



Daryl K. Dindial

**Preparing for Life after the Military:
An Evaluation of the Effectiveness of the
Resettlement Training Programme (RTP) in the
Trinidad and Tobago Defence Force (TTDF)**

Thesis submitted in partial fulfilment of the
Requirements for the degree of
Doctor of Education (EdD)

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Dedication

I dedicate this to my aunt, Julie who opened the doors of tertiary education for me and supported me on a journey that has led to this outcome. Thank you, aunty! Most importantly, I dedicate this accomplishment to my beautiful son William, you have inspired and motivated me to get this completed and lastly to my mom who provided me with a sense of comfort when I needed it, I thank you all.

Abstract

This research study seeks to assess whether the Resettlement Training Programme (RTP), is effectively preparing military personnel for transition back into the civilian working world with a marketable skill. It answers four main research questions regarding the perceptions of the resettlement training programme, whether the programme is successful in reorienting former military personnel back into the civilian world, what are its advantages and disadvantages and finally if career guidance was important in aiding the military person through resettlement training.

The study is a qualitative case study using a mixed methods research design. Data were collected from a population of 96 former and serving military personnel through five in-depth interviews, a focus group discussion with eight participants and 83 respondents of a survey questionnaire. The qualitative data was analysed thematically while the quantitative data was analysed using regression graphs and histograms. The research design allowed the participants to share their views, beliefs and perceptions of the TTDF resettlement programme.

Main findings show that military personnel appreciate and value the RTP and all that it offers. However, the study reveals significant gaps in the administration, governance and implementation of the programme in the TTDF. These include the absence of a career guidance and management system and no monitoring and evaluation of military personnel during and post the RTP. Findings also show that participants believe that career guidance is a major contributor affecting their ability to gain employment.

Given these gaps I offer seven recommendations that include the strengthening of the career management system of the TTDF and improving the monitoring and evaluation of the RTP while reinforcing its governance process. I am optimistic that these will improve the efficiency of the RTP to better prepare and successfully transition military personnel to civilian work life in Trinidad and Tobago.

Daryl K. Dindial

TABLE OF CONTENTS

Acknowledgements	iii
Dedication.....	iv
Abstract	v
List of Abbreviations.....	xiii
CHAPTER ONE: INTRODUCTION	2
1.1 Background and Context.....	2
1.1.1 Objectives of the Study	4
1.2 Research Problem.....	4
1.3 Topic	5
1.4 Aim, Research Questions, and Justification.....	5
1.5 Significance of Research.....	6
1.6 My Background and Positionality	7
1.7 Theoretical Framework.....	8
1.8 Methodology	10
1.9 Organisation of Chapters	11
1.10 Conclusion.....	12
CHAPTER TWO: LITERATURE REVIEW.....	14
2.1 Introduction	14
2.2 Core Military Training, Organisational Citizenship Behaviour and Organisational Culture, Leadership and Communication	14
2.2.1 Organisational Citizenship Behaviour (OCB)	15
2.2.2 Culture.....	15
2.2.3 Leadership	16
2.2.4 Communication.....	17
2.3 Transition Challenges	18
2.4 Narratives of Transition Challenges	21
2.5 Transition Programmes RTP/TAP/VTP	24
2.6 Military Perspectives on Transitional Programmes	28
2.7 Career Management.....	30
2.7.1 Guidance and Counselling.....	32

2.8 Conclusion	35
CHAPTER THREE: METHODOLOGY.....	38
3.1 Introduction	38
3.2 Research Questions.....	38
3.2.1 My Positionality.....	38
3.2.2 Thoughts on Designing the Research.....	39
3.2.3 Insider Researcher.....	39
3.3 Methodological Approach.....	40
3.3.1 Why a Case Study?	40
3.3.2 Limitations of Case Study Research	41
3.3.3 Mixed Methods	42
3.3.4 Perspectives on Mixed Methods Research.....	43
3.3.5 Selecting Participants	45
3.4 Participants Profile	46
3.4.1 Profile of the Participants in the interview group.....	46
3.4.2 Profile of the Focus Group Participants	47
3.4.3 Profile of the Survey Questionnaire Respondents	47
3.5 Pilot Study.....	47
3.5.1 Pilot Interviewee	48
3.5.2 Pilot Survey Questionnaire.....	49
3.6 Member Checking	50
3.7 Data Collection.....	51
3.7.1 Qualitative Data Collection	51
3.7.2 Quantitative Data Collection	53
3.8 Challenges Collecting the Data	53
3.9 Approach to Data Analysis	54
3.9.1 Qualitative Data Analysis.....	54
3.9.2 Quantitative Data Analysis.....	56
3.10 Concerns with Ethics	56
3.11 Limitations	58

3.12 Conclusion.....	59
CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION	60
4.1 Introduction	60
4.2 Structure of the Chapter	60
4.2.1 Overview of Data Analysis Procedure	60
4.3 Purpose of the RTP in the TTDF.....	61
4.3.1 Interviews and Focus Group Findings	61
4.4 Presentation of findings, analysis and discussion of the four (4) main themes	62
4.4.1 Weak Career Management System.....	62
4.4.2 Leadership & Management of the RTP.....	74
4.4.3 Monitoring & Evaluation of the RTP	82
4.4.4 Challenges with Transitioning from the Military Culture.....	84
4.5 Conclusion	97
CHAPTER FIVE: MAIN FINDINGS, RECOMMENDATIONS & CONCLUSION.....	100
5.1 Aims of the Study.....	100
5.2 Recurring Themes	101
5.2.1 Weak Career Management System.....	101
5.2.2 Weak Leadership and Management of the RTP	101
5.2.3 No monitoring or evaluation of the RTP.....	102
5.2.4 Challenges with Transitioning from the Military Culture.....	103
5.3 Emerging Concerns for the RTP	104
5.4 Reflections on the Study	104
5.5 The Significance of the Study	106
5.6 Policy Debates and Internal Pressures	107
5.7 Request for Assistance from another Military	107
5.8 Recommendations	108
5.8.1 The Review and Promulgation of the RTP Policy.....	108
5.8.2 Implement Transitions Services.....	108
5.8.3 Strengthen the Governance Process.....	108
5.8.4 Improve the Monitoring and Evaluation (M&E) of the RTP.....	109

5.8.5 Improve the TTDF Career Management System.....	109
5.8.6 Recruit/appoint Career Advisors and Establish a Career Assessment Centre....	110
5.8.7 Strengthen Stakeholder Management with Employers and Academia	110
References	112
Appendix I: Ranks & Retirement Age	125
Appendix II: Strengths & Weaknesses of Qualitative and Quantitative Research.....	126
Appendix III: Interview Guide	127
Appendix IV: Participant Consent Form, Information Sheet & Questionnaire	128
Appendix V: Progression of Themes	140
Appendix VI: Tables showing the results of the questionnaire according to the MAJOR themes of Weak Career Management, Leadership & Management of the RTP and Challenges with Transitioning from the Military Culture.....	141
Appendix VII: Graphs Showing Best Line & Residual Plots	148
Appendix VIII: Research Framework & Design	150
Appendix IX: TTDF Resettlement Training Roadmap (Current & Proposed)	151

LIST OF FIGURES

Figure 1: The percentage of responses for Section I (Career Guidance) Question 2 which asked participants to consider whether they received career guidance and counselling to assist with their resettlement training choice.	66
Figure 2: The percentage of responses for Section I (Career Guidance) Question 3 which asked participants to consider whether the career advice they received from the resettlement training/education office and management staff was reliable.	67
Figure 3: The percentage of responses for Section I (Career Guidance) which asked participants to consider whether they did not receive career advice and counselling when they needed assistance in making a resettlement training decision.	67
Figure 4: The percentage of responses for Section III (Perception, Views and Beliefs of the RTP) Question 4 which asked participants to consider whether or not they believed the RTP was meeting its objectives.	79
Figure 5: The percentage of responses for Section III (Perception, Views and Beliefs of the RTP) Question 5 which asked participants to consider whether they believed the RTP required a major review to work properly.	79
Figure 6: The percentage of responses for Section III (Perception, Views and Beliefs of the RTP) Question 7 which asked participants to consider whether they thought that leadership had failed to properly administer the RTP.	80
Figure 7: The percentage of responses for Section III (Perception, Views and Beliefs of the RTP) Question 1 which asked the participants whether they believed the programme is critical for servicemen to pursue and secure a livelihood after military service.	90
Figure 8: The percentage of responses for Section V (Transition) Question 1 which asked the participants whether they had successfully transitioned into the civilian world.	90
Figure 9: The percentage of responses for Section V (Transition) Question 2 which asked participants to consider whether they were fully re-oriented into the civilian world.	91
Figure 10: The percentage of responses for Section V (Transition) Question 3 which asked participants to consider whether or not they believed they were sufficiently prepared for the civilian working world.	91
Figure 11: Career Guidance Residuals Plot (Best Line).....	148
Figure 12: Career Guidance Best Line Fit Plot.....	148
Figure 13: Perceptions Residuals Plot (Best Line)	149
Figure 14: Perception Best Line Fit Plot	149
Figure 15: Current TTDF Resettlement Training Road Map	151
Figure 16: Proposed TTDF Resettlement Training Road Map.....	152

