to evaluate demographics, school ratings, tax rates, cost of living, availability of housing, home prices, etc. Assistance is also available through your Transition Counselor and installation relocation assistance office and through the U.S. Census Bureau: <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Notes:

- ❖ Attach the results of your Education Needs Assessment.
- ❖ Summarize the results of your Education Needs Assessment.

Notes:

- ❖ Identify the field of study and degree that you plan to pursue.

Field of study: _____

Degree: _____ Target completion date: _____

C. Assess educational financing options.

- ❖ Apply for GI Bill benefits - visit: <http://www.gibill.va.gov/> and www.ebenefits.va.gov

Notes:

GI Bill application date: _____

- ❖ Determine if you will attend school part-time or full-time and identify how many credit hours you will take each semester.

Notes:

- ❖ Identify potential sources of income while attending school (e.g., employment options and scholarship/grant eligibility including academic, athletic, need-based, veteran status, college/career specific). Assistance is available by attending the Transition GPS Education Workshop and by visiting the Department of Labor Career One Stop website: <http://www.careeronestop.org/militarytransition/>.

Notes:

D. Identify academic institution.

- ❖ Research academic institution credentials to include: tuition costs, fees, accreditation, financing options, graduation rates, transferability of credits, GI Bill acceptance, and admission standards. Assistance is available through your Education Counselor and by attending the Transition GPS Education Workshop.

Notes:

- ❖ Research standardized testing requirements of potential academic institutions (e.g., SAT, SAT II, GRE, GMAT, MCAT, LSAT) and identify local testing schedules, locations and fees:
<http://sat.collegeboard.org/home>, <http://www.ets.org/>, <http://www.mba.com/>,
<https://www.aamc.org/students/applying/mcat/>, and <http://www.lsac.org/>

Notes:

- ❖ Compare research results of academic institutions that offer degrees in your desired field of study.

Notes:

- ❖ Identify your top 3 academic institutions.

• _____ Location: _____

• _____ Location: _____

• _____ Location: _____

- ❖ Submit an application to the institution(s) you selected.

Name of institution: _____ Date submitted: _____

Name of institution: _____ Date submitted: _____

Name of institution: _____ Date submitted: _____

- ❖ Identify an academic counselor at your preferred institution and schedule a one-on-one counseling session. Academic counselors are typically located by visiting the school's registrar and/or admissions website. Additional degree-specific information may also be sought by contacting the faculty/staff within your specific field of study.

Notes:
Name of counselor/advisor: _____ Counseling date: _____

- ❖ Contact the Student Veteran Organization at your preferred school: <http://www.studentveterans.org/>

Notes:
Name of contact: _____ Contact date: _____

- ❖ Contact the academic institution GI Bill certifying official to confirm GI Bill eligibility and acceptance.

Notes:
Name of contact: _____ Date: _____

- ❖ Have you received an acceptance letter to an academic institution?

_____ Yes, and a copy of my acceptance letter is attached.

_____ No, but I anticipate a response from the institution within the couple of weeks.

_____ No, but I will continue to research and apply to other institutions that meet my post-military educational goals and relocation plans.

- ❖ Attach a copy of your class registration confirmation.

A. Prepare your transition timeline (refer to Section VIII. Transition Milestones).

TRANSITION MILESTONES

Section VIII. Fill in the *Schedule Date* and *Completion Date* for each of your transition milestones. This example is not intended to be an all-inclusive list of actions to be completed during your transition. However, the items marked as "Required" are mandatory planning activities and must be completed to achieve the Transition Assistance Program Career Readiness Standards. Additional room is provided to allow you to tailor this timetable to meet your specific requirements.

Timeline to Separation	Required	Milestone	Schedule Date MM/DD/YYYY	Completion Date MM/DD/YYYY
24 months – 18 months	R	• Attend Pre-Separation Counseling and complete Pre-Separation Counseling Checklist		
	R	• Prepare Individual Transition Plan (ITP)		
	R	• Attend the Transition Assistance Program Employment or Education Workshop		
	R	• Crosswalk military skill set to civilian skills		
	R	• Complete the employment readiness assessment		
	R	• Complete the educational needs assessment		
	R	• Evaluate future personal/family requirements		
	R	• Determine post-retirement or post-separation income requirements		
	R	• Identify, compare, and select academic institutions based on specific selection criteria		
		• Attend a counseling session with a Small Business Administration Advisor		
		• Visit the Education Center to assess your job skills and interests. Sign up for college entrance exams, training opportunities, license programs, college courses, or certification exams		
	R	• Identify and document requirements & eligibility for licensure, certification and apprenticeships		
18 months – 12 months		• Begin establishing a professional network to enhance employability post-military		
	R	• Prepare and submit an Education/Technical Training Application Package (e.g., submit application to academic institution and/or provide an acceptance letter)		
		• Create a business development plan		

Timeline to Separation	Required	Milestone	Schedule Date MM/DD/YYYY	Completion Date MM/DD/YYYY
		• Update personal legal documents		
		• Identify anticipated financial requirements and sources of capital for your business		
		• Identify and document chronic medical/dental problems and seek treatment for yourself and your family		
		• Consider potential locations for your post-separation relocation, discuss with your family		
	R	• Schedule and attend individual counseling sessions with Transition Counselor		
	R	• Develop a 12-month Budget		
	R	• Develop a resume(s)		
		• Join a professional organization(s)		
	R	• Begin researching the job market and job sites		
12 months – 6 months				
12 months – 6 months	R	• Attend VA Benefits Briefing		
	R	• Register for VA Benefits		
		• Apply for VA Benefits		
	R	• Attend one-on-one counseling with an academic advisor at educational/training institute		
		• Attend the Disabled Transition Assistance Program Workshop (DTAP) if planning to file disability claim		
		• Receive post-government (military) service employment restriction counseling		
		• Review and make a copy of your personnel and medical records		
	R	• Start posting resumes to career and job websites		
	R	• Visit Guard/Reserve Recruiting Office (as applicable)		
		• Learn Federal job search process and begin posting resumes (as applicable)		
		• Conduct informational interviews		
180 days - 30 days				
180 days - 30 days		• Schedule a separation or retirement physical		

Timeline to Separation	Required	Milestone	Schedule Date MM/DD/YYYY	Completion Date MM/DD/YYYY
	R	• Obtain a "Gold Card" Certificate from the Department of Labor		
		• Start assembling a wardrobe for next job		
		• Review DD form 214 worksheet		
		• Visit Relocation Assistance Program office		
		• Schedule a visit to the area where you plan to live		
		• Connect with the campus Student Veteran Organization		
		• Arrange for government housing inspection		
		• Make contact with Workforce Development Office		
		• Continue to send resumes and begin interviewing		
		• Decide on a Continued Healthcare program		
		•		
		•		
		•		
		•		
		•		
		•		
		•		
		•		
		•		
		•		
		•		
		•		

APPENDIX D

TRS Curriculum



Transition GPS Curriculum

The Transition GPS (Goals, Plans, Success) curriculum is a critical component of the Transition Assistance Program (TAP). Transition GPS is an outcome-based, curriculum with standardized learning objectives that transforms the way the military prepares service members transitioning out of active-duty pursue their career goals. It is designed to help service members meet mandatory Career Readiness Standards (CRS), regardless of their occupational field or military Service and be “career ready” prior to transition.

Transition GPS curriculum is available to service members and their spouses in both a live classroom format and online through Joint Knowledge Online (JKO) at <https://jkodirect.jten.mil>. All service members, unless exempt, are required to complete Pre-separation Counseling, Department of Veterans Affairs (VA) Benefits I and II Briefings and the Department of Labor (DOL) Employment Workshop. While much of the classroom Transition GPS is only available to service members preparing to transition within the next 12-14 months, some components may be available earlier as part of the Military Life Cycle (MLC) delivery model.

KEY ROLES AND RESPONSIBILITIES

Service Members

Contact your local TAP office to learn what Transition GPS courses are available and when. Select classes may be available long before separation to help support your long-term career planning

Commanders

Work with your local TAP office to understand the connections between Transition GPS and CRS
Provide service members with the opportunity to attend Transition GPS to ensure they meet CRS prior to transition

TAP Managers

Familiarize yourself with your Service’s TAP MLC implementation model, and engage with service members and commanders to educate them on what services you can provide, when and to whom
Help inform family members of the purpose and availability of Transition GPS training tracks (e.g., explain options to attend courses or access the curriculum through DOL at www.dol.gov/vets/)

CORE COMPONENTS:

- > **Pre-Separation Counseling:** A mandatory session where counselors introduce the Individual Transition Plan (ITP) and discuss education and training, employment and career goals, financial management, health and well being and relocation and housing
- > **Resilient Transition:** An introduction to resources on transition-related issues including stress management, considerations for families, support systems, value of a mentor and special issues that eligible service members and their families may encounter as they prepare for post-military life
- > **Military Occupational Code (MOC) Crosswalk:** How to translate military skills, training and experience into credentialing appropriate for civilian jobs
- > **Financial Planning for Transition:** A four to six hour class providing service members with the information and tools needed to identify post-transition financial responsibilities, obligations and goals
- > **VA Benefits I and II Briefings:** Two sessions (for a total of six hours) led by the VA which teaches service members how to apply for benefits and connect to VA for future assistance
- > **DOL Employment Workshop:** A three-day workshop led by DOL focusing on job-seeking techniques such as interview skills and building effective resumes
- > **ITP Review:** A discussion with a TAP counselor to ensure the service member is on track to meet CRS and achieve their post-transition goals
- > **Capstone:** A culminating event in which commanders verify achievement of CRS prior to transition
- > **Individual Training Tracks:** Two-day courses focusing on three, self-selected paths: Accessing Higher Education, for those pursuing a college education; Career Exploration and Planning, for those seeking job-ready skills and industry-recognized credentials in shorter-term training programs; and Entrepreneurship (“Boots to Business”) for those wanting to start their own business



For more information about TAP contact your local installation Transition Assistance Office or visit www.DoDTAP.mil

PREPARE TO
SUCCEED

Revised Aug 2018

APPENDIX E

United States Installation Population by State

United States Installation Population by State

This table presents United States Active Duty military bases organized by state. For each base, the zip code, nearest metro city, miles to nearest metro city, and total number of sponsors, dependents, and personnel are presented. The data in this table are based on the "duty locations" of the Sponsor only. There are instances where sponsors and dependents are co-located, but dependents may not be located at these installations.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
ALABAMA							
Fort Rucker	Army	36362	Dothan	26	3,665	6,044	9,709
Maxwell AFB (Incl. Gunter)	Air Force	36112	Montgomery	2	2,768	4,700	7,468
Redstone Arsenal	Army	35898	Huntsville	1	635	1,630	2,265
Other					897	2,020	2,917
Alabama Total					7,965	14,394	22,359
ALASKA							
Eielson AFB	Air Force	99702	Fairbanks	26	1,743	2,157	3,900
Elmendorf AFB	Air Force	99506	Anchorage	2	5,442	7,146	12,588
Fort Jonathan Wainwright	Army	99703	Fairbanks	1	7,571	9,670	17,241
Fort Richardson	Army	99505	Anchorage	8	4,228	5,343	9,571
Other					83	193	276
Alaska Total					19,067	24,509	43,576
ARIZONA							
Davis-Monthan AFB	Air Force	85707	Tucson	0	5,848	7,099	12,947
Fort Huachuca	Army	85613	Tucson	75	4,018	4,817	8,835
Luke AFB	Air Force	85309	Phoenix	20	3,839	4,923	8,762
Yuma MCAS	Marine Corps	85369	Yuma	27	4,838	4,858	9,696
Yuma Proving Ground	Army	85365	Yuma	30	145	391	536
Other					729	1,557	2,286
Arizona Total					19,417	23,645	43,062
ARKANSAS							
Little Rock AFB	Air Force	72099	Little Rock	18	3,400	4,551	7,951
Other					140	336	476
Arkansas Total					3,540	4,887	8,427
CALIFORNIA							
29 Palms MC Air/Ground Combat Center	Marine Corps	92278	Palm Springs	60	10,651	7,467	18,118
Beale AFB	Air Force	95903	Sacramento	35	3,897	4,620	8,517
Camp Pendleton	Marine Corps	92055	San Diego	35	38,441	32,146	70,587
China Lake NAVWEAPCEN	Navy	93555	Los Angeles	140	538	772	1,310
Coronado NAV AMPHIB Base	Navy	92155	San Diego	5	5,579	7,602	13,181
Edwards AFB	Air Force	93524	Los Angeles	95	2,131	2,792	4,923
El Centro NAF	Navy	92243	El Centro	7	237	290	527

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
Fleet ASW Training Center Pacific	Navy	92147	San Diego	7	1,358	2,350	3,708
Fort Irwin	Army	92310	San Bernardino	70	3,984	6,046	10,030
Lemoore NAS	Navy	93246	Fresno	40	6,005	7,240	13,245
Los Angeles AFB	Air Force	90245	Los Angeles	10	1,416	1,988	3,404
March AFB	Air Force	92518	San Bernardino	21	289	513	802
MCAS Miramar	Marine Corps	92145	San Diego	10	8,206	7,622	15,828
Naval Medical Center San Diego	Navy	92134	San Diego	0	3,552	4,480	8,032
Naval Postgraduate School	Navy	93943	Monterey	0	769	1,252	2,021
North Island NAS	Navy	92135	San Diego	4	8,465	10,665	19,130
Port Hueneme NCBC	Navy	93043	Los Angeles	60	3,105	4,307	7,412
Presidio of Monterey	Army	93944	Monterey	0	3,485	2,855	6,340
Pt Mugu NAS	Navy	93042	Oxnard	7	1,259	1,689	2,948
San Diego MC Recruit Depot	Marine Corps	92140	San Diego	2	6,906	2,549	9,455
San Diego NAVSTA	Navy	92136	San Diego	0	30,255	33,228	63,483
San Diego NAVSUBBASE	Navy	92106	San Diego	5	1,325	2,156	3,481
San Diego NSC	Navy	92136	San Diego	0	242	425	667
Seal Beach NAVWEAPSTA	Navy	90740	Long Beach	1	217	354	571
Travis AFB	Air Force	94535	San Francisco	45	6,375	7,723	14,098
USMC Mountain Warfare Training	Marine Corps	93517	Sacramento	100	176	267	443
Vandenberg AFB	Air Force	93437	Santa Barbara	55	2,456	3,105	5,561
(C2) Sacramento Army Depot	Army	95828	Sacramento	0	278	643	921
Other					4,748	6,517	11,265
California Total					156,345	163,663	320,008
COLORADO							
Buckley AFB	Air Force	80011	Aurora	0	2,434	3,192	5,626
Fort Carson	Army	80913	Colorado Springs	6	24,373	34,790	59,163
Peterson AFB	Air Force	80914	Colorado Springs	6	3,590	6,247	9,837
Schriever AFB	Air Force	80912	Colorado Springs	10	1,805	2,388	4,193
USAF Academy	Air Force	80840	Colorado Springs	8	1,941	3,189	5,130
Other					1,039	2,056	3,095
Colorado Total					35,182	51,862	87,044
CONNECTICUT							
New London NAVSUBBASE	Navy	06349	Hartford	50	6,249	7,511	13,760
Other					174	361	535
Connecticut Total					6,423	7,872	14,295
DELAWARE							
Dover AFB	Air Force	19902	Dover	5	3,402	4,256	7,658
Other					30	60	90
Delaware Total					3,432	4,316	7,748

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.
** Nearest Metro City listed has population greater than 50,000.
*** "NMC" stands for Nearest Metro City.
**** United States Other includes personnel within the United States, but with unknown base and state.
Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
DISTRICT OF COLUMBIA							
Fort Lesley J McNair	Army	20319	Washington D.C.	0	985	2,415	3,400
Joint Base Anacostia-Bolling	DoD	20332	Washington D.C.	0	2,265	3,665	5,930
Marine Barracks, Washington, D.C.	Marine Corps	20390	Washington D.C.	0	1,489	1,865	3,354
Walter Reed Army Medical Center	Army	20307	Washington D.C.	0	232	458	690
Washington NAVDIST HQ	Navy	20374	Washington D.C.	0	3,200	5,239	8,439
Other					2,637	2,955	5,592
District of Columbia Total					10,808	16,597	27,405
FLORIDA							
Blount Island	Marine Corps	32226	Jacksonville	0	122	235	357
Corry Station NTTC	Navy	32511	Pensacola	5	2,416	1,601	4,017
Eglin AFB	Air Force	32542	Pensacola	40	8,354	12,319	20,673
Hurlburt Field	Air Force	32544	Pensacola	35	7,897	10,348	18,245
Jacksonville NAS	Navy	32212	Jacksonville	9	6,733	9,709	16,442
Key West NAS	Navy	33040	Miami	150	770	1,103	1,873
Maddill AFB	Air Force	33621	Tampa	5	5,627	10,147	15,774
Mayport NAVSTA	Navy	32228	Jacksonville	10	9,063	12,790	21,853
Nav Coastal Systems Ctr	Navy	32407	Panama City	0	513	854	1,367
Naval Hospital Pensacola	Navy	32512	Pensacola	0	798	1,006	1,804
NSA Orlando	Navy	32826	Orlando	0	149	316	465
Patrick AFB	Air Force	32925	Orlando	45	1,479	2,286	3,765
Pensacola NAS	Navy	32508	Pensacola	8	7,189	5,671	12,860
Southern Command	Army	33172	Miami	0	762	1,510	2,272
Tyndall AFB	Air Force	32403	Panama City	12	3,426	4,510	7,936
Whiting Field NAS	Navy	32570	Pensacola	30	1,078	961	2,039
(C3) Homestead AFB	Air Force	33039	Miami	30	320	560	880
Other					2,391	4,685	7,076
Florida Total					59,087	80,611	139,698
GEORGIA							
Albany MCLB	Marine Corps	31704	Albany	3	293	621	914
Fort Benning	Army	31905	Columbus	5	20,416	21,038	41,454
Fort Gordon	Army	30905	Augusta	12	11,764	15,141	26,905
Fort Stewart	Army	31314	Savannah	35	19,691	27,890	47,581
Kings Bay NAVSUBBASE	Navy	31547	Jacksonville, FL	40	2,699	3,833	6,532
Moody AFB	Air Force	31699	Valdosta	10	4,426	5,540	9,966
Robins AFB	Air Force	31098	Macon	15	3,368	4,915	8,283
Other					1,306	2,788	4,094
Georgia Total					63,963	81,766	145,729
HAWAII							
Camp H. M. Smith	Marine Corps	96861	Honolulu	10	1,197	2,418	3,615
Fort Shafter	Army	96858	Honolulu	7	3,071	5,762	8,833
Hickam AFB	Air Force	96853	Honolulu	9	5,204	7,399	12,603

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
MCBH Kaneohe Bay	Marine Corps	96863	Honolulu	14	8,580	7,317	15,897
Naval Base Pearl Harbor	Navy	96860	Honolulu	6	10,470	12,064	22,534
Navcams E. Pacific	Navy	96786	Honolulu	21	593	549	1,142
Schofield Barracks	Army	96857	Honolulu	20	15,922	21,243	37,165
Tripler Army Medical Center	Army	96859	Honolulu	3	1,802	2,788	4,590
Other					719	1,214	1,933
Hawaii Total					47,558	60,754	108,312
IDAHO							
Mountain Home AFB	Air Force	83648	Boise	50	3,303	3,861	7,164
Other					131	316	447
Idaho Total					3,434	4,177	7,611
ILLINOIS							
Naval Station Great Lakes	Navy	60088	Chicago	30	15,005	6,184	21,189
Rock Island Arsenal	Army	61201	Davenport, IA	4	361	890	1,251
Scott AFB	Air Force	62225	St. Louis, MO	23	4,557	7,738	12,295
Other					704	1,541	2,245
Illinois Total					20,627	16,353	36,980
INDIANA							
DFAS Indianapolis Center	DoD	46226	Indianapolis	14	129	266	395
(C2) Fort Benjamin Harrison	Army	46216	Indianapolis	14	346	932	1,278
Other					433	933	1,366
Indiana Total					908	2,131	3,039
IOWA							
Other					212	463	675
Iowa Total					212	463	675
KANSAS							
Fort Leavenworth	Army	66027	Kansas City	30	3,435	7,432	10,867
Fort Riley	Army	66442	Topeka	50	15,651	20,682	36,333
McConnell AFB	Air Force	67221	Wichita	6	2,908	3,586	6,494
Other					171	398	569
Kansas Total					22,165	32,098	54,263
KENTUCKY							
Fort Campbell	Army	42223	Nashville	50	27,532	38,441	65,973
Fort Knox	Army	40121	Louisville	25	4,977	7,053	12,030
Other					431	1,045	1,476
Kentucky Total					32,940	46,539	79,479
LOUISIANA							
Barksdale AFB	Air Force	71110	Shreveport	1	5,214	6,900	12,114
Fort Polk	Army	71459	Alexandria	60	7,944	10,821	18,765
New Orleans NAS JRB	Navy	70143	New Orleans	0	368	504	872