LIST OF TABLES

Table 1: SWOT analysis of the characteristics or attributes common to military personnel (Hicks and Cobb 2015).....	22
Table 2: Questionnaire responses (findings) that highlight the theme of Weak Career Management	141
Table 3: Questionnaire responses (findings) that highlight the themes of Leadership and Management of the RTP.....	143
Table 4: Questionnaire responses (findings) that highlight the theme of Challenges with Transitioning from the Military Culture.....	145

List of Abbreviations

AWOL	Absent Without Leave
CCC	Civilian Conservation Corps
CSJ	Centre for Social Justice
CXC	Caribbean Examination Council
GATE	Government Assisted Tertiary Expenses
GCE	General Certificate of Education
HR	Human Resource
HRD	Human Resource Development
ICTT	Industrial Court of Trinidad and Tobago
J1HR	Human Resource Department of the Trinidad and Tobago Defence Force
LRC	Life Career Rainbow
MiLAT	Military-Led Academic Training
MM	Mixed Methods
MMRD	Mixed Methods Research Design
MNS	Ministry of National Security
MYPART	Military Led Youth Programme of Apprenticeship and Reorientation Training
NDAA	National Defence Authorization Act
OCB	Organisational Citizenship Behaviour
OJT	On-the-Job Training
PTSD	Post-Traumatic Stress Disorder
RT	Resettlement Training
RTP	Resettlement Training Programme
SCCT	Social Cognitive Career Theory
SPSS	Statistical Package for the Social Sciences
SWOT	Strengths, Weaknesses, Opportunities, Threats
TAP	Transition Assistance Programme
TTDF	Trinidad and Tobago Defence Force
TTPS	Trinidad and Tobago Police Service
UK	United Kingdom
VTP	Veterans Transition Program

CHAPTER ONE: INTRODUCTION

1.1 Background and Context

The Trinidad and Tobago Defence Force (TTDF) was formed in 1962 as a prerequisite to Trinidad and Tobago being granted independence from the British Government (Smart, 1999; Dillion, 1994). Presently, the TTDF has an active membership of over five thousand eight hundred (5,800) military personnel across Regiment, Coast Guard, Air Guard and Reserves Units. The TTDF is engaged in various roles such as search and rescue operations in accordance with national, regional, and international commitments, critical infrastructure protection, counterdrug operations, national environmental monitoring and protection, counter-terrorism, humanitarian and disaster relief operations, fisheries protection, safety of shipping in territorial waters and aid to the civilian authorities (sports, culture and education). In the main, apart from maritime interdiction and border security roles, the TTDF is primarily engaged in supporting internal safety and security operations.

In 1978, the Cabinet of the Government of Trinidad and Tobago appointed a team to review the preparation of military personnel leaving the military and entering the civilian world. The team submitted a report entitled the *Mechanics of Implementing a Programme of Academic Training for Defence Force Personnel*. The report established policy guidelines and outlined procedures for the implementation and administration of a Resettlement Training Programme (RTP) for members of the Trinidad and Tobago Defence Force (TTDF). The policy was reviewed by an Inter-Ministerial team that included TTDF membership. The policy was subsequently amended in 1999 to include more robust budgeting, planning, and career guidance procedures to administrate the programme, (Inter-Ministerial Committee Report, 1999).

The programme provides a financial grant with a maximum value of approximately \$9,500.00 per individual and military personnel must have completed at least twelve years of continuous service to be considered eligible. If an application is approved, military personnel can proceed on the RTP for up to two years of full-time study with full salary. Military personnel also have the option of attachment to a civilian organisation, such as a cooperative education programme or an on the job trainee (OJT) to gain experience in a field (Ministerial Report, 1999) instead of pursuing an academic/technical or vocational training award.

It should be noted that not every military person applies for a resettlement training (RT) award, and not every military person that applies for this RT award is granted approval. However, denials to pursue RT are extremely rare. Factors that influence denials are based on the exigencies of the

service such as workforce shortages or operational requirements. Those factors often help to shape some of management's decisions. Nevertheless, military personnel are generally encouraged to apply and proceed on RT. One of the main reasons for the programmes' development is the relatively early age at which military personnel normally retire from the military. This is usually five to fifteen years earlier than their civilian counterparts (ages 45, 47, 50 and 55). The TTDF retirement ages are scaled on attaining higher military ranks, (see **Appendix I**). According to Maharajan and Subramani (2014), with an early retirement age, military personnel "are left with considerable productive years during their lifetime that needs to be utilised both at the individual and family levels and also in the larger interests of the society" (p. 1).

Other reasons for the resettlement training programme's development include the low academic qualifications obtained by most junior non-commissioned officers at the end of their military career. Educational qualification is a critical requirement for re-socialization to re-enter the civilian working world. According to Maharajan and Subramani (2014), it is the responsibility of the nation to use the human resources effectively at the macro level and "if not managed well, former military personnel may be of concern for the Government and the society for untoward reasons" (p. 1).

Other critical contextual information that should be noted since the development of the programme in 1978 and its review in 1999 includes the significant increase in academic, technical and vocational training for military personnel during their period of service. This training is funded by the State and it is called in-service training. Additionally, the education policy known as Government Assisted Tertiary Expenses (GATE), implemented by the Government in 2005, increased access to tertiary education for all nationals. Consequently, several educational institutions were established because of the Government's subventions, which reduced the cost of tertiary education for students. Over time, that subvention was added to technical and vocational training, thereby broadening the scope of the initial GATE policy. As a result, the TTDF increased its membership access and participation in technical, vocational and tertiary level education. Military personnel were provided with marketable skills to prepare them for re-entry into the civilian working world.

Notwithstanding changes and increased participation in training and education at the national and organisational levels, the TTDF to date continues to treat resettlement training as distinct from any training military personnel may have received internally as a means of preparing them to transition

into the civilian working world. The TTDF made significant education and training investments in military personnel through the in-service training system to enhance their performance of duties in the military. The qualifications/skills gained, because of that investment, are usually marketable in the civilian world but are not considered when they apply for the RTP. Consequently, such military personnel are allowed to pursue the RTP because of the *entitlement* mindset that is encouraged thereby resulting in an unnecessary loss of manpower and a huge cost to the State. These issues motivated me to investigate the effectiveness of the RTP in meeting its stated goals, which still is to prepare military personnel for their inevitable return to the civilian world with a work-related marketable skill.

1.1.1 Objectives of the Study

The objective of this seminal study is to examine the effectiveness of the Trinidad and Tobago Defence Force, resettlement programme forty years after its implementation. The programme has not been evaluated systematically, and whether or not it has been effective in preparing all TTDF military personnel for a successful transition into the civilian working world with marketable skills, is not known.

It is the expectation that this study would provide data that can facilitate the reorganisation of the RTP to better serve military personnel through education/and training. The objective is to ensure trained former military personnel build on the skills they had on entry into the Force or develop new skills so they can have meaningful employment to maintain themselves and their families, and not become an unwanted problem for society.

1.2 Research Problem

The Ministry of National Security (MNS), the line Ministry for the TTDF, and members of the senior executive of the TTDF began questioning the *effectiveness* of the resettlement training programme, given the cost to the State and the significant loss of manpower.

One of the significant administrative challenges the RTP is confronted with is an absence of follow up data on military personnel who participated in the RTP over the years. Additionally, there is no evidence of a return on investment from the programme for the State. Neither is there any known documented research data available on the challenges experienced by former military personnel who accessed the programme. As an example, over a four-year period (January 2014 to August 2018), at least 742 military personnel accessed the RTP, and the TTDF has no reliable information on whether they were successful or not.

Also, there are some former military personnel who participated in the RTP and are continually seeking re-employment into the TTDF on a contractual basis. Moreover, I have observed several retired military personnel including members of veteran associations and children of retired military personnel, requesting financial assistance for their medical bills and funeral expenses. Some retired military personnel have proposed pension reform because of their inability to secure sustainable employment, pay bills and procure essentials such as food and medicine. Further, as the size of the TTDF has grown, the cost to manage the programme has also increased. For the period 2000-2016, it was estimated that approximately two million dollars (USD 2,200,000.00) were spent on resettlement training (J1 HR Data, 2015). This has created some financial challenges for the internal in-service training programme in the TTDF.

1.3 Topic

Preparing for life after the military: An evaluation of the effectiveness of the Resettlement Training programme in the Trinidad and Tobago Defence Force.

1.4 Aim, Research Questions, and Justification

This research seeks to critically evaluate the effectiveness of the Resettlement Training programme in the Trinidad and Tobago Defence Force.

1. What are the views, perceptions, and beliefs of former and serving military personnel of the Resettlement Training Programme (RTP)?

This question investigates the perceptions, views, and beliefs of military personnel who have accessed the programme. Those perceptions and beliefs have been shaped by their own experiences and information they may have gathered from other military personnel who participated in the RTP. This information is critical to assist with evaluating whether or not the programme is meeting its stated objectives. I share the view that since knowledge is socially constructed, it is important to understand the lived experiences of military personnel that experienced the RTP in the TTDF.

2. How has the Resettlement Training Programme assisted military personnel with re-orienting them into the civilian world?

This question builds on the first research question and focuses on general administrative support within the RTP to assist service personnel with the transition process into the civilian working world. My interest in how military personnel has experienced the RTP is important. It will guide

the discussions on the issues that are relevant to the research and may reveal valuable insights into the administration of the RT policy from a broader programme management perspective. In other words, apart from proceeding on a course of study, what else occurs to enable a relatively smooth transition into the civilian working world through the RTP?

3. What are the advantages and disadvantages of the Resettlement Training Programme?

This question focuses on information about the strengths and weaknesses of the administration of the RTP. Information about the strengths and weaknesses of the RTP can support and identify targeted areas for improvement in the RTP. I noted that the data from this question could be considered perceptions from the participants but I firmly believe the examples the participants can provide can help me better understand what they find to be the positive and negative outcomes of the programme.

4. How valuable is the career guidance received by military personnel to prepare them to proceed with resettlement training?

This question focuses on the career management and counselling services provided by the resettlement training staff. Were military personnel satisfied with the career management and counseling service provided? Was it beneficial to their career decision making? Were personnel provided with updated labour market and human resource indicators? Were they able to seek employment based on the advice provided? This research question is critical in determining the kind of support and advice that is available and provided to military personnel. In summary, I am examining the 'lived experiences' and 'perceptions' of 88 former military personnel who were participants of the RTP and of eight serving military personnel who have not participated in the RTP.

1.5 Significance of Research

This research is significant not just because an evaluation of the Resettlement programme was never undertaken previously, but because the study itself will identify critical areas for policy development and improved effectiveness and management of the RTP. More importantly, the challenges that may be identified in preparing military personnel to transition to the civilian working world in Trinidad and Tobago must be considered an internal national security issue. Many of the military personnel in the TTDF are skilled at arms, and the potential negative impact

they can have on society if they are not adequately prepared to transition could inevitably create more challenges to society.

1.6 My Background and Positionality

Professionally, I am a trained Human Resource practitioner with 19 years' experience in the field. I enlisted in the military to function as the lead HR Officer, and one of my earliest assignments was examining the internal training and development systems. The RTP was not a part of that process at that time. I recalled members of the TTDF executive leadership team discussing the RTP's administration. I also worked for several years as an administrator in the internal training programme known as In-Service training. Additionally, I had the opportunity to work as a Liaison Officer for the TTDF with other countries, namely, the United States, the United Kingdom, Canada, India and China, to secure training for members of the TTDF. I am aware of the multiple courses of training the TTDF was able to solicit both locally and abroad to train personnel at all levels of the organisation. I am familiar with many former military personnel still proceeding and accessing the RTP even though they possessed marketable skills to transition from the military. In some instances, several of those military personnel gained one or two academic qualifications at undergraduate or postgraduate levels at the expense of the State. This occurred mainly in the Commissioned Officer category and as a result, there was a loss of manpower due to these officers feeling the need to access their '*entitlement*' of pursuing the RTP.

On the other side of the spectrum there were troops who did not benefit from many of those training opportunities, and although they accessed the RTP, they made poor choices by enrolling onto programmes which appeared to be unrealistic and or unsuitable. However, the organisation seemed to be satisfied with the choice of programmes these troops made and did not query them. This is still the policy position the TTDF continues to adopt. Over time, I was exposed to the principles of career management and the total military HR system of development. I recognised the TTDF's policy for RT was different from how other militaries, such as the US, the UK, Canada, Australia and India addressed the transition and preparation for their military personnel.

These experiences aroused my interest in career development because it was one of the significant challenges affecting not just the TTDF, but the more extensive Public Service in Trinidad and Tobago. However, notwithstanding all of those experiences and observations, this research topic for the University of Sheffield's Caribbean EdD was not my first option. I only decided to examine this research topic when I was having challenges convincing myself, let alone my supervisor, that my initial problem was 'doable.' Incidentally, around that same time, the leadership of the TTDF

had begun receiving questions about the administration of the RTP from the MNS. Those queries helped with any uncertainties I had about pursuing this research topic.

1.7 Theoretical Framework

Three of the significant career life and developmental theories with relevance to a military organisation was reviewed. The first theory is *Super's Career Development Theory* of vocational development (Super, 1980). This theory is centered around the Life Career Rainbow (LRC), where a person experiences multiple roles simultaneously, (such as a parent, worker, and spouse). Each role is enacted in different theatres or lifespans (in the home and workplace). Individuals move through five life stages at various rates and their career decisions are often made in the context of personal and situational career determinants (Super, 1980). The five stages are growth 4 to 13 years, exploration 14 to 24 years, establishment, 25 to 44 years, maintenance 45 to 65 years and disengagement over 65 years. The stages of maintenance and disengagement are more relevant to this study.

The maintenance stage focuses on longevity in the workplace/life role, meaning people try to hold on to what they have. In the TTDF, people retire between the age group of 45 to 55 years. Consequently, because of their earlier retirement ages, military personnel may be experiencing *maintenance* earlier, through re-employment. Lytle, Foley and Cotter (2015) shared the view that “the concept of retirement varies significantly between individuals, and for some, the retirement process begins during the maintenance stage while others prefer to work throughout their lives” (p. 187).

The majority of military personnel are also *disengaging* at ages 45 to 50 from the TTDF, consequently many of those troops still seek other forms of employment post-retirement from the TTDF. There is also some recognition by Super (1980) concerning the impact of social and economic determinants on career decisions and he suggested the concept of vocational maturity may not be applied to adults. Instead, the idea of career adaptability is more suited to examining the career development of adults (Super & Knasel, 1981). I have interpreted this to mean adults are likely to make career decisions based on their socio-economic realities and focus should be placed on supporting individuals to transition and adapt to new work environments throughout their careers.

The second theory is the *Career Construction Theory* by Savickas (2005), it expands on the work of Super (1980) and it focuses on how individuals construct their life roles, including their careers.

According to Lytle et al. (2015), both approaches highlight the importance of life roles over time and use similar terms to describe the various life stages. Lytle et al. (2015) add:

[c]areer construction theory appears highly applicable to the conceptualization of retirement decisions and counselling with older workers. While the theory does not overtly discuss retirement in the career development process, it does view career development as a fluid, lifelong process, as opposed to one that ends once an initial career decision has been made (p. 188).

An important characteristic of the theory is its focus on career decisions and retirement. The latter allows for considering key factors that can influence retirement decisions, such as societal, institutional, and economic factors that might influence the decisions of older workers (Lytle et al., 2015). Of particular interest is the focus on older workers. As noted earlier, personnel in the TTDF retire compulsorily as early as 45, 47, 50 and 55 years. While most of those ages might not be considered old, it is important to consider that they are adults who would have spent an entire career doing military work and are looking to transition into the civilian working world. How can this theory influence management and career decisions for military personnel? Savickas (2005) focused on the concept of adaptability, which is quite relevant to retirement considerations in the 21st century. Savickas (1997) describes adaptability as “the quality of being able to change, without great difficulty, to fit new or changed circumstances” (p. 254). Super and Knasel (1981) provides another definition and describe career adaptability as being able to “cope with changing work and work conditions” (p. 195). According to Anderson, Goodman and Schlossberg (2011), the terms are “[d]esigned to focus on the balance each individual seeks between the world of work and his or her personal environment and ability to react to changing world conditions. The term is a response to a world in which adults make many career decisions voluntary and forced” (p. 174).

The third theory is the *Social Cognitive Career Theory* (SCCT). This theory focuses on motivational factors such as self-efficacy beliefs, outcome expectations, and goals to explain how vocational interests develop, how choices are made, the various levels of work satisfaction and how success is attained (Brown & Lent, 2013). The SCCT offers two suggestions for employed adults experiencing career transitions. The first is that career possibilities may be significantly undercut by inaccurate self-efficacy beliefs and outcome expectations. According to Brown and Lent (2013) “clients who underestimate their capabilities (self-efficacy beliefs) or have inaccurate or underdeveloped knowledge of occupations (outcome expectations) may fail to consider occupations that might give them satisfaction and success” (p. 665). They added that the second major issue is that the theory centers on the role that environmental barriers and support play in development choice, and the job attainment process, meaning transitioning adults will be better

able to implement their desired career plans if they experience few barriers and seek substantial support for their career plans (Brown & Lent, 2013).

Career management theories are important for career practitioners to understand, however, applying them to make informed decisions about career choices are not guaranteed. According to Matthews (2017) “career decisions are complex ones” (p. 320). He adds:

Whether clients plan their career in a systematic way, carefully considering their options and making an informed choice or build their careers their own way – seizing opportunities, taking chances and profiting from ‘chance’ and serendipity, career guidance professionals need a least a cursory knowledge of career development theory to adequately understand these decisions (p. 320).

Notwithstanding, the use of those theories in shaping decisions about career choice, there is the view that career decisions are also shaped by opportunity, chance and intuition (Matthews, 2017; Gladwell, 2005; Mitchell, 2003). Consequently, some career practitioners dismiss the value of being guided by theories (Kidd, Killeen, Jarvis & Offer, 1994). Others contend that the use of the theories can help practitioners and clients make decisions, which are more intelligent, on career choices; enable the identification of details and increase the quality of the career-decision making processes by having a better appreciation of the past to help us predict the future (Hodkinson, 2008; Gothard, Mignot & Offer, 2001; Killeen, 1996; Krumboltz, 1996).

1.8 Methodology

The study is a qualitative study that utilised mixed methods to examine the perception, views and beliefs of retired and serving military personnel about their experiences with the RTP in the TTDF. The choice of design was also influenced by my worldview that knowledge is socially constructed. The RTP was also examined as a case study utilising a constructivist–interpretive approach. Examining the perceptions, views, and beliefs of military personnel on a policy that an organisation (the TTDF) administrated meant a *case study* was appropriate because of the bounds and specificity of the policy and the participants associated with the research. I opted for a mixed method design as it enabled me to get in-depth information using a survey questionnaire, interviews and a focus group discussion. A sample ($n = 83$) of former military personnel who accessed the RTP programme during a five-year period (2011-2015), filled out the survey questionnaire. Interviews were conducted with *five* former military personnel who accessed the

RTP, and I had a focus group discussion with a younger group of *eight* serving military personnel who did not participate in the RTP to explore their perceptions of the programme.