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
Other					910	1,612	2,522
Louisiana Total					14,436	19,837	34,273
MAINE							
Other					226	489	715
Maine Total					226	489	715
MARYLAND							
Aberdeen Proving Ground	Army	21005	Baltimore	23	903	1,935	2,838
Andrews AFB	Air Force	20762	Washington D.C.	10	4,205	5,839	10,044
Annapolis NS (Incl. USNA)	Navy	21402	Annapolis	0	1,282	1,901	3,183
Fort Detrick	Army	21702	Washington D.C.	50	1,013	1,954	2,967
Fort George G. Meade	Army	20755	Baltimore	15	11,206	15,637	26,843
Indian Head NAV ORD STA	Navy	20640	Washington D.C.	25	566	620	1,186
NNMC Bethesda	Navy	20889	Washington D.C.	1	3,993	5,672	9,665
Patuxent River NAS	Navy	20670	Washington D.C.	65	2,254	4,215	6,469
(C4) White Oak NSWC Dahlgren	Navy	20903	Washington D.C.	5	571	865	1,436
Other					1,465	2,358	3,823
Maryland Total					27,458	40,996	68,454
MASSACHUSETTS							
Hanscom AFB	Air Force	01731	Boston	20	809	1,105	1,914
Westover ARB AFB	Air Force	01022	Springfield	10	151	251	402
(C4) South Weymouth NAS	Navy	02190	Boston	0	267	393	660
Other					660	1,227	1,887
Massachusetts Total					1,887	2,976	4,863
MICHIGAN							
Detroit Arsenal	Army	48092	Warren	0	125	342	467
Other					805	1,808	2,613
Michigan Total					930	2,150	3,080
MINNESOTA							
Fort Snelling	Army	55111	Minneapolis	0	257	559	816
Other					232	573	805
Minnesota Total					489	1,132	1,621
MISSISSIPPI							
Camp Shelby	Air Force	39407	Hattiesburg	10	311	869	1,180
Columbus AFB	Air Force	39710	Columbus	10	1,351	1,358	2,709
Gulfport NCBC	Navy	39501	New Orleans	70	2,672	3,579	6,251
Keesler AFB	Air Force	39534	Biloxi	0	4,951	4,416	9,367
Meridian NAS	Navy	39309	Meridian	15	939	686	1,625
Pascagoula NAVSTA	Navy	39595	Mobile, AL	30	549	840	1,389
Other					773	1,061	1,834
Mississippi Total					11,546	12,809	24,355

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
MISSOURI							
Fort Leonard Wood	Army	65473	Springfield	85	12,567	11,048	23,615
Naval Research Center St. Louis	Navy	63044	St. Louis	10	290	550	840
Whiteman AFB	Air Force	65305	Kansas City	60	3,737	4,512	8,249
Other					585	1,106	1,691
Missouri Total					17,179	17,216	34,395
MONTANA							
Malmstrom AFB	Air Force	59402	Great Falls	2	3,223	3,672	6,895
Other					101	234	335
Montana Total					3,324	3,906	7,230
NEBRASKA							
Offutt AFB	Air Force	68113	Omaha	8	6,120	8,738	14,858
Other					166	400	566
Nebraska Total					6,286	9,138	15,424
NEVADA							
Fallon NAS	Navy	89496	Reno	70	883	1,080	1,963
Nellis AFB	Air Force	89191	Las Vegas	8	9,786	12,206	21,992
Other					188	446	634
Nevada Total					10,857	13,732	24,589
NEW HAMPSHIRE							
Pease AGB	Air Force	03801	Portsmouth	0	124	229	353
Portsmouth Naval Shipyard	Navy	03804	Portsmouth	0	1075	1,349	2,424
Other					91	188	279
New Hampshire Total					1,290	1,766	3,056
NEW JERSEY							
Earle NAVWEAPSTA	Navy	07722	Newark	50	239	404	643
Fort Dix	Army	08640	Trenton	17	827	1,775	2,602
McGuire AFB	Air Force	08641	Trenton	18	4,321	5,329	9,650
Picatinny Arsenal	Army	07806	Newark	30	124	273	397
(C4) Lakehurst Naval Air Engineering Center	Navy	08733	Philadelphia, PA	57	276	469	745
Other					269	525	794
New Jersey Total					6,056	8,775	14,831
NEW MEXICO							
Cannon AFB	Air Force	88103	Clovis	7	4,681	4,950	9,631
Holloman AFB	Air Force	88330	Las Cruces	50	3,897	4,599	8,496
Kirtland AFB	Air Force	87117	Albuquerque	4	3,287	4,336	7,623
White Sands Missile Range	Army	88002	El Paso, TX	45	375	566	941
Other					184	415	599
New Mexico Total					12,424	14,866	27,290

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
NEW YORK							
1st Marine Corps District	Marine Corps	11530	New York	25	384	656	1,040
Fort Drum	Army	13602	Watertown	8	15,136	18,612	33,748
Fort Hamilton	Army	11252	New York	0	184	396	580
Scotia Naval Admin Ballston	Navy	12302	Schenectady	3	1,789	1,293	3,082
Stewart Newburgh USARC	Army	12550	New York	60	230	266	496
Watervliet Arsenal	Army	12189	Troy	1	119	287	406
West Point MILRES	Army	10996	New York	50	1,518	2,863	4,381
Other					942	1,839	2,781
New York Total					20,302	26,212	46,514
NORTH CAROLINA							
Camp Lejeune MCB	Marine Corps	28542	Jacksonville	3	37,084	33,092	70,176
Cherry Point MCAS	Marine Corps	28533	Moorehead City	20	6,400	6,403	12,803
Cherry Point Naval Aviation	Navy	28533	Moorehead City	20	305	440	745
Fort Bragg	Army	28307	Fayetteville	10	45,379	66,627	112,006
New River MCAS	Marine Corps	28545	Jacksonville	2	5,763	5,588	11,351
Pope AFB	Air Force	28308	Fayetteville	12	1,616	2,356	3,972
Seymour Johnson AFB	Air Force	27531	Raleigh	50	4,378	5,160	9,538
Other					1,767	2,899	4,666
North Carolina Total					102,692	122,565	225,257
NORTH DAKOTA							
Grand Forks AFB	Air Force	58205	Grand Forks	15	1,679	1,859	3,538
Minot AFB	Air Force	58705	Minot	13	5,564	5,551	11,115
Other					46	106	152
North Dakota Total					7,289	7,516	14,805
OHIO							
Columbus Def Depot	Army	43216	Columbus	0	203	451	654
Wright-Patterson AFB	Air Force	45433	Dayton	10	5,410	8,429	13,839
Other					928	2,087	3,015
Ohio Total					6,541	10,967	17,508
OKLAHOMA							
Altus AFB	Air Force	73523	Oklahoma City	120	1,333	1,691	3,024
Fort Sill	Army	73503	Oklahoma City	90	11,739	12,636	24,375
Tinker AFB	Air Force	73145	Oklahoma City	12	5,868	7,862	13,730
Vance AFB	Air Force	73705	Oklahoma City	90	1,248	1,192	2,440
Other					267	567	834
Oklahoma Total					20,455	23,948	44,403
OREGON							
Other					532	1,035	1,567
Oregon Total					532	1,035	1,567

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
PENNSYLVANIA							
Carlisle Barracks	Army	17013	Harrisburg	18	515	1,430	1,945
Defense Distribution Depot Susquehanna	Army	17070	Philadelphia	60	260	591	851
Defense Supply Ctr Philadelphia	DoD	19111	Philadelphia	0	362	721	1083
Navy Ships Parts Control Center	Navy	17055	Harrisburg	10	148	293	441
Pittsburgh MEPS / ENDIST	Army	15222	Pittsburgh	0	282	530	812
Other					703	1,524	2,227
Pennsylvania Total					2,270	5,089	7,359
RHODE ISLAND							
Naval Station Newport	Navy	02841	Newport	0	2,920	3,956	6,876
Other					156	387	543
Rhode Island Total					3,076	4,343	7,419
SOUTH CAROLINA							
Beaufort MCAS	Marine Corps	29904	Savannah, GA	40	3,386	3,756	7,142
Charleston AFB	Air Force	29404	Charleston	10	3,541	4,489	8,030
Fort Jackson	Army	29207	Columbia	0	11,183	8,799	19,982
Navy Weapons Station, Charleston	Navy	29445	Charleston	25	5,938	3,931	9,869
Parris Island MCRD	Marine Corps	29905	Savannah, GA	43	7,063	2,868	9,931
Shaw AFB	Air Force	29152	Sumter	10	5,024	6,988	12,012
(C3) Charleston NAVSTA	Navy	29408	Charleston	0	242	456	698
Other					1,032	790	1,822
South Carolina Total					37,409	32,077	69,486
SOUTH DAKOTA							
Ellsworth AFB	Air Force	57706	Rapid City	3	3,286	3,768	7,054
Other					73	172	245
South Dakota Total					3,359	3,940	7,299
TENNESSEE							
Naval Support Activity Mid-South	Navy	38053	Memphis	22	575	1,184	1,759
Other					1,456	3,304	4,760
Tennessee Total					2,031	4,488	6,519
TEXAS							
Corpus Christi NAS	Navy	78419	Corpus Christi	10	1,335	1,213	2,548
Dyess AFB	Air Force	79607	Abilene	6	4,409	5,511	9,920
Fort Bliss	Army	79916	El Paso	0	25,291	34,907	60,198
Fort Hood	Army	76544	Killeen	0	35,308	47,995	83,303
Fort Sam Houston	Army	78234	San Antonio	0	10,735	15,695	26,430
Goodfellow AFB	Air Force	76504	San Angelo	2	3,291	2,705	5,996
Kingsville NAS	Navy	78363	Corpus Christi	50	255	435	690
Lackland AFB	Air Force	78236	San Antonio	5	21,024	19,315	40,339
Laughlin AFB	Air Force	78843	Del Rio	6	1,282	1,134	2,416

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
NAS JRB Fort Worth	Navy	76127	Fort Worth	0	875	1,303	2,178
Randolph AFB	Air Force	78150	San Antonio	5	2,736	4,720	7,456
Sheppard AFB	Air Force	76311	Wichita Falls	5	6,522	3,938	10,460
Other					3,632	7,401	11,033
Texas Total					116,695	146,272	262,967
UTAH							
Hill AFB	Air Force	84056	Ogden	6	3,866	5,664	9,530
Other					321	781	1,102
Utah Total					4,187	6,445	10,632
VERMONT							
Other					127	202	329
Vermont Total					127	202	329
VIRGINIA							
Dam Neck Training Center Atlantic	Navy	23461	Virginia Beach	4	3,373	5,137	8,510
Fort Belvoir	Army	22060	Washington D.C.	10	4,430	8,683	13,113
Fort Eustis	Army	23604	Newport News	13	5,242	8,100	13,342
Fort Lee	Army	23801	Petersburg	3	9,004	9,424	18,428
Fort Myer	Army	22211	Washington D.C.	1	2,090	2,863	4,953
Fort Story	Army	23459	Virginia Beach	3	8,149	12,375	20,524
Headquarters, Marine Corps	Marine Corps	22214	Washington D.C.	1	139	212	351
Langley AFB	Air Force	23665	Hampton Roads	2	7,005	9,383	16,388
Little Creek Nav Amphib Base	Navy	23521	Norfolk	0	1,073	932	2,005
MCCDC Quantico VA	Marine Corps	22134	Washington D.C.	35	7,981	10,567	18,548
Naval Medical Center Portsmouth	Navy	23708	Norfolk	2	2,646	3,622	6,268
NAVSURFWEAPCEN Dahlgren	Navy	22448	Fredericksburg	23	741	1,025	1,766
Norfolk Naval Base	Navy	23505	Norfolk	0	46,687	55,785	102,472
Norfolk Naval Safety Center	Navy	23511	Norfolk	0	476	577	1,053
Norfolk Naval Shipyard	Navy	23709	Norfolk	3	105	213	318
NSA Northwest Annex	Navy	23322	Chesapeake	0	560	720	1,280
Oceana NAS	Navy	23460	Virginia Beach	0	5,547	6,708	12,255
Pentagon	DoD	20301	Washington D.C.	2	7,604	17,448	25,052
Richmond Defense Depot	Army	23297	Richmond	0	282	533	815
Yorktown Navy Weapon Station	Navy	23691	Newport News	2	1,134	1,624	2,758
Other					6,547	12,866	19,413
Virginia Total					120,815	168,797	289,612
WASHINGTON							
Fairchild AFB	Air Force	99011	Spokane	18	2,954	3,765	6,719
Fort Lewis	Army	98433	Tacoma	12	26,883	38,887	65,770
McChord AFB	Air Force	98438	Tacoma	9	2,893	3,715	6,608
Naval Base Kitsap-Bangor	Navy	98315	Bremerton	16	5,864	7,481	13,345
Naval Base Kitsap-Bremerton	Navy	98337	Bremerton	0	7,011	6,951	13,962

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

Base*	Service Branch	Zip Code	Nearest Metro City (NMC)**	Miles to NMC***	Total Sponsors	Total Dependents	Total Personnel
Naval Hospital Bremerton	Navy	98312	Bremerton	1	671	882	1,553
Naval Station Everett	Navy	98207	Seattle	25	2,118	2,576	4,694
Whidbey Island NAS	Navy	98278	Seattle	80	6,906	8,330	15,236
Other					912	1,956	2,868
Washington Total					56,212	74,543	130,755
WEST VIRGINIA							
Other					122	264	386
West Virginia Total					122	264	386
WISCONSIN							
Fort McCoy	Army	54656	La Crosse	43	265	687	952
Other					416	913	1,329
Wisconsin Total					681	1,600	2,281
WYOMING							
Francis E Warren AFB	Air Force	82005	Cheyenne	0	3,075	3,802	6,877
Other					64	122	186
Wyoming Total					3,139	3,924	7,063
UNITED STATES							
United States Other****					5,963	5,003	10,966
United States Total					1,141,358	1,435,655	2,577,013

Source: DMDC Active Duty Family Sponsors & Eligible Dependents Report by Base (September 2017)

* Bases with fewer than 100 Active Duty Sponsors are included in the Other category for their State.

** Nearest Metro City listed has population greater than 50,000.

*** "NMC" stands for Nearest Metro City.

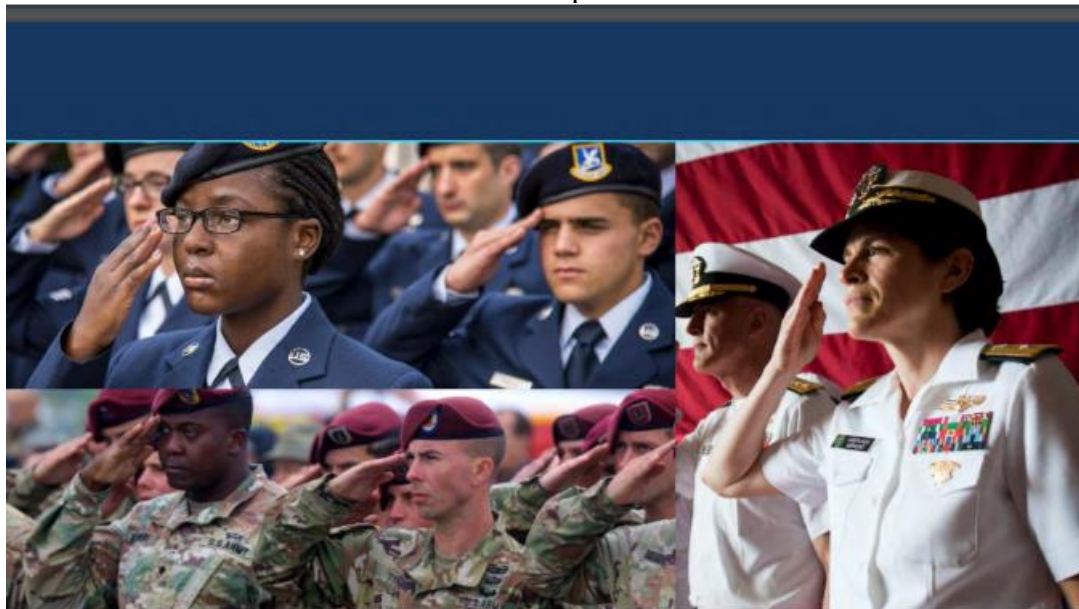
**** United States Other includes personnel within the United States, but with unknown base and state.

Note: The Sponsor column includes all Active Duty military personnel at each base. "C" refers to bases that have been closed. The number following "C" refers to the base realignment and closure (BRAC) round in which the base was closed.

APPENDIX F

VA Benefits and Services Participant Guide

May be retrieved from <https://www.benefits.va.gov/TAP/docs/VA-Benefits-Participant-Guide.pdf>



VA Benefits and Services | Participant Guide



Version 2.0



APPENDIX G

Interview Protocol

Military Thematic Interview Protocol

“My name is _____ and I (*brief description of what you do*). I’m a doctoral candidate at Brandman University in the area of Organizational Leadership. I’m a part of a team conducting research to explore the experiences of military veterans transitioning from military service to civilian careers. The model for transition used in this study is Schlossberg’s Transition Model and includes factors of situation, self, social support, and strategies. Military transition as it applies to this study is a military member changing from active-duty service to the civilian life while learning to adapt and navigate from one environment to another.

Our team of three doctoral students are each conducting multiple case studies with military veterans like yourself. The information you provide, along with the information provided by others, will hopefully provide clarity and insight into the experiences of transitioning through the eyes of veterans who have made the transition to a civilian career.

Incidentally, even though it appears a bit awkward, I will be reading most of what I say.

The reason for this to guarantee, as much as possible, that my interviews with all participating military veterans will be conducted in the most similar manner possible.

Informed Consent (required for Dissertation Research)

I would like to remind you any information that is obtained in connection to this study will remain confidential. All of the data will be reported without reference to any individual(s) or any institution(s). After I record and transcribe the data, I will send it to

you via electronic mail so that you can check to make sure that I have accurately captured your thoughts and ideas.

You received the Informed Consent and Brandman Bill of Rights in an e-mail and responded with your approval to participate in the interview. Before we start, do you have any questions or need clarification about either document?

We have scheduled an hour for the interview. At any point during the interview you may ask that I skip a particular question or stop the interview altogether. For ease of our discussion and accuracy I will record our conversation as indicated in the Informed Consent.

Do you have any questions before we begin? Okay, let's get started, and thanks so much for your time.

1. "Here are the four factors of Schlossberg's' Transition Model that research suggests as a lens for studying transitions. These definitions may assist you during the interview (*display on a 3 x 5 card*).

SITUATION: The context, inclusive of nature of the separation (tenure, job market, family situation and finances).

SELF: The person's view of their own nature, character, ethnicity, identity and their own perception of their ability and readiness to embrace the change.

SOCIAL SUPPORT: The networks such as family, friends, community and professional providers that play a role in transition.

STRATEGIES: The preparation, steps and actions, including execution, follow through and course correction necessary for transitioning.

APPENDIX H

Alignment Table

Research Question, 4-S factor, construct definition, and interview question alignment				
Research question	4-S factor	4-S factor definition	Interview question	Question prompt
How do post-9/11 female combat veterans use the factor of situation in transitioning from military services to civilian careers?	Situation	The context of the transition, inclusive of the nature, duration, and perceived significance of and readiness for transition (Morin, 2011; Schlossberg, 1981); to include the nature of the separation; tenure; job market, family situation, and finances. Transition from active-duty service is a lifelong process; as a member does not simply arrive at a state of transformation and each novel situation dictates its' own state of readiness. Readiness is the service members' readiness for the on-set of the transition process.	Q1. What circumstances played a factor in your decision to separate from military service and seek a civilian career? Q2. Describe the situation that played the biggest role in your decision to separate from service. Q3. What part of the transitioning process do you feel helped prepare you for your civilian employment?	Can you expand on the factor that time played in relation to your decision to separate? What steps did you take to make your decision? Tell me more about the role of resources, benefits and/or the process?

Research question	4-S factor	4-S factor definition	Interview question	Question prompt
How do post-9/11 female combat veterans use the factor of self in transitioning from military services to civilian careers?	Self	Self is the individual's concept of their own nature, character, persona, as related to culture; ethnicity; and perceived identity (De Munck, 2013; Schlossberg 1981). Self is how individuals view their level of readiness, ability, and willingness to embrace the change. It involves the initiative to pursue significant memberships and affiliations; Self includes knowledge of resources and how to acquire currently unknown resources that serve to meet their needs.	<p>Q1. What personally drove your transition process from military to civilian employment?</p> <p>Q2. What are the steps you took in the period between exiting military and establishing your current civilian career?</p> <p>Q3. What role did a service-connected disability play in your transition to a civilian career? Please explain.</p>	<p>Can you give me a specific example or go deeper on your response?</p> <p>How did you build your knowledge of resources to assist with this aspect of the transition?</p> <p>How did you identify and initiate access to care?</p>

Research question	4-S factor	4-S factor definition	Interview question	Question prompt
How do post-9/11 female combat veterans use the factor of social support in transitioning from military services to civilian careers?	Social Support	Social support are networks: family, friends, and professional providers, and resources: community programs and services that play a role in the transition process (Barrera & Ainlay, 1983; Sarason & Sarason, 2006; Schlossberg, 1981; Voydanoff, 2005a, 2005b).	<p>Q1. What role did social support play in your transition from active-duty military service to civilian career?</p> <p>Q2. How did you utilize the Transition (TRS) programs services and networking opportunities during the course of your transition?</p> <p>Q3. Can you describe the assistance you received from a mentor or employment specialist during your transition?</p>	<p>Prompt: Can you expand on what particular type of social support and/or support-group you participated in that had significant impact?</p> <p>Prompt: Can you given me an example of a particular portion of TRS that gave you the most confidence regarding your transition to a civilian career?</p> <p>Tell us a specific story or example of how their advice helped you to achieve your civilian career goals.</p>

Research question	4-S factor	4-S factor definition	Interview question	Question prompt
How do post-9/11 female combat veterans use the factor of Strategies in transitioning from military services to civilian careers?	Strategies	The behavioral component of strategies is deliberate action, execution, follow-through, and course correction. Additionally, strategy is the preparation steps that will help develop future possibilities such as coping responses, resiliency, information seeking, direct action, and inhibition action with the ability to evaluate strengths, weaknesses, opportunities, and possible threats. (Schlossberg, 1981; Wilson, 2015).	<p>Q1. How did you manage stress during the transition process?</p> <p>Q2. How did the individual development plan (IDP) and the completion Transition Readiness Seminar (TRS) influence your successful transition?</p> <p>Q3. What strategies did you use to overcome obstacles to the completion of any necessary training and/or licensure and certification requirements to support your post-active-duty career success?</p>	<p>Can you provide some examples of specific actions?</p> <p>Please provide a specific example of how the IDP and/or TRS were helpful to you.</p> <p>Did any of these strategies or actions lead you to implement a course correction of some kind? If so, can you please provide an example?</p>

APPENDIX I

Interview Critique by Participants (Pilot Interview)

Interview Critique by Participants

As a doctoral student and researcher at Brandman University your assistance is so appreciate in designing this face to face interview instrument. Your participation is crucial to the development of a valid and reliable instrument.