Although I had some pre-conceived ideas about what areas I wanted to include in the literature review, the difficulty I encountered in this research was not being able to identify specific themes, outside perspectives on career management, within which to locate the study. I did extensive reading, and then produced chunks of writing around a priori themes such as perspectives on career management theories, guidance, and counselling and used these to design the questionnaire. This was the main reason I decided to collect some of the data before I completed the literature review chapter. It was only after a preliminary assessment of the initial findings that other themes such as leadership, culture, communication and transition programmes in other jurisdictions emerged. I then carried out the interviews and focus group discussion. As such, I identified and included both the a priori and a posteriori themes as critical areas to construct my final literature review chapter. I reviewed several career management theories and only used the ones I felt had relevance to a military organization with a Caribbean context.

1.9 Organisation of Chapters

This section will briefly outline the structure of the following sections of the dissertation. Chapter Two, the **literature review**, examines aspects of the military's transition assistance programmes (TAPs) and information on core orientation training and organisational citizenship behaviour (OCB), career management, communication, culture and leadership. I also shared some perspectives about RTP programmes from other countries such the US, Canada, India, the UK and Australia. Chapter Three, the **Methodology**, discusses the research design, the participants, the data collection, the analysis and the rationale for a case study, and the use of a constructivist interpretative approach. In addition, it also discusses the research problem, the main research questions and the justifications for them. The limitations of the study, the ethical review process, the research design, and the choice of research methods (interviews, survey questionnaire and a focus group discussion), the sample size, the data analysis, limitations of the methodology and my positionality as a researcher.

Chapter Four, the **Data Analysis, Findings and Discussion**, presents the findings of the data analysis and the answers to the research questions. Selected quotes from the interviewees and the focus group are presented in alignment with the main research aim. Additionally, the quantitative data from the survey questionnaire is also presented in the form of selected charts. The Discussion

section integrates the preceding chapters and brings together my interpretation and understanding of the answers to the research questions. I used the four main thematic areas that emerged from the findings, the theoretical framework and the literature review to help interpret key findings.

Chapter Five, the **Main Findings, Recommendation and Conclusion**, provides an assessment of the evaluation that was conducted on the RTP in the TTDF. It makes recommendations for programme improvement at the leadership and management levels. The main findings and recommendations are presented using the four major themes that emerged from the study. The chapter also concludes with some words for further research and continuous assessments of the RTP.

1.10 Conclusion

This chapter provided the background and historical context to the study, identified the research problem, aim, objectives, the research questions with justification, the theoretical framework, the significance of the study, the research design, and outlined the structure to follow. I also discussed my personal background, positionality and interests. The chapter that follows, the literature review, examines key issues and debates relevant to the field of study in order to gain an understanding of the theoretical underpinnings, which will be used to analyse the data and answer the research questions posed.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on the work cycle of military personnel and their preparation for transition into civilian work life, after leaving the military. The chapter begins with a review on core military training for soldiers and the indoctrination process that socializes the recruits to the culture of the military and at the same time strip them of their civilian identity. This is followed by a discussion on organisational citizenship behaviour (OCB) or the *good soldier syndrome* that contributes positively to the stability in a military organisation. Next, the literature examines the organisational culture, leadership and communication that develops high performing and motivated military personnel. The chapter then focuses on transition challenges, a military perspective on transition assistance programmes (TAP) known as the RTP in the TTDF and the challenges faced in implementing such programmes. The chapter concludes with a review of the literature on career development, management, guidance and counselling programmes that can facilitate military personnel effective transition into civilian working world.

2.2 Core Military Training, Organisational Citizenship Behaviour and Organisational Culture, Leadership and Communication

A critical aspect of military life and one that underpins the orientation of all military personnel is initial core military training. It is important to be aware of this initial training since it affects military personnel emotionally, physically and psychologically. One of the major goals of initial military training is to strip recruits of their civilian mindset and identities and replace it with a military identity. This requires a recruit to embark on a journey of self-transformation. Through the process of indoctrination training, recruits enter a forced separation from civilian life and identity to make way for a strong identification with the military organisation and culture (Godfrey, Lilley & Brewis, 2012).

That training is underpinned by a strict code of discipline and recruits must adapt or leave the training environment. According to Cooper, Caddick, Godier, Cooper & Fossey (2016) “incorporation into military culture is non-optional; new recruits must be assimilated into the culture during basic training” (p. 159). French anthropologist Arnold Van Gennep (1960) identifies three subdivisions which he calls the ‘rites of passage’. The journey has three stages, separation, transition and incorporation (Van Gennep, 1960). It can be argued that the process is reversed at the end of a military person’s career. At that stage of their lives, having developed reinforced

norms throughout most of their adult lives, they are now required to prepare to re-transition back into the civilian working world. A feat that is not simple for many retiring military personnel.

Military identities are infused with the values of duty, honour, loyalty, and commitment to comrades, units, and the nation. These values promote self-sacrifice, discipline, obedience to legitimate authority, and belief in a merit-based reward system (Collins, 1998). According to Demers (2011), these values are in “conflict with more individualistic, liberty-based civic values, which embrace materialism and excessive individualism” (p. 162). Demers added that military training is rooted in the ideal of the warrior celebrating the group rather than the individual fostering an intimacy based on sameness. The system of training facilitates the creation of loyal teams, where recruits develop a unity that excels all others, including marriage and family bonds that are formed in civilian life (Tick, 2005).

2.2.1 Organisational Citizenship Behaviour (OCB)

The behaviour military personnel generally possesses, has been categorised as organisational citizenship behaviour (OCB). It is also known as the good soldier syndrome and it refers to a typical behaviour or work ethic that goes above and beyond formal job expectations. It is engaged in involuntarily and contributes positively to the organisations’ daily routines (Smith, Organ & Near, 1983). Included in the description of OCB are commitment, teamwork and working extra hours to complete the task that is before them. Some organisations view these behaviours as discretionary. However, military personnel are trained and develop norms that exhibit those behaviours routinely. I believe some of those values would be beneficial for the wider society since teamwork, discipline and good behaviour are desirable traits for most organisations recruiting personnel.

2.2.2 Culture

Steinmetz (1993) defines culture as “systems of meaning and the practices in which they are embedded” (p.7). Organisational culture can, however, be one of the most critical characteristics of military organisations that are able to retain key personnel, develop a high performance and motivated workforce and ultimately create a sustainable environment for innovation and critical thinking. Military culture is underpinned by a strict code of discipline and recruits must adapt or leave the training environment. On the flip side, culture can also be one of the major factors that inhibit success. Culture can be a destabilizing and toxic impediment that many organisations must navigate. According to Durbin (2006), culture eats strategy for breakfast and can contribute to the creation of challenges that inhibit desired policy changes.

Parsons (1995) listed several factors that can contribute to a policy's failure when it is implemented.

These are:

An unfortunate chain of command and problems with structures and roles (machine metaphor); as a result of difficult 'human relations' or 'the environment' (organism metaphor); as a result of poor information flows or 'learning' problems (brain metaphor); as a result of labour/management conflict (domination metaphor); as a result of the 'culture' of an organisation (culture metaphor); as a result of subconscious forces, group-think, ego defences or repressed sexual instincts (psychic metaphor); as a result of a 'self-referencing' system (antipoetic metaphor); or as a result of power in and around the implementation process (power metaphor) (as cited in Hill & Hupe 2002, p. 10).

As such, the TTDF should make a concerted effort to have an adequate communication mechanism to minimize any undesirous elements of organisational culture that can negatively influence the organisations' intent to implement policy positions to govern the RTP in the best interest of the military personnel and the wider society.

From my experience, I have noted that when organisations have strong cultures that are reinforced by certain beliefs, they become even more challenging to change. In such organisations, if the culture is toxic, it requires an informed intervention to address or trigger the change that is required. To overcome toxic or stagnant resistant cultures, the right mix of strategy and leadership is required. Organisational cultures that have been deemed as undesirable are assessed by those who want to see some type of change occur in the environment. If that does not happen, then the desire to change is delayed.

2.2.3 Leadership

As a consequence, leadership must lead from in front and possess the legitimacy to transform organisational cultures. Some organisational cultures may unhinge due to a strong sense of commitment and will need middle managers to enforce new systems and policies. However, without the support of executive leadership, those small incremental successes may not be sustainable. Over time old norms and practices return even stronger than before and are reinforced by a renewed belief that the status quo must remain.

Leadership is one of the foundational pillars of military organisations. Members are taught early on in their careers about its history and importance to mastering the science or art of developing strong leadership competencies. Professional military education schools spend countless hours reviewing and delivering the subject of leadership in various field exercises, examinations, and capstone/desk events. Military successes and failures on the battlefield or in any theatre of

operation are focused on the leader's ability to lead. As such, case studies and countless books are procured, examined, and read, all with the intent to shape and develop successful leaders. It is no different in the TTDF. However, when it comes to policy implementation, especially for leaders that operate in public service/government agencies, the desired outcomes of those policies can be affected by the complexity of governing. Similarity exists in public service organisations in Trinidad and Tobago.