Below are some questions that I appreciate your answering after completing the interview. Your answers will assist me in refining both the directions and the interview items.

You have been provided with a paper copy of the interview, to remind you of the questions asked in case it is needed.

1. How many minutes did it take you to complete the interview, from the moment the interviewee spoke until closing? _____
2. Did the question asked upfront for you to read the consent information and sign the agreement before the interview began concern you at all? _____ If so, would you briefly state your concern

3. Was the Introduction sufficiently clear (and not too long) to inform you what the research was about? _____ If not, what would you recommend that would make it better?

4. Were the directions clear, and you understood what to do? _____
If not, would you briefly state the problem _____

5. Were the interview questions clear, appropriate, and easy to understand? _____ If not, briefly describe the problem _____

6. As you progressed through the interview, were their questions that arose as to why the question asked was necessary or further explanation was needed regarding the question? _____ If so, would you briefly state so and the interview questions of concern
(please provide the # here)

Additional Comments:

Thanks so much for your help!

APPENDIX J

Interview Observer Feedback Reflection Questions

(Pilot Interview)

Interview Observer Feedback Reflection Questions

Conducting face to face interviews is a learned skill set/experience. Gaining valuable insight about your interview skills and affect with the interview will support your data gathering when interviewing the actual participants. As the researcher, you should reflect on the questions below after completing the interview. You should also discuss the following reflection questions with your ‘observer’ after completing the interview field test. The questions are written from your perspective as the interviewer. However, you can verbalize your thoughts with the observer and they can add valuable insight from their observation.

1. How long did the interview take? _____ Did the time seem to be appropriate?
2. How did you feel during the interview? Comfortable? Nervous?
3. Going into it, did you feel prepared to conduct the interview? Is there something you could have done to be better prepared?
4. What parts of the interview went the most smoothly and why do you think that was the case?
5. Were there parts of the interview that seemed to be awkward and why do you think that was the case?
6. If you were to change any part of the interview, what would it be and how would you change it?
7. Were the interview questions appropriate or should there be adjustments?
8. What suggestions do you have for improving the overall process?

Additional Comments:

APPENDIX K

Final Interview Questions

MILITARY THEMATIC - FINAL INTERVIEW QUESTIONS

- Q1. What **circumstances** played a factor in your decision to separate from military service and seek a civilian career? Situation
- Q1p. Can you expand on the factor that **time** played in relation to your decision to separate?
- Q2. Describe the situation that played the biggest role in your decision to separate from service. Situation
- Q2p. What steps did you take to make your decision?
- Q3. What part of the transitioning process do you feel helped prepare you for your civilian employment? Situation
- Q3p. Tell me more about the role of resources, benefits and/or the process?
- Q4. What personally drove your transition process from military to civilian employment? Self
- Q4p. Can you give me a specific example or go deeper on your response?
- Q5. What are the steps you took in the period between exiting military and establishing your current civilian career? Self
- Q5p. How did you build your knowledge of resources to assist with this aspect of the transition?
- Q6. What role did a service-connected disability play in your transition to a civilian career? Please explain. Self
- Q6p. How did you identify and initiate access to care?
- Q7. What role did social support play in your transition from active-duty military service to civilian career? Social Support
- Q7p. Can you expand on what particular type of social support and/or support-group you participated in that had significant impact?
- Q8. How did you utilize the Transition (TRS) programs services and networking opportunities during the course of your transition? Social Support
- Q8p. Can you give me an example of a particular portion of TRS that gave you the most confidence regarding your transition to a civilian career?
- Q9. Can you describe the assistance you received from a mentor or employment specialist during your transition? Social Support
- Q9p. Tell us a specific story or example of how their advice helped you to achieve your civilian career goals.
- Q10. How did you manage stress during the transition process? Strategies
- Q10p. Can you provide some examples of specific actions?
- Q11. How did the individual development plan (IDP) and the completion Transition Readiness Seminar (TRS) influence your successful transition? Strategies
- Q11p. Please provide a specific example of how the IDP and/or TRS were helpful to you.

Q12. What strategies did you use to overcome obstacles to the completion of any necessary training and/or licensure and certification requirements to support your post-active-duty career success? Strategies

“Thank you very much for your time. If you like, when the results of our research are known, we will send you a copy of our findings.”

General Probes:

1. “What did you mean by
2. “Do you have more to add?”
3. “Would you expand upon that a bit?”
4. “Why do think that was the case?”
5. “Could you please tell me more about.... “
6. “Can you give me an example of
7. “How did you feel about that?”

APPENDIX L

Veteran Confessions E-mail Approval Letter



Veteran Confessions has received your request to post a flyer to recruit participants on our Veteran Confessions Facebook Support Group page. You have been granted access to the page and your request to participate and your recruitment flyer have been approved for posting. We are pleased that you selected our page for our members to share their voice and impact changes to the transition program that will benefit all veterans (new and old).

Your flyer will be posted until you notify us that the required respondents have expressed interest; at which point the recruitment will end and the post would become archived. We request that you do not alter the wordings or graphic content in any way. Should any revisions be needed—you must submit another request for approval. We have also attached the terms and conditions to be followed while engaging with our users regarding this opportunity.

We would appreciate it if you share a copy of the final project with the group, via an electronic format added to the group documents folder. In case you breach any of the terms and conditions you will be liable for any damages and banned from future use and access to the page.

Thank you for approaching us, we look forward to final outcome of your project.

Respectfully Submitted,

Tiffany D. Ware

Dr. Tiffany D. Ware

US Army Veteran & Advocate of Veteran Confessions

veteranconfessions@gmail.com

Enclosure(s): Veteran Confessions Group Guidelines & User Agreements



This group is created to help all veterans (and those associated) to have a safe place to discuss or confess anything that they want. This will be a support group and community.

Hours: 6am-6pm (PST). All Emergencies please contact 911 or the Veteran Crisis Line 1-800-273-8255 and press 1. For personal conversations please email personally at veteranconfessions@gmail.com

As an Army War Veteran myself, I have found that surrounding yourself with others alike helps on so many levels. Suffering with War injuries and PTSD has been and still continues to be a struggle in my life. I found that my therapy is helping other veterans through there processes of transition.

The goal for this group page is to share experiences, struggles, and even your thoughts on the Veteran Affairs System. I want this is be a safe environment and give mature adult conversations. Good clean debates is what is needed.

There will be no TOLERANCE for attacking or belittling anyone in this group. You will be removed. We are brothers and sisters and we need to support and help one another on all levels. So please enjoy yourself, laugh, cry, and yell. Just do it with respect.

Lastly, share any tips or insights on any careers, medical processes, or anything else you seen fit that can help a veteran. I will be posting inspirational quotes daily and poems (others work and even my own)

I have also published a dissertation on the systematic issues OEF/OIF PTSD Veterans face and what steps need to be taken to improve.

Here is the link and please feel free to share your insights on my study:
https://digitalcommons.brandman.edu/edd_dissertations/135/

THANK YOU ALL FOR JOINING!

APPENDIX M

Social Media Participation Recruitment Flyer




ATTENTION
VETERANS :



Have you separated from the Military ?
Have you completed the transition assistance program (TAP) ?
Been out for 5-years or less ?
Are you a Post-9/11 female combat vet?

Participants are needed for a study focusing
on veterans



PLEASE SHARE YOUR STORY

Partake in the interview process

Your shared experiences can help improve the transitional system

Your help can save a veterans life

CONTACT
TUMONA AUSTIN
at
taustin1@mail.brandman.edu

APPENDIX N

E-mail Invitation to Participate

Requestor: Tumona L. Austin, doctoral candidate (Brandman University)

Population: Post-9/11 female combat veterans who went through the Transition Assistance Program (TAP) and is a member of the Veteran Confessions Not-for-Profit organization.

Purpose: To identify research participants for the study

Sender: xxxxx@xxxxx.xxx

Message:

Greetings Fellow Veteran Confessions members, I am Tumona Austin, Surviving Spouse and Transition Specialist. I am currently a doctoral candidate in the Organizational Leadership program at Brandman University. As an advocate for service members and military transition expert, I am seeking to better understand the transition experience from active-duty to civilian life of post-9/11 female combat veterans, who are transitioning from active duty to civilian life, regarding their Transition.

The VA and Armed Forces in the tools needed to help these veterans overcome possible barriers that restricts their use of the VA mental health services and transition programs. I would like to invite you to contribute to this study by participating in an individual interview that will last approximately 60 minutes.

If you agree to participate in an interview, you may be assured that it will be completely confidential. No names will be attached to any notes or records from the interview. All information will remain in locked files accessible only to the researchers. All information will remain in locked files accessible only to the researchers. No Veteran Confessions leaders or members will have access to the interview information. You will be free to stop the interview and withdraw from the study at any time. You are encouraged to ask any questions, at any time, that will help you better understand the study.

To participate in this study, you must meet all the following conditions:

1. Female combat veteran post 9/11
2. Exited military in the last 3-5 years
3. Employed in a career for at least 1-year

For further questions concerning participation in this study please do not hesitate to contact me by e-mail at xxxxx@xxxxx.xxx or by phone at (xxx) xxx-xxxx. You may also may also contact or write the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Thank you for your time and your consideration.

Respectfully,

Tumona Austin

APPENDIX O

Bill of Rights



BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.
be involved and during the course of the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

APPENDIX P

Informed Consent Form & Audio Recording



INTERVIEW INFORMED CONSENT

STUDY TITLE / OVERVIEW: A multiple-case study to explore the experiences of Post 9/11 Female Combat Veterans transitioning from military service to civilian careers.

RESPONSIBLE INVESTIGATOR: Tumona Austin

STUDY INFORMATION: You are being asked to participate in a research study conducted by Tumona Austin a Doctoral student at Brandman University. The purpose of this multiple-case study is to explore the experiences of Post 9/11 Female Combat Veterans transitioning from military service to civilian careers, using the Schlossberg Transition Model factors of: Situation, Self, Social Support, and Strategies.

Participation Criterion: Veterans of the U.S. Armed Forces in California that meet the following:

- Female
- Post-9/11 Combat Veteran Status
- A minimum of 1 years of employment in current post-service civilian career
- EAS date within the last 3-5 years
- Reside within 150 miles of Marine Corps Base Camp Pendleton

Interview Location: You will select a private and convenient location that is most suitable for you to be designated as the location to conduct the interview.

Supports and Accommodations: Supports are available and offered to you to access the content of all reading materials through other means as needed. If required or needed, a veteran advocate will be on-call or accessible for study participants during their interviews.