According to Muhammad (2014), "leadership challenges and poor governance account for persistent failure in public policy implementation regardless of the good administrative/management practices adopted" (p. 66). Muhammad added that effective public leadership and good public governance are viewed as prerequisites for proper public policy implementation. The management of the RTP is delegated by the leader of the TTDF to Commanders and their subordinate HR staff to manage. The issue of leadership in this context, requires accountability, oversight, and responsibility. Additionally, there is no auditing function that evaluates leadership responsibility to administrate and implement the RTP. As a result, the organisational self-reporting system simply cannot adequately identify the gaps objectively in the RTP. In addition, the organisation is confronted with a weak performance management system largely due to the existing TTDF's organisational culture.

2.2.4 Communication

Communication is the glue that binds various elements together, coordinates activities, allows people to work together and produce results (Grobler, Warnick, Carrel, Elbert, & Hatfield, 2006). Communication is also an essential success factor in any organisation. If systems and policies are not communicated properly, this can often result in failure as needs may not be evaluated and there is minimal accuracy of the intent. This view is supported by Schoonraad and Radebe (2007), who argues that poor communication skills result in a poor understanding of specific needs, nature, and extent of backlogs and poor liaison.

According to Muhammed (2014):

It is through communication whereby implementers establish a common ground and understanding, disseminate relevant information about the policy and implementers involved and create an opportunity to learn from each other. Communication can give effect to public leadership and governance through which policies and development goals can be successfully carried out and accomplished, respectively (p. 69).

Ultimately, the military structure influences how and what information is communicated. In the military, there is a distinction between command and staff where the latter are usually trained

professionals in public affairs or HR and disseminate information on behalf of Command to share information on events, strategy, operations, and policy.

According to Antoszewski and Herbut (1995), communication is:

[a] process of generating, transforming, and transferring information between entities, groups and social organisations. The aim of communication is continuous and dynamic forging, modification or change of knowledge, stances or behaviours into the direction corresponding with the values or interests of the mutually affecting subjects (p. 34).

In examining Antoszewski and Herbut's (1995) description of communication, in a military context, a military Commander has the responsibility to ensure the right information reaches the troops. This can occur through professional staff or otherwise. If the Commander fails to communicate or fails to ensure communication is consistent and accurate about HR policies, operations or strategic planning, then operations will suffer from the lack of awareness.

This section focused on core military training, organisational citizen behaviour (OCB), organisational culture, leadership and communication including the experiences of military personnel during their orientation training in the military. The section also highlighted the desirable traits military members usually possess such as loyalty, trust and hard work. The next section will share information on the challenges troops generally face during and after the transitioning process.

2.3 Transition Challenges

Retired military personnel may encounter challenges and differences of opinions on how they engage work, especially in unionised civilian working environments, where more hours of work usually means the payment of overtime compensation and or recognition and reward. This is another factor which draws on the cultural aspects of the civilian and military working environments. Rose, Herd and Palacia (2017) make the point that in the U.S. Army, individuals "are instilled with values (such as loyalty, duty, and selfless service) related to OCBs, from the moment they take the oath to become a soldier" (p. 15). Over the last decade, research conducted on the factors which affect military personnel after they transition to civilian career showed that the main challenge for these individuals is adjusting to the culture of their new environment (Kintzle et al. 2015; Rausch, 2014).

Another critical challenge that military personnel are confronted with is related to the issue of post-deployment stress. Interestingly, some researchers share the view that peacekeeping soldiers have a greater chance of developing harmful stress reactions than they do of being fired at, physically

injured or killed (Rosebush, 1998). The point is, it does not matter whether it is armed conflict or peacekeeping operations such as humanitarian and disaster relief operations military personnel are engaged in, prolonged stress occurs after their service. Additionally, in a military environment, personnel are subjected to rules, regulations, levels of risk and exposure that can impact on their ability to cope with situations. Their experiences in those operating environments are likely to affect some military personnel post service.

In Trinidad and Tobago, the TTDF acts as deterrence and provides a workforce multiplier effect for joint operations with the Trinidad and Tobago Police Service (TTPS). In recent times, soldiers have been shot in those roles while supporting law enforcement efforts, with no legal authority to respond with the use of their weapons. This has left many military personnel feeling vulnerable in that type of aid to civilian authority operations. Further, military personnel cannot simply escape the military when they feel they can no longer withstand its pressures, as they can be charged for desertion and sentenced to jail.

Military personnel can also encounter a negative psychological impact of preparing to leave and eventually depart the armed forces. This phenomenon has been documented in several studies across different countries (Blackburn, 2016; Pease, Billera & Gerard, 2016; Ray & Heaslip, 2011). As a result, some military personnel are never able to transition fully and can become a problem for society. In a paper by Lord Ashcroft (2014) entitled *The Veterans' Transition Review on the UK Armed Forces*, he cites “service personnel and veterans are no less vulnerable than the civilian population to a range of mental health problems” (p. 110). He adds, “the ferocity of recent operations means that some deployed individuals would have been exposed to significant stresses and traumatic events” (p. 110). As a result, the expected human response to those events include a time of adjustment. He explained it “will be accompanied by emotional turbulence” (p. 110). Lord Ashcroft surmises that:

For a minority of cases, the adjustment reaction may extend over time or impact on normal functioning and may develop into formal psychiatric disorders. Usually, these will be apparent with a few weeks or months of return, but it can take months or years before individuals recognise and are willing, or can be persuaded to seek help and reap the benefits of evidence-based treatment (p. 110).

In another paper, by Wegner (2011) entitled *The Difficult Reintegration of Soldiers to Society and Family after Deployment*, asserts that history has shown that military personnel returning from combat encounter difficulties re-establishing and building relationships with family, despite the best efforts to assist them. He adds that the impact caused by deployment, and the military person's

inability to leave the trauma and mindset of combat behind them makes returning home stressful and challenging for both the military person and their family.

Wegner (2011) argues that those problems are varied and they can include trouble sleeping, upset stomach, headaches, sweating, rapid heartbeat or breathing, feelings of numbness or the inability to feel happy, along with mental or emotional symptoms like nightmares, flashbacks and memories, nervousness, fear, being easily upset, feelings of rejection, guilt, and anger. Many of those issues are related to military personnel returning from the combat zone, but they can also experience some of them arising out of post-traumatic stress disorder (PTSD) and from experiences in peacekeeping missions.

Wilson and Zigelbaum (1986) presented an argument that pivots on the veteran's use of survivor skills they acquired during combat. They posited that combat veterans with PTSD were found to rely on the coping skills that are characterised by an altered state of consciousness, hyper-alertness, and hyper-vigilance, and the survivor skills they acquired during their combat experiences. They added that combat veterans are more vulnerable to displaying violent behaviour if there is actual or perceived threat. As a consequence, there is an increased probability of violent behavior since they may revert to survival skills learned in conflict scenarios to overcome a real or perceived threat.

In another study conducted by Maharajan and Subramani (2014) on managing the resettlement problem ex-servicemen of Indian Air Force experience, the findings indicated that separation from the armed forces results in military personnel struggling to cope with "socio-economic and psychological problems" such as loss of income, recognition and professional status (p. 16). Many of those unfortunate experiences are borne out of the uniqueness that the military environment possesses (exposure to harsh environments in peace and conflict time) and the norms and routines associated with it. Separation from such environments can be extremely challenging especially when the organisation dictates the lives of its members as part of its command and control structure. In other words, the military is an organisation that controls the lives of its members. Goffman's (1961) classic concept of a total institution best describes characteristics that can be considered prevalent in some socialist's military organisations around the world. According to Goffman (1961):

A total institution may be defined as a place of residence and work where a large number of like-situated individuals, cut off from the wider society for an appreciable period of time, together lead an enclosed, formally administered around life (p. xiii).

Goffman is referring to institutions where the individual's entire being is devoured and controlled in a total institution environment. This environment undercuts the person's individuality, disregards the individual's dignity, and results in the regimentation of life that typically disregards his or her desires or inclinations. Short of going AWOL (absent without leave) or desertion, the total institution significantly restricts the options for military personnel until their contractual agreement expires (discharge) or until they are dead (Brown, 2008). It is within this context, separating from the military can be a difficult experience for many persons especially if they do not start to prepare for that transition with the help of the organisation. In the TTDF, military personnel are cut from the civilian world for prolonged periods sometimes exceeding up to six months at a time. This usually occurs during orientation training and certain types of missions such as deployments on vessels that can last for several months.

Another reason why a successful transition is challenging for military personnel is due to the different cultures in the civilian world and the military (Elliott, Gonzalez, & Larsen, 2011). According to Cooper et al. (2016), the experiences of former military personnel are not well understood, and some of the issues are now emerging through research. One key factor is the influence of military culture and what occurs when a military person is detached from it and returns to the civilian world.

Research on the stress and tension that military personnel feel when they return home was researched previously ago by employing a model of reverse culture shock to describe the unexpected difficulties that some soldiers experience in transition (Truuzsa & Castro, 2019). More recently, Bergman, Burdett, and Greenberg (2014) informed "a comprehensive understanding of the issues involved in transition is essential to the provision of appropriate support to personnel leaving the Armed Forces" (p. 60).

This section highlighted the challenges experienced by military personal transitioning and after retirement. Some of the problems encountered may be due to the structure and implementation of the RTP in the military organisation, other challenges that can be considered personal.