Benefits of participating in the study: The possible benefit of this study is that this research may help add to the research regarding transitioning from the military to a civilian career and make a unique contribute to extant research.

Measures taken to ensure your protection of Your Confidentiality:

- All participants will be titled "veteran" followed by a number to create anonymity and to protect their identity (Veteran 1, Veteran 2, Veteran 3).
- Data collected (written notes, observations, and digital audio recordings, researcher transcriptions) will be locked in a secure filing cabinet, and only be reviewed by researcher, for the sole purposes of this study. Artifact data may also be collected as pertinent to the triangulation of data in support of research questions. The data collected will be destroyed through the process of shredding, or in the case of electronic files – deleted. Transcripts and digital records will be destroyed upon completion of study. The signed informed consent form must be maintained for minimum of 3 years; and will be destroyed through the process of shredding upon completion of the 3 year maintenance requirement.
- All identifiable information will be protected to the limits allowed by law and no personally identifiable participant information will be released without my separate expressed written consent.

Potential risks associated with participating in the study: There are **minimal risks** associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file drawer that is available only to the researcher.

Participant Expectations: Your participation in this interview is **voluntary**. You may choose not to participate. If you decide not to participate in this research, you can withdraw at any time without penalty. The interview will take **approximately 60 minutes** to complete. The interview questions will pertain to your perceptions regarding transition from a military to a civilian career and your responses will be confidential.

I understand that:

- a) My participation in this research study is voluntary. I may decide to not participate in the study and I can withdraw at any time. I can also decide not to answer particular questions during the interview if I so choose. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the Investigator may stop the study at any time.
- b) I understand that the interview will be audio recorded. The recordings will be available only to the researcher and the professional transcriptionist. The audio recordings will be used to capture the interview dialogue and to ensure the accuracy of the information collected during the interview. All information will be identifier-redacted and my confidentiality will be maintained. Upon completion of the study all recordings, transcripts and notes taken by the researcher and transcriptionist from the interview will be destroyed, with the exception of the informed consent form.
- c) I understand that I will not be compensated for my participation.
- d) The possible benefit of this study is that this research may help add to the research regarding transitioning from the military to a civilian career. The findings will be available to me at the conclusion of the study and may provide new insights about the transition experience for military veterans into civilian careers.
- e) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law.
- f) If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained.
- g) For Any Additional Information, Questions, and/or Concerns about completing this survey or any aspects of this research, please contact:

- Tumona Austin, Primary Researcher, at taustin1@mail.brandman.edu
- Dr. Cindy Petersen, Advisor, at cpeterse@brandman.edu
- The Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, or by calling (949) 341-7641.

I **acknowledge** that I have received a copy of this **Informed Consent** form and the **"Research Participant's Bill of Rights."** I have read the above and understand it and hereby consent to the procedure(s) set forth.

Signature of Participant or Responsible Party

Date

Signature of Principal Investigator, Tumona Austin

Date

APPENDIX Q

BUIRB Approval Form



Tumona Austin <taustin1@mail.brandman.edu>

BUIRB Application Approved: Tumona L Austin

1 message

MyBrandman <my@brandman.edu>

Sat, Dec 22, 2018 at 8:31 AM

Reply-To: webmaster <webmaster@brandman.edu>

To: taustin1 Student <taustin1@mail.brandman.edu>

Cc: "Devore, Douglas" <ddevore@brandman.edu>, "Petersen, Cindy" <cpeterse@brandman.edu>

Dear Tumona L Austin,

Congratulations! Your IRB application to conduct research has been approved by the Brandman University Institutional Review Board. Please keep this email for your records, as it will need to be included in your research appendix.

If you need to modify your BUIRB application for any reason, please fill out the "Application Modification Form" before proceeding with your research. The Modification form can be found at IRB.Brandman.edu

Best wishes for a successful completion of your study.

Thank You,

BUIRB
Academic Affairs
Brandman University
[16355 Laguna Canyon Road](http://16355.Laguna.Canyon.Road)
Irvine, CA 92618
buirb@brandman.edu
www.brandman.edu

A Member of the Chapman University System

This email is an automated notification. If you have questions please email us at buirb@brandman.edu.

APPENDIX R

National Institute of Health (NIH) Clearance

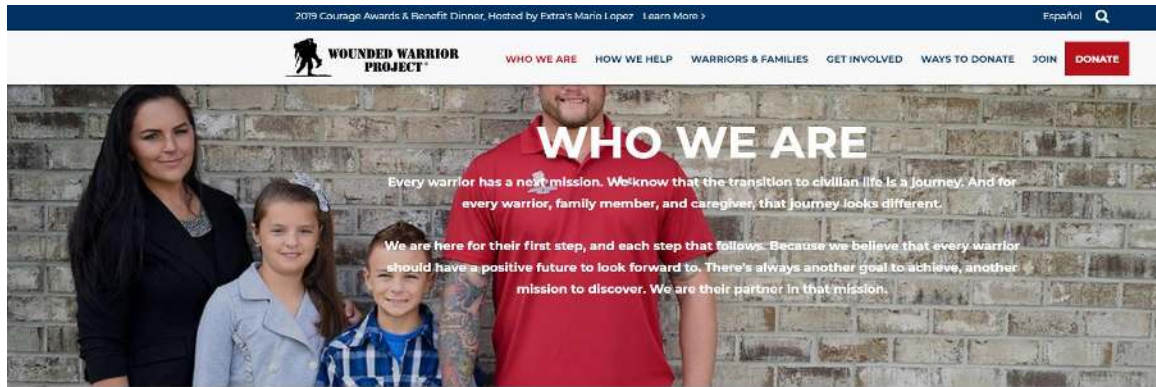


APPENDIX S

Artifact Source Factor Representation Summary Table

No.	Artifact	Situation (S1)	Self (S2)	Social Supports (S3)	Strategy (S4)
1	Alpha Kappa Alpha (AKA) Sorority, Inc.			X	
2	Basic Allowance for Housing (BAH)	X			
3	Boots to Business (B2B)	X		X	
4	Dept of Veterans Affairs (VA)		X		X
5	Disabled American Veterans (DAV)			X	
6	Easter Seals	X			
7	Education Benefits (Post-9/11 & GI Bill)	X		X	X
8	Education Pathway (TRS Elective Workshop)		X	X	
9	Entrepreneurial Pathway (TRS Elective Workshop)		X	X	
10	Gap Analysis				X
11	Individual Transition Plan (ITP)				X
12	Internships	X			
13	Iraq & Afghanistan Veterans of America (IAVA)		X	X	
14	Landmark Forum	X	X		
15	LEAN Six Sigma	X			
16	Non-VA Vocational Rehabilitation			X	X
17	Onward to Opportunity (O2O) Program (Veteran and Military Families Vocational Training)	X			
18	Retirement Pension	X	X	X	
19	The Rosie Network	X	X		
20	Sheroes Millionaire Mastermind Group	X			
21	Soroptomist			X	
22	The Disabled Transition Assistance Program (DTAP)			X	
23	The Veterans of Foreign Wars of the US (VFW)		X	X	X
24	Transition Assistance Program (TAP)			X	
25	Transition Readiness Seminar (TRS)	X		X	
26	US Department of Labor (DOL)	X			
27	VA Disability Benefits		X	X	
28	VA Health Care			X	
29	VA Vocational Rehabilitation (Voc Rehab) & Employment (VR&E)	X	X	X	X
30	Veteran Career Transition Assistance Program (Vet CTAP)		X	X	
31	Veteran Confession Support Group	X			X
32	Wounded Warrior Project	X			
Total Factor Artifact Sources		16	11	18	8

<https://www.woundedwarriorproject.org/>



WHO IS A WARRIOR?

Veterans and service members who incurred a physical or mental injury, illness, or wound while serving in the military on or after September 11, 2001. You are our focus. You are our mission.

Here, you're not a member – you're an alumnus, a valued part of a community that's been where you've been, and understands what you need. Everything we offer is free because there's no dollar value to finding recovery and no limit to what you can achieve.



Donate

All Abilities. Limitless Possibilities.



Easterseals Military & Veterans Services

Our mission is to ensure that it's possible for veterans and military families to live their lives to the fullest in every community. We work to break down barriers, engage organizations and communities, and connect veterans and military families with what they need for meaningful employment, education and overall wellness. Our grassroots outreach – through 71 local affiliates in communities nationwide– provide unmatched, accessible, and indispensable resources and support for veterans and military families.

Grassroots Solutions through Easterseals

The needs of veterans and military families are evolving, not disappearing. That's why Easterseals specializes in identifying the needs of veterans and military families, particularly with employment, job training and support like family respite opportunities. We work to make solutions easily accessible in communities.

Our work in action

Advocacy & Education

Veterans and military families deserve services delivered in an appropriate, timely, and accessible manner. Our Washington, DC-based government relations team works to influence federal and state legislation affecting veterans and military families and actively engages with Congressional staff in pursuit of these goals.

[Employment Programs and Job Training](#)

Our employment programs provide the necessary tools to achieve and maintain meaningful employment and a steady income. We offer skills training, job search assistance, employment preparation and guidance. For example, we partner with the Direct Employers Association, which has a membership of about 800 employers who want to hire veterans and people with disabilities. Through this partnership, Easterseals is offering a job search portal at [easterseals.jobs](#), which features job postings from these employers.

[Military and Veterans Caregiver Services](#)

We strive to ensure military caregivers can access what they need to take on the enormous responsibility of caregiving—often, while still needing to work, navigate family life and take care of themselves. We embrace and support military caregivers, particularly as they transition into this new experience, life-long trajectory and unfamiliar — yet vital role — within their families and communities.

Veteran Community Services & Support

Veterans come home to their families and communities, so serving them must be a community undertaking. That's why, across the country, we are delivering services that veterans and military families need to live productive, successful lives.

Health and Wellness Programs

We aim to reach as many veterans and military families as possible to provide health resources and programs, including [adult day](#) and [medical rehabilitation](#) services.

Additional resources

What are many veterans asking themselves these days? "What to wear?!"

As military members return to civilian life and face the job search, figuring out the right suit to wear to an interview can be the biggest challenge, while the job responsibilities are a breeze. Watch the video below to see why, and help spread the message that veterans are highly skilled and valuable employees. See all three of our [military themed public service videos](#).



In November 2015, Easterseals hosted Heroes Work Here, an event to educate corporate leaders on hiring and retaining veterans. With friends and partners, we gathered important advice about how to hire America's best and brightest. Find tips on why and how to hire veterans [here!](#)

[Watch Travis Mills explain how you can hire](#) veterans with Easterseals' help right now.

<https://www.landmarkworldwide.com/>



Forward the future you're out to create

Experience a direct and immediate difference in realizing your goals. Create new possibilities and make them happen. Landmark advanced programs empower you to create mastery in living an extraordinary life in your relationships, creativity, leadership, confidence, well-being, the difference you're out to make, and more.

Why Landmark?