2.4 Narratives of Transition Challenges

During the journey of researching and reading about the TAPs in other countries, I felt it was also important to get some perspectives from retired military personnel. I wanted to compare their challenges with the literature. I read six military transition books that provided insights into the experiences people had transitioning from their military organisations. Those books highlighted personal challenges such as a guide to transition and understanding weaknesses and strengths in

managing stress in finding employment and career advice. According to Hicks and Cobb (2015), “local transition assistance programs are essential for teaching the basics needed for a successful transition” (p. 39). However, they warned, “not to expect to find a job from this program” (p. 39). The authors conducted a (SWOT) analysis of the characteristics or attributes that are common to military personnel based on their typical military experience in the context of transition. They identified several strengths, weaknesses, opportunities, and threats for service personnel seeking to transition from the military and into civilian life (See **Table 1**).

<p>Strengths Internal, positive aspects under your control to exploit:</p> <ul style="list-style-type: none"> - Military work experience - Education - Tech knowledge - Transferable characteristics – communication, leadership, teamwork - Personal attributes – ability to work under pressure, work ethic, etc. - Innate Military Core values - Ability to assess and perform introspection on your capabilities - Ability to gain certification 	<p>Weaknesses Negative aspects you control and can improve upon:</p> <ul style="list-style-type: none"> - Lack of work experience - Lack of understanding of the job market - Lack of civilian vernacular - Negative self-image - Negative misconceptions about former military - Lack of professional or career knowledge in Logistics
<p>Opportunities Positive, external conditions outside of your control that you can exploit:</p> <ul style="list-style-type: none"> - Growth in logistics career field - Military friendly companies - Opportunities available through further education and certification - Fields in need of military attributes - Opportunities available with greater preparation and self-knowledge - Opportunities by a greater understanding of civilian career field and marketplace - Networking with seasoned commercial logisticians 	<p>Threats Negative, external conditions you cannot control but can reduce the effect:</p> <ul style="list-style-type: none"> - Knowing your competition - Negative misconceptions about former military - Competitors with better job-hunting capabilities - Obstacles – lack of education and certification - Competitors with superior skills - Failure to stay marketable

Table 1: SWOT analysis of the characteristics or attributes common to military personnel (Hicks and Cobb 2015).

In my view, the SWOT analysis provides an in-depth framework for consideration in the development of RTP programmes. Some of the issues identified may be less of a problem in some countries than others based on the development of systems, networks, relationships and the experience of HR practitioners who have been charged with the responsibility to administer RTP programmes for retiring military personnel. Nonetheless, it is a good reference guide to conduct an assessment of varying components that most RTP can possess/consider.

Hicks and Cobb (2015) further advised: “you can never be completely prepared for your transition from the military” (p. 45). They stated the challenge was:

Understanding and making an informed decision about where to conduct your job search. This significant decision needs to incorporate your comfort levels with risk, job satisfaction, security, and growth. Learning about your desires as they relate to marketplace characteristics will give you a distinct advantage in your job search decision (p. 81).

Another author, Agee (2014), in his book entitled *From Uniform to Uniform – Transitioning from the Military to the Civilian Job Market*, states:

Few service members think about the training they should do before the transition to prepare them for the significant change they will experience on leaving the service. Many assume jobs will be easy because they have five or ten or twenty years of service. Companies love to hire veterans – that are qualified for the position! But they cannot afford to hire unqualified veterans or veterans that cannot be trained within a short period of time. Therefore, it’s imperative that as a future veteran, you begin early to prepare for the transition (p. 33).

Wolfe (2012) argues that transition is more about education than actually finding a job. He advocates that military personnel should educate themselves about what they can and cannot do in the workplace. He adds that it is important to explore what are the possibilities out in the civilian world. Murray and Duke (2014) identified nine (9) threats that military personnel must be aware of when transitioning from the military. Those threats are labelled as yourself, your virtual signature, operational security/recruiters, flat hierarchy and fit, language and general knowledge, civilian misperceptions and stereotypes, resumes, application tracking systems, and interviews. Many of the items listed as threats were critical areas, warning signs or posts, military personnel should be concerned with as they begin to prepare to transition out of the military environment and into the civilian working world.

The advice on virtual signature and operational security was related to the use of social media, and the records that exist will remain online and may have an impact on employment opportunities. The authors also caution about posting too much personal information on recruiting job sites. According to Murray and Duke (2014), when transitioning, military personnel may be subject to two types of threats. These are controllable threats, meaning the military person has the ability to affect change and those threats that are uncontrollable. When transitioning, the mind-set of military personnel must change to enable them to adapt to a civilian one. If this does not occur, existing misconceptions and stereotypes may be accepted, resulting in problems for effective transition for military personnel. Wolfe (2013) put forward a similar argument that speaks to positive and negative stereotypes existing side by side. This can affect individual and group interactions during

the hiring process. He also argues that these should be reconciled so that perhaps entire populations can benefit from what military personnel have to offer.

Havendick (2013) goes further, speaking to a cultural dimension where the military environment is highly regimented and former military personnel are starting over and it demands “focus, persistence and resilience” (p. 24). Cass (2014) also highlighted this and placed significant emphasis on managing the stress that accompanies transitioning. Transitioning is inevitable, and as Agee (2014) points out, the security and stability that was once offered by military service no longer exist. Hicks and Cobb (2015) said that change is constant and that transitioning and resettlement programmes are invaluable in terms of what they offer to military personnel who are transitioning.

In summary, many of the dangers the authors highlighted as experienced by former military personnel were avoidable and within the control of the military person to explore, develop, understand and prepare themselves. This section highlighted a few accounts from former military personnel challenges transitioning out of the military. The next section will discuss transition programmes with a perspective from different countries such as the United States of America, Canada, India, Australia and the United Kingdom.

2.5 Transition Programmes RTP/TAP/VTP

In preparation to depart from the military several countries such as the United States of America (USA), Canada, Australia, India and the United Kingdom (UK) have assistance programmes to support the transition from military life to the civilian working world. Those programmes often have an emphasis on the job search process and financial planning (Wolpert, 2000). The assistance programmes are referred to by names such as Retirement Transition Programmes (RTP), Transition Assistance Programme (TAP), and the Veteran Assistance Programme (VAP). Often with less income support, military personnel are challenged by PTSD and need support. According to Simpson and Armstrong (2009), “the military plays a key role in providing a programme for their military troop to facilitating career transitions from active duty to the civilian world” (p. 178).

Some organisations help with those issues post-military life and at times, groups and programmes are formed to treat with specific issues. Westwood, McLean, Cave, Borgne, and Slakov (2010) referred to a programme (a partnership between Griffith University and the University of British Columbia, Vancouver) to assist military personnel who are suffering from PTSD, they note:

The Veterans Transition Program (VTP) is a particular residential group approach that addresses the impact of trauma exposure through the reduction of symptoms and the provision of necessary knowledge, skills and the social support to promote improved overall coping thereby facilitating successful re-entry into civilian life (p. 48).

Some years later Balfour, Westwood, and Buchanan (2014) researched the impact of the Veterans Transition Programme (VTP). They assert:

Many of the Australian VTP participants were infused with considerable confidence and optimism after the programme. The goal-setting phase of the programme orientates them to being realistic that it is not all over, and they can ‘come off their meds.’ There is a careful process of protecting participants back into their lives. The ten days are like a retreat, and considerable time is taken in planning how to integrate their experience back into everyday life (p. 179).

In the USA, the TAP is legislated and mandatory with funding provided by the State. According to Karmack (2017), the US military TAP was established by Congress in the National Defence Authorisation Act (NDAA) for Fiscal Year 1991. Its original purpose was to help ease the transition into civilian life for military personnel, who were involuntarily separated as part of the force structure drawdowns of the late 1980s. To date, the United States (US) Congress has continued to support TAP, given their interest to assist military personnel’s transition to the civilian world.

However, the US Congress has been querying whether the TAP is meeting its objective with regard to employment, education, financial health and general well-being of retiring military personnel. Karmack (2017), noted that several questions had been posed to administrators and the Department of Defence personnel, such as can more be done to improve coordination (such as improved data-sharing)? Do current outcome metrics reflect actual program impact and is there transparency in reporting? Does the program provide adequate information and resources for certain groups of individuals (such as female veterans, veterans with disabilities, and mental health needs)? Is the timing and venue for the TAP appropriate? Should it be offered in an off-installation setting and/or expanded to those veterans who have already left the service?

Those queries are indicative that even in larger militaries with relevant legislation, tested systems, support agencies and robust structures to support military transition, they are not without challenges and there is an attempt to improve the delivery of services to their military personnel. There is an understanding of the value and benefit to society if military personnel are prepared appropriately to transition back into the civilian working world.

The structure of TAPs varies from country to country and the differences are in what they offer in terms of transition services and benefits. These programmes are generally supported by Government funding, grants or subsidies. Some include providing advice in workshops, short courses, and more direct personal benefits such as education programmes, for example, the US Department of Veterans Affairs (2018) website states:

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) allows institutions of higher learning (degree-granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can waive up to 50 percent of those expenses and VA will match the same amount as the institution (para 3).

According to Robertson (2013) despite services like the TAP, “many veterans struggle with the transition from a military to a civilian career, especially in difficult economic conditions” (p. 27). Some studies have revealed that military personnel are not accessing the information from these programmes. Clemens and Milson (2008) explain, “[t]he largest military branch, the US Army, reported the lowest participation in transitional workshops” (p. 179). They indicated it was 33% compared to 64% and 72% in other arms, such as the US Navy and US Air Force.