A fundamental principle of Landmark's work is that people and the communities, organizations, and institutions with which they are engaged have the possibility not only of success, but also of fulfillment and greatness. It is to this possibility that Landmark and its work are committed. Landmark's programs are designed to bring about breakthroughs—not mere insights or improvements, but lasting results that expand and unfold over time. Find out about Landmark's breakthrough technology.

<https://www.vetctap.org/>



Job Search Workshops for Transitioning Military and Their Spouses

1

<https://iava.org/>

ADVOCATE

(<https://iava.org/featured-content/she-who-borne-the-battle-campaign/>)

This year, we launch one of our most important campaigns ever: to recognize and improve services for women veterans >

(<https://iava.org/featured-content/she-who-borne-the-battle-campaign/>)

Learn

(<https://iava.org/featured-content/ngib-org/>)

Transitioning back to school? Get the most out of your Post 9/11 GI Bill Benefits >

(<https://iava.org/featured-content/ngib-org/>)

Connect

(<https://iava.org/featured-content/vettogether/>)

Create or find a gathering of veterans in your local area! >

(<https://iava.org/featured-content/vettogether/>)

Our Advocacy Priorities

(<https://iava.org/campaigns>)

IAVA's Policy Agenda

Download the full document.

[Learn More \(https://iava.org/campaign/iava-policy-agenda/\)](https://iava.org/campaign/iava-policy-agenda/)

- IAVA in Washington (<https://iava.org/campaign/iava-in-washington/>)
- IAVA Policy Priorities (<https://iava.org/campaign/iava-policy-priorities/>)
- Continue To Combat Suicide Among Troops and Veterans (<https://iava.org/campaign/combatsuicide/>)
- Modernize Government to Support Today's Veterans (<https://iava.org/campaign/reformtheva/>)
- Drive Support for Injuries from Burn Pits and Toxic Exposures (<https://iava.org/campaign/initiate-support-for-injuries-from-burn-pits-toxic-exposure/>)
- Continue to Defend and Expand Veterans Education Opportunities (<https://iava.org/campaign/defendingthegibill/>)
- Galvanize Support for Women Veterans (<https://iava.org/campaign/supportingwomenveterans/>)
- Establish Support for Veterans Who Want to Utilize Medical Cannabis (<https://iava.org/campaign/initiate-empowerment-of-veterans-who-want-to-utilize-cannabis/>)
- The Federal Government is Making Cannabis Treatment for Veterans Hard to Find (<https://iava.org/campaign/the-federal-government-is-making-cannabis-treatment-for-veterans-hard-to-find/>)
- IAVA Policy Agenda (<https://iava.org/campaign/iava-policy-agenda/>)
- Promote Equality for All Veterans & Service Members (<https://iava.org/campaign/promote-equality-for-all-troops-and-veterans/>)
- Honor the Service and Sacrifice of Veterans and Their Families (<https://iava.org/campaign/honor-the-service-and-sacrifice-of-veterans-and-their-families/>)
- Defend Our Service Members and Veterans (<https://iava.org/campaign/preserve-our-legacy-2/>)
- End Veteran Homelessness (<https://iava.org/campaign/end-veteran-homelessness/>)
- Veteran & Military Family Stability, Transition & Employment (<https://iava.org/campaign/support-our-military-families/>)



SOROPTIMIST
Best for Women

Soroptimist International of Twentynine Palms

- Home
- Calendar
- Events
- Contact Us
- Other Soroptimist sites

CELEBRATING **61** YEARS

'Soroptimist'

*is a global women's organization
whose members volunteer to improve the lives
of women and girls in our local communities
and throughout the world via programs
which lead to social and economic empowerment.*

*The organization is particularly concerned
with providing women & girls
access to education & skills training.*

Living their



Dreams

improving the lives of women and girls

2018-2019

SOROPTIMIST
CLUBGIVING

**We Support
Women & Girls**



Tuesday at 9:47 AM · 🌐

Our local club made the front page of our town's news paper! We are actively looking for new members who want to make an impact in the life of women and girls in our community! The luncheon we just had presented a \$1000 check to the Soroptimist House of Hope and \$500 to our Live Your Dream Award recipient. We will be presenting \$1500 during the High School scholarship ceremony. These are just a few of the things we do to make an impact in our community. What we do matters! Serving others matter! Living for more than just your family matters! Let's impact lives together!!! If you can't join at this time, we always accept donations to our club in order to continue to be a blessing in our community!!!

#Soroptimist29 #DesertTrail #29Palms #Makeadifference #Join #Scholarships

In Desert
ere wom-
vercoming

ope is sup-
11 Soropti-
the regional
club mem-
all, but that
them from
g impact in

ue program is
en find their
rpose while of-
resources they
ceed," Twen-
as Soroptimist
Shanese Risper

eeek's event cel-
success stories
knowledging the
of the journey.

of the wom-
g with House
ared how they
olved as staff
new possibil-
the program.

d treatment

Live Your Dream Award recipient Alexa
powerful journey to recovery at a Soropt

Join the club

Soroptimist International of 29 Palms is accepting new members. For information, visit www.si29palms.org.

To make donations for the club's programs, make out a check to "Soroptimist International" and send to Soroptimist International of 29, PO Box 245, Twentynine Palms, CA 92277.



Soroptimist Be
Stoneburner at

got addicted to drinking,"
Stoneburner said.

"I got addicted to smok-
ing. First it was marijua-
na, then speed and then
heroin and pretty soon it

life. I got preg
had a baby
months later
er baby."

She expl
became hor

DUI simulation hits 20th anniversary

Reenactment came to 29 Palms in 1999

By Turyya Autry
The Desert Trail

TWENTYNINE PALMS — "Every 15 Minutes," a simulated car crash and funeral assembly meant to illustrate the dangers of driving under the influence, will take place at Twentynine Palms High School Thursday and Friday, May 9-10.

The program is a collaboration between teachers, parents, students, police, the fire department, funeral homes, lawyers,

paramedics and nurses to illustrate the sober impacts of drunk and drugged driving.

The program aims to get teenagers thinking about their choices and the hazards of drinking and driving and driving.

"It's a huge production. It's a tremendous amount of work," said Maria Areala, a retired nurse and government official who organizes the program.

"They often have a speaker from MADD (Mothers Against

Drunk Driving) come and talk about what happened, sometimes they bring a car that has been wrecked in their hometown."

Areala worked at the Desert Medical Center for 20 years and brought "Every 15 Minutes," a program in the U.S. and Canada, to Twentynine Palms. It had been started there about 20 years ago.

Then Yarrow Valley started the DUI simulation in 1999.



Firefighters use the Jaws of Life to remove Derek Starnes from a wrecked vehicle in the 2017 enactment of "Every 15 Minutes."

Cinco de Mayo is party time for shops

By Kurt Schaeppner
The Desert Trail

TWENTYNINE PALMS — Shop and Dine 29, a group that promotes local shopping, invites everyone to celebrate Cinco de Mayo at a downtown block party.

The free celebration will be held from 12:30 to 8:30 p.m. Sunday, May 2, behind Jeanine's Beauty Supply and 29 Paws Pet Supplies and Grooming at 6475 Adobe Road.

Local businesses have been invited to set up vendor booths and local craftspeople will sell their wares.

There will be tacos, fresh fruit and other refreshments.

"Downtown will look off with a vibrant atmosphere," said Jacob Smith, owner of Jeanine's Beauty and Minisuper.

For children, the event will offer face painting, a craft booth and a play area with games.

Plans are also being made for a fundraiser to benefit Jeanine's Beauty Supply and 29 Paws Pet Supplies and Grooming, whose storefront were damaged by a hit-and-run driver on April 17.

"We want this to involve our whole community and get people out," Jacob Smith said.

Dogs are welcomed and encouraged.

To get involved, contact Jacob Smith with Scotty's Burgers Box at (909) 327-6325 or Anna Tyson with Desert Rebel at (415) 305-2806.

Shop and Dine 29 businesses are offering discounts and specials throughout the city as part of this event.

Follow the Facebook page "Shop and Dine 29" for daily updates.

Shop and Dine 29 is a shop local movement developed and operated by business owners.

They saw something in me that I didn't see in myself.



Leslie Blake describes the House of Hope program and the difference it made in her life for a Twentynine Palms Scripistat gathering Thursday, April 25.

Club programs change lives, women say

By Turyya Autry
The Desert Trail

Alexandra Kimball was 17 years old and high when she found out she was pregnant. A survivor of childhood abuse, she was married in a cycle of addiction.

"I got clean and I relapsed again," Kimball told Twentynine Palms Scripistat members during an awards ceremony Thursday, April 25.

"The cycle repeated again and again and again. I had nothing to get clean for, but in November of 2007 something changed," she said.

"I found out I was pregnant. I was 17 and I was high. I had no other people to support me. I had no real information and no knowledge of how to support myself."

It was a hard road, but Kimball got sober and stayed that way, even in the face of her grief when she lost her son. She stayed focused on staying sober and finishing college. Now, she is working toward a dual-master degree in social and behavioral sciences and business administration.

Woman arrested for human trafficking

A Twentynine Palms woman is facing charges of human trafficking of a child and production of child pornography.

Catherine Lynn Ely, 45, was arrested Tuesday, April 30, when a search warrant and arrest warrant were served at her home in the 6000 block of E Bay Avenue in Twentynine Palms.

She was taken to the West Valley Detention Center at 8100 W. 11th St. in West Valley, where she is being held.

The West Valley Police Department is investigating the case in March, when deputies from the Mojave County Sheriff's Department contacted them for information from the Department of Children and Family Services about possible sexual exploitation of a child.

Their investigation led detectives to believe that Ely had taken photographs of a young girl and produced a pornographic video of herself and the child. Detectives say she sold the photos and video on social media in August 2018.

They also believe she had sex with the girl to produce the photos and videos. The girl is now in the custody of the Department of Children and Family Services.

Ely is being held in the West Valley Detention Center. She is being held in the West Valley Detention Center. She is being held in the West Valley Detention Center.

event
ting, a
a play

being
iser to
Beauty
ws Pet
oming,
were
nd-run

to in-
munity
" Jacob

ed and

contact
Smit-
t (909)
Tyson
at (415)

ne 29
offering
specials
as part

acebook
line 29"

29 is a
at devel-
by busi-



Leslee Blake describes the House of Hope program and the difference it made in her life for a Twentynine Palms Soroptimist gathering Thursday, April 25. **TURIYA AUTRY** The Desert Trail

Club programs change lives, women say

By Turiya Autry
The Desert Trail

Alexandra Kimball was 17 years old and high when she found out she was pregnant. A survivor of childhood abuse, she was mired in a cycle of addiction.

"I got clean and I relapsed again," Kimball told Twentynine Palms Soroptimist members during an awards ceremony Thursday, April 25.

"The cycle repeated again and again. I had nothing to get clean for, but in November of 2007 something changed," she said.

"I found out I was pregnant. I was 17 and I was high. I had no other people to support me. I had no real information and no knowledge of how to support myself but I knew my baby deserved so much more than that."

It was a hard road, but Kimball got sober and stayed that way, even in the face of her grief when she lost her son. She stayed focused on staying sober and finishing college. Now, she is working toward a dual-major degree in social and behavioral sciences and business administration with plans of helping others.