According to Clemens and Milson (2008), “these numbers are alarming in that many service members are not receiving much-needed career transition advice” (p. 179). A study by the Prudential Group (2012), surveying over 1845 veterans in 2012 revealed 66% of veterans got some support or training to transition. As such, 34% did not access training or support. Interestingly, the high number of personnel who indicated they did not receive the required support is an indication of some level of non-conformance to the laws in the United States that govern the transition of military personnel.

According to Kamarck (2017) current US legislation mandates serving military personnel to commence participation in the TAP as soon as possible during the 24 months prior to an anticipated retirement date. It also specifies that pre-separation counselling should commence no later than 90 days before the date of discharge except for operational commitments. As mentioned before, in the TTDF, RTP is not mandatory or legislated. It is perceived as an entitlement by all military personnel. However, they have the option to participate or not to participate in the programme.

The VTP leveraged on the experience to help veterans by assisting them to comprehend the impact of their military experience on their lives. According to Balfour et al. (2014), it draws “on a range of psycho-educational and action-based approaches, including life review and drama enactments to engage participants in ways of dealing with disturbing events from their lives” (p. 165). Such

programmes are not cheap, and they require a commitment of resources and professional support to assist those troops in overcoming such challenges.

In the case of the TTDF, the extent to which troops require psychological services and counselling arising out of working in the harsh military environment has not proven to be significant. However, the leadership of the Force is mindful of the harsh environment in which troops operate to include missions in maritime border security, humanitarian assistance and disaster relief, and at times peacekeeping missions. In addition to supporting civilian law enforcement agencies, military personnel are exposed to negative experiences that are likely to affect some of them post their military service. While in service, military personnel in the TTDF, can access free psychological counselling services at the expense of the State for issues relating to stress on the job, however, no mechanisms exist for the provision of support services post-retirement from the military.

The Canadian Department of National Defence (2019) argues that transition is the reintegration from military to civilian life. This also involves the associated progression that a military person along with their family undergo once their military service is completed. As such, the transition group of the Canadian Armed Forces (CAF) developed professional services for military personnel as they transition from active duty to post-military life. These services include enhanced transition training, second career assistance network (SCAN) seminars, CAF career transition workshops, CAF long term planning (LTP) seminars, individual career and education counselling and CAF education reimbursement. These services can be found across the CAF and all other supporting agencies, serving both serving and former military personnel and their families. Special consideration is provided to those who are ill or have been injured. The CAF is also advising military personnel who are making the transition before they make any final decision.

The Australian Defence Force (ADF) mobilised the Career Transition Assistance Scheme (CTAS) which through training and financial aid to assist their military personnel transition to civilian employment. The scheme is accessible to all permanent members of the ADF as well as some military personnel in the Reserves who are considered to be eligible. CTAS can be accessed from 12 months before and no more than 12 months after the date of their transition. Benefits are determined by a military person's length of service and the reason they are leaving the ADF. Additional benefits are offered if military personnel are leaving for medical reasons, declared redundant or because of a Management Initiated Early Retirement package. The benefits offered by CTAS includes a job search preparation (JSP) workshop, approved absence, career transition

training, career transition management coaching, curriculum vitae (CV) coaching and the Partner Employee Assistance Programme (PEAP).

India's Ministry of Defence has also established the Directorate General of Resettlement which, along with India's Armed Forces takes charge of preparing former military personnel and retiring service personnel for their resettlement (Department of Ex-Servicemen Welfare, 2019). The Directorate accomplishes this by offering eligible serving officers who hold permanent commissions to proceed on resettlement training courses which includes a 24-week management course. Ordinary rates (non-commission officers) also receive training in various courses. A Director of Equivalence of Service Trades was developed to enable an easy transition to occur into equivalent occupations in the civilian working world. It is important to note that each service or Formation of the Indian Armed Forces also has their particular organisation for second career transition namely, the Army Welfare Placement Organisation for the Army, the Indian Naval Placement Agency for the Navy and the Indian Air Force Placement Cell for the Air Force.

This section shared varying perspectives on military resettlement/transition assistance programmes and highlighted some RTP programmes that exist in other countries. The next section will share some military perspectives on transition programmes.

2.6 Military Perspectives on Transitional Programmes

A report from the Howard League (2011) entitled *Leaving the Forces Life, the Issue of Transition*, defined resettlement as a “process geared to assisting individuals in making a successful transition back into civilian life. It is a phased process that can include advice, information and training” (p. 2). The practice of preparing military personnel for the transition into the civilian world is not unusual. This can result from peacetime, downsizing, at the end of wars, or being discharged (medically or honourably).

The process of transition can be very challenging for some military personnel. Greenberg (2014) of the Royal College of Psychiatrists Lead for Military and Veterans Health and Professor of Defence Mental Health at King's College London, told the Centre for Social Justice (CSJ) that a good transition involves the utilisation of experience, knowledge, and skills learned in the armed forces to achieve a successful and productive post-military life. A challenge experienced by military personnel despite excelling in the military is the absence of adequate civilian working skills. Loughlin (2014) from Finchale Training College in Durham advised the CSJ that “limited educational attainment can be a contributory factor for many to escape into the military and achieve

outside of the academic system. Sadly, we tend to have to start again when they are discharged and all their previous difficulties manifest” (p. 32).

Preparing military personnel for a career with transferable skills for utilization is critical to better prepare them to overcome potential economic and social challenges. Career development plays a crucial role in people's lives, significantly impacting one's economic and social status as well as one's emotional well-being (Blustein, 2008, 2006; Fouad & Bynner, 2008). Nevertheless, some military personnel face the same challenges as civilians on issues such as childcare, income, and mobility, though, according to Clemens and Milson (2008), “a mitigating factor in some enlisted soldiers' post-military career choices, however, is the propensity for military personnel to make frequent moves” (p. 246).

In helping people make decisions about careers, career guidance or counselling is considered to be another critical intervention that has been cited (Prideaux, Creed, Muller, & Patton, 2000). These interventions can range from short courses to workshops (Fouad, Cotter, & Kantamneni, 2009).

According to Gati, Ryzhik, and Vertsberger (2013), the transition from:

Military service to civilian life is complicated, and young adults at this stage in life are required to make important decisions, including both immediate, short-term ones (e.g., Where will I live? How I will make a living in the coming weeks?), as well as long-term ones (e.g., Where do I want to be 5 years from now? What should be my goal for the next year? (p. 375).

These are valid questions for military personnel, military organisations, therefore, have a responsibility to assist their members in making some important life decisions. In the TTDF context, it is perhaps even more important given the non-transferable skills many military personnel possess. The differences between military life and civilian life should not be underestimated. According to the CSJ (2014), “the cultural expectations of civilian life can still be a steep learning curve once people leave the Armed Forces” (p. 34). Different military personnel would have different experiences because they may be more or less informed than each other about careers, systems, and processes to help them transition. Also, they may possess qualifications, training, and education that may also influence their ability to seek meaningful employment.

According to Robertson (2013), “any transition is a multifaceted experience” (p. 26). Schlossberg (1981) in her work, attempted to categorise those facets into three areas in her model of Analysing Human Adaptation to Transition as (1) perception of the transition, (2) characteristics of the environment, and (3) characteristics of the individual. Every area of Schlossberg's model had sub-factors, such as time and duration of the transition, levels of familial and organisational support,

age, ethnicity, socioeconomic status, values, and experience. The author sums up transition as dependent on a person's ability to "balance individual resources and deficits" in the transition process (p. 5). Later on, another model was developed by Goodman, Schlossberg, and Anderson (2006) who came up with the four Ss of individual transition, namely, situation, support, strategies, and self. According to Robertson (2013), the model posits that once the transition process commences, the military person will reflect on his situation, seek support from others to develop coping strategies, and may even use some of the resources to manage the transition over time.

2.7 Career Management

According to Brown (2002), "efforts to help people identify appropriate careers can be traced to the fifteenth century" (p. 3). However, one of the earliest known documented work that dealt with career choices stems from the work of Frank Parsons in 1909. He left us this now world-famous text in attempting to capture what should characterise choosing a career:

In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and knowledge of their causes; (2) a knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts (p. 5).

Brown and Brooks (1990) added that career development is "a lifelong process of getting ready to choose, choosing, and continuing to make choices from among the many occupations available in our society" (p. xvii). Brown (2002) also defines career development as "the implementation of a series of career decisions that constitute an integrated career path throughout the lifespan" (p. 316). Another definition by Greenhaus, Callanan, and Godshalk (2010) states it is "an ongoing process by which individuals progress through a series of stages, each of which is characterised by a relatively unique set of issues, themes, and tasks" (p. 12). It should be noted there are differences but linkages between career development and career management (Greenhaus et al., 2010). Career management is "the pattern of work-related experiences that span the course of a person's life" (p. 10). Herr, Cramer and Niles (2004) define career management as a lifelong psychological and behavioural process. It includes shaping an individual's career over their lifetime, the individual development of a career pattern, decision-making processes, and integration of life roles, values expression, and lifelong self-concepts.

Interestingly, there is an increasing view that career management is the responsibility of the individual, and institutions are no longer accepting the level of responsibility to manage an individual's career. As a consequence, employees will need to ensure they understand the

importance of developing competencies to enable them to secure sustainable jobs in uncertain environments (Greenhaus et al., 2010).