See **Change lves** A2

g
n
a
sa
vic
Au

trie
havi
in ex
M
Basi
sheri
Chilc
count
ing T
pated
Ar
tion
asked
statio
make
(888)
En
victed
the Jo
in the
Sh
misde
Janua
to tw
credit
servic

Water board to meet two hours earlier: one man

Change lives From A1

"I've overcome drug addiction and some people spend a lifetime trying to overcome. I beat all of these things," she said.

"It's a family that I made out of friends who support me because I didn't have a family. They love me. They push me to succeed. They catch me if I need to be caught."

Twentynine Palms Soroptimist member Dee Foster presented an award and a \$500 check to Kimball, the club's Live Your Dream Award recipient, at the April 25 ceremony.

The event also celebrated residents and graduates of Soroptimist House of Hope, a facility in Desert Hot Springs where women get help overcoming addiction.

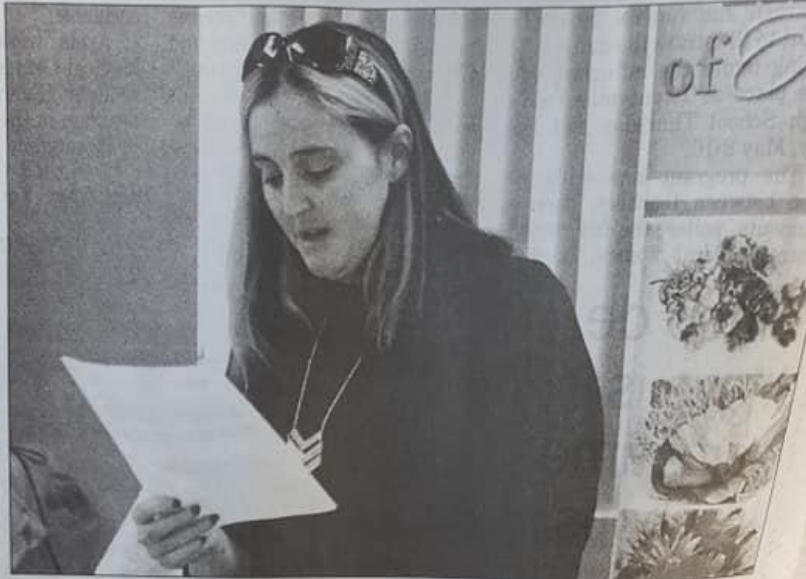
House of Hope is supported by the 11 Soroptimist clubs in the regional district. The club membership is small, but that doesn't keep them from making a big impact in many lives.

"This unique program is helping women find their voice and purpose while offering the resources they need to succeed," Twentynine Palms Soroptimist President Shanese Risper said.

Last week's event celebrated success stories while acknowledging the difficulties of the journey.

Several of the women working with House of Hope shared how they became involved as staff after finding new possibilities through the program. Director and treatment program manager Lupe Stoneburner has been employed with House of Hope since 2002.

"I started drinking when I was 9 years old. I



Live Your Dream Award recipient Alexandra Kimball moves the crowd, sharing her powerful journey to recovery at a Soroptimist gathering Thursday, April 25.

Join the club

Soroptimist International of 29 Palms is accepting new members. For information, visit www.si29palms.org.

To make donations for the club's programs, make out a check to "Soroptimist International" and send to Soroptimist International of 29, PO Box 245, Twentynine Palms, CA 92277.



Soroptimist Betty Laferriere, right, introduces Lupe Stoneburner and presents her with a gift.

got addicted to drinking," Stoneburner said.

"I got addicted to smoking. First it was marijuana, then speed and then heroin and pretty soon it was everything altogether every day. Pretty much everyone washed their hands of me and I was left to fend for myself. I was using and abusing for 23 years of my

life. I got pregnant at 13. I had a baby at 14. Eleven months later, I had another baby."

She explained how she became homeless, lost her kids and missed out on raising them because her addictions took priority.

Now she is on the verge of 20 years of sobriety and over that time she has turned her life around. She has worked for House of Hope for 17 years.

It was her last experience of being incarcerated

that introduced her to House of Hope.

"Thank you, Soroptimists, for believing in people like us. I couldn't have been here without you. They saw something in me that I didn't see in myself," Stoneburner said.

The program's success is due to the dedication of staff, the approach and the wrap-around services that are offered.

"We take the girls to therapy. We're very proactive about every area of a person's life. It's all about

ig
p-
tial
m-
at
om
in
n is
heir
e of-
they
wen-
imist
isper
nt cel-
stories
ing the
urney,
wom-
House
y they
staff
ssibil-
gram.
ment
Lupe
em-
hope
king
ld. I

Live Your Dream Award recipient Alexandra Kimball moves the crowd, sharing her powerful journey to recovery at a Soroptimist gathering Thursday, April 25.

Join the club

Soroptimist International of 29 Palms is accepting new members. For information, visit www.si29palms.org.

To make donations for the club's programs, make out a check to "Soroptimist International" and send to Soroptimist International of 29, PO Box 245, Twentynine Palms, CA 92277.



Soroptimist Betty Laferriere, right, introduces Lupe Stoneburner and presents her with a gift.

got addicted to drinking," Stoneburner said. "I got addicted to smoking. First it was marijuana, then speed and then heroin and pretty soon it was everything altogether every day. Pretty much everyone washed their hands of me and I was left to fend for myself. I was using and abusing for 23 years of my

life. I got pregnant at 13. I had a baby at 14. Eleven months later, I had another baby." She explained how she became homeless, lost her kids and missed out on raising them because her addictions took priority. Now she is on the verge of 20 years of sobriety and over that time she has turned her life around. She has worked for House of Hope for 17 years.

It was her last experience of being incarcerated that marked the change for Stoneburner. "I remember being in the holding cell and hearing my little baby crying and crying and I couldn't get to him and my 12-year-old son was looking at me like, 'I trusted you.' They swept them away."

When she appeared in court she faced the judge who had threatened prison if he saw her in court again. She admitted to the judge that she was an addict and needed help and was placed in a program

that introduced her to House of Hope. "Thank you, Soroptimists, for believing in people like us. I couldn't have been here without you. They saw something in me that I didn't see in myself," Stoneburner said.

The program's success is due to the dedication of staff, the approach and the wrap-around services that are offered.

"We take the girls to therapy. We're very proactive about every area of a person's life. It's all about finding the right combination of services to help the client have long-term sobriety," said Leslee Blake, substance use disorder counselor.

"It's really cool to see the light go on in people's eyes when they realize, including myself, that they are strong enough to walk away from it and not ever take abuse again. They told me, 'You're good enough. You're smart enough. You can do this.' Things that I never believed I could do."



A Boat Today!
angel
vacation!"
-BOAT
(2828)
angel.com
STOP CRIMES AGAINST CHILDREN

Desert Trail
Twentynine Palms, CA
ISSN 01465592

2019
Member
CALIFORNIA NEWSPAPER
PUBLISHERS ASSOCIATION

PERSONNEL
CREAT. SET. ENR.

Petty Theft
of Twentynine Palms, CA
7:50 p.m. Suspect
from the store with
Brandishing
6600 block of Oak
9:30 p.m. A man with
a machete and telling
ing party to come out
DUI Arrest, S
Drive and Abronia Dr
p.m. A man was arrested
ing under the influence
and transported to Ft
Medical Center, where
released due to high blood
sure. His vehicle was tow
Fraudulent Use of

TRAIL LEGALS

ORIGINAL FILED
APRIL 11, 2019
County Clerk's Office,
County of San Bernardino
FICTITIOUS BUSINESS
NAME STATEMENT

KING BUZZARD TAT-
TOO
73565 29 PALMS HWY
29 PALMS, CA 92277

ERIC R JACOBO
69126 RAINIER RD
29 PALMS, CA 92277

JARED CROW
62133 CRESTVIEW DR
JOSHUA TREE, CA
92252

This business is/was con-
ducted by:
A GENERAL PARTNER-
SHIP
Commenced Business:
NA
I DECLARE THAT I HAVE
READ AND UNDER-
STAND THE REVERSE
SIDE OF THIS FORM
AND THAT ALL INFOR-
MATION IN THIS STATE-
MENT IS TRUE AND
CORRECT. A registrant
who declares as true any
material matter pursuant
to Section 17913 of the
Business and Professions
Code that the registrant
knows to be false is guilty
of a misdemeanor punish-
able by a fine not to ex-
ceed one thousand dollars
(\$1,000). I am also aware
that all information on
this statement becomes
public record upon filing
pursuant to the California
Public Records Act (Gov-
ernment Code Sections
6250-6277).

/s/ ERIC R JACOBO
This statement was filed
with the County Clerk of
San Bernardino County
on date indicated by the
stamp above.

NOTICE - IN ACCOR-
DANCE WITH SUBDI-
VISION (a) OF SECTION
17920, A FICTITIOUS
NAME STATEMENT
GENERALLY EXPIRES
AT THE END OF FIVE
YEARS FROM THE
DATE ON WHICH

APPENDIX T

MOS Crosswalk GAP Analysis

MOS Crosswalk Gap Analysis

PRIVACY ACT STATEMENT

AUTHORITY: 10 U.S.C. 1142, Pre-separation Counseling; DoD Directive 1332.35, Transition Assistance for Military Personnel; DoD Instruction 1332.36, Pre-separation Counseling for Military Personnel; and E.O. 9397, as amended (SSN), DoD DTM 12-007, Implementation Mandatory Transition Assistance Program Participation for Eligible Service Members and DA DTM 2014-18, Soldier for Life – Transition Assistance Program. **PRINCIPAL PURPOSE(S):** To document achievement of Career Readiness Standards commensurate with the Service member's desired employment, education, technical training, and/or entrepreneurial objectives. **ROUTINE USE(S):** The DoD "Blanket Routine Uses" found at <http://dpclo.defense.gov/Privacy/SORNsIndex/BlanketRoutineUses.aspx> apply. **DISCLOSURE:** Voluntary; however, if the requested information is not provided, it may not be possible for a Commander or designee to verify that a Service member has met the Career Readiness Standards.

Part A: Filling in the Gap

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

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

Part B: Assessing the Salary and Labor Market for the Civilian Occupation

After completing Part A: Filling in the Gap, complete the Labor Market Information (LMI) for the civilian occupation using [Mynextmove](#) for Veterans.

Location:	
What is your preferred geographic location of relocation (city/state)?	
Salary:	
What is the salary range for this occupation?	
What is the salary range for this occupation in my preferred location (city/state)?	
Does the salary range fit my requirements?	
Job Outlook:	
What is the outlook for this occupation in your preferred state?	
What geographic locations (city/state) has a better outlook?	
Which location(s) (city/state) would you be willing to relocate to?	
Final Analysis	
Based upon "Filling in the Gap", Salary, and Outlook, is this a good job to pursue?	
List 2 alternative jobs that you can explore to expand your options. If needed, repeat GAP Analysis with each alternative job.	
My Next Steps, based upon Part A and B of Gap Analysis:	