Another reason for this view is that in some organisations employees may tend to have shorter tenures before moving on to another (Hall, 2002, 1996; Cascio, 2000). As such, there is a shift in persons wishing to experience multiple jobs throughout their lives as opposed to remaining in the same workplace for their working lives. This can, therefore, impact on how some organisations invest in career development for their employees. This can be further compounded by the various types of employee employment statuses employees have, for example, permanent, fixed-term contracted, and temporary, to name a few. Each of the above classes can mean something different in the context of career longevity in the organisation and the type of investment, training, and development an organisation should expend. Organisations must, therefore, understand the risk and potential return on investment from those decisions to invest or not to invest in career development and transition services.

In the case of the military, many of those classes of employment exist. However, it is accepted that the organisation is responsible for managing the career of all military personnel. Unfortunately, while that view is largely shared, the actions of the TTDF does not support that view. Often military personnel are told in the case of the RTP that they need to manage their own transition and that they are responsible for activating the administrative process for them to commence the RTP. As a consequence, when a military person does not apply for an RTP award, simply because s/he was not informed when they must, and time is lost, or there is a late submission, the organisation lays responsibility on the military person and not the officers in charge of managing the administration of the transition. I hold the view that the management of careers is a function of human resource managers. Human resource practitioners are required to plan and try and predict how careers should be developed to meet organisational objectives inclusive of transition planning. This is even more critical in a military environment, given the early compulsory retirement ages and the amount of non-transferable skills to the civilian world military personnel often possess.

It is noteworthy to be reminded that military personnel in the TTDF retire relatively young (usually as early as 45 years) because military life usually requires younger persons to fight or be deployed on operations (peacekeeping or armed conflict missions). As such, a second career after the military is critical for many former military personnel to enable them to sustain themselves and their families. According to Lytle et al (2015), for older workers, the choice to continue working

is driven by a desire to remain engaged in a personally fulfilling career or to transition to a new career beyond retirement, for others this decision is driven by financial need.

Lytle et al (2015) added that factors such as “age, health, and health care concerns might factor more prominently into their retirement decisions” (p. 200). For younger workers especially former military personnel, the choice to continue to work is not an option. This view supports the military human resource system of investing in some form of transition preparation for military personnel. Carnevale (2006) believes that many military personnel join the military with thoughts of another occupation at the end of their service. This is relevant for military personnel since some military tours can end as early as six years (and in some cases even before based on medical or disciplinary matters), or in the case of the TTDF at least 12 years before being considered for the RTP to transition out of the service.

Undoubtedly, how a career is managed plays a critical role in the lives of workers, thereby influencing their socio-economic circumstances as well as their emotional wellbeing (Blustein 2008, 2006; Fouad & Bynner, 2008). Choosing a career path can be a complex undertaking based on the number of options and personal considerations (Sauermann, 2005; Gati, 1986). This can be further complicated due to the continually evolving world of work (Krieshok, Black and McKay, 2009). As a consequence, it is important to provide the necessary advice and career counselling to military personnel for them to manage potential anxiety and stress about transitioning. They must be reminded that some of their skills are transferable and valued in the civilian working world. The identification of those transferable skills is critical to assist them to feel comfortable about their ability to transition successfully.

2.7.1 Guidance and Counselling

There are also several reports indicating that if military personnel are not adequately prepared to leave the institution, they will experience challenges returning to the civilian world. One such report from Gallup (2010) entitled *Veterans Reintegration*, notes, “the difficulties faced by military personnel and their families as they transition to civilian life are well documented. They need jobs, education and training, physical and mental health services, housing, and family and general support” (p. 2). The report further informs that too many veterans and their families have challenges finding employment, seeking medical and other essential care, as a result, some veterans end up homeless, incarcerated and even commit suicide.

Westwood (1999) argues that when peacekeeping soldiers return home from tour they unexpectedly struggle to adjust socially and due to changes in their occupational status. Some of

them experience distress due to unemployment or underemployment, as well as struggling to manage their relationships as they transition to civilian life.

It is not only when transitioning humans experience stress, deciding on a new career choice, or even during a person's career; they may experience challenges. According to Gati, Ryzhik, and Vertsberger (2013), "individuals often face difficulties before or during their career decision-making" (p. 374). However, providing guidance can help ease the stress and complexity of choosing a career, thereby enabling better decision making in the process (Gati and Tal, 2008). Organisations must, therefore, assist their workforce in managing career transition, especially if it is in another environment or sector. According to Arthur and Rousseau (1996), career-related transitions involve change and adaptation. Transitions can, therefore, be perceived as positive or negative from a personal perspective and may depend on how effectively military personnel have prepared for it. The literature on transition reminds of different types of transitions. They include graduates who are unprepared for work, current employees that want to shift up or across their organisation for job enrichment and adults who are not employed and are re-entering the job market (Bobek, Hanson & Robbins, 2013, p. 656).

The latter category encompasses military personnel retiring from service. According to Clemens and Milsom (2008), veterans' top priority is to secure employment. The authors make the point that the US military offers reentry programs to military personnel, including counselling and advice, but noted that those programmes are underutilised. As a result, challenges such as culture shock, under preparation, economic instability and identifying transferable skills are issues which might arise (Simpson & Armstrong, 2009). According to Bobek et al., (2013), one of the most challenging concerns is:

Transitioning from a highly regimented military culture to more unstructured and individual focused work environments. The loss or change of identity from a ranked position to work role may also affect a veteran's transition adjustment (p. 659).

Bobek et al. (2013) also identified other challenges with military personnel transitioning, such as not understanding the requirements of preparing for a job, for example, interviews and developing a resume and searching and identifying job opportunities. He added they might also experience "unrealistic expectations related to civilian salaries, education and experience, as well as financial concerns and another salient issue" (p. 659). Former military personnel often have military and work experiences to draw from but they may not know how those skills relate to the civilian world (Simpson & Armstrong, 2009). In addition to those challenges, military personnel also face transition challenges resulting from the operational environment they worked in, injuries, and

issues arising out of stress and trauma. Those factors can influence how successful they may be at transitioning, and it can be difficult if not impossible depending on the circumstances (Bobek et al., 2013; Clemens & Milson, 2008).

According to Bokek et al. (2013), there are three major transition issues that are common for younger adults (18-25), mid-career (30s) and mature adults (45 and older), (a) conducting a realistic self-appraisal of existing skills, (b) recognising the need for career adaptability and (c) dealing with the psychological effect related to financial difficulties and job uncertainty. Arthur and Rousseau (1996) posit, depending on how transitions are managed and how well personnel are prepared to adapt to them, it can affect persons' relationships, assumptions, and routines.

Multon, Wood, Heppner, and Gysbers (2007) also identify subtypes of adult career counselling with specific career and psychological challenges such as goal instability, lack of career transition readiness, high psychological distress, and career decision making discomfort. This approach enables counsellors to develop their engagement strategies with special emphasis on the areas that require more attention. I share the view that this approach will help military personnel given the environment from which they are transitioning. Bobek et al. (2013) found these approaches help to support counselling individuals. Approaches that incorporate both personal emotional and career issues can aid in establishing goals, managing stress and assist with career decision making.

Bobek et al. (2013) note studies with transitioning adults have suggested that social support is vital during and after the transition. To have more positive outcomes and positive transitions, several factors must be considered. Krumboltz and Chan (2005) advocate for a shift from the traditional concept of career counselling to *transition counselling*. There are several elements that should be considered such as (1) assisting clients create fulfilling and successful lives, (2) considering career, personal, family and other life concerns as central to counselling support; (3) adequately developing counsellors to possess learning about the interaction among family, and career concerns; (4) treating with all types of transitions; and (5) engaging an ongoing counsellor-client relationship as required by the client.

Bobek et al. (2013) also share case studies with military personnel who were successful in transitioning and relied on emotion-focused coping strategies initially but abandoned them for problem-focused ones. Also, they sought support from other veterans and professional counsellors. Additionally, providing guidance that can assist individuals to navigate through the complex process of choosing a career can, therefore, help them make better decisions (Gati & Tal, 2008).

That view is shared by Simpson and Armstrong (2009), who suggest that one of the benefits of serving in the Armed Forces is the ability to gain skills that later can be used in the civilian workforce, he added that those skills can be difficult to describe to employers, as a result, it can impact transition or job opportunities. The authors note that by understanding what employers are looking for and what training soldiers can receive during their enlistment, soldiers would be more prepared to transition to the civilian workforce.

Consequently, individuals should be rational in their choices to select a second career. They ought to determine what is feasible and what is not. In the TTDF military personnel often do not get any type of career advice to prepare them to transition, this is further exacerbated because some of their military skills are non-transferable and the career management systems have not been updated to integrate into a seamless and systematic approach to developing them early in their careers to prepare for transition. Several of the difficulties TTDF military personnel experience can be found in the hierarchical taxonomy that Gati, Krausz, and Osipow (1996) proposed. They located potential difficulties into three main clusters, which were further divided into ten categories. The three clusters are (1) Lack of Readiness, (2) Lack of Information and (3) Inconsistent Information.

This section focused on management and how careers are managed in the TTDF. It touched briefly on the challenges military personnel generally face transitioning and the importance of career development/management and guidance for employees. The section discussed the importance of incorporating counselling strategies with transition programmes which include both an assessment of personal and career issues, as this will allow for improving decision making around career choices, enabling better transitions for military personnel.

2.8 Conclusion

This chapter sought to examine key areas in the literature that I believe is relevant to the topic. I reviewed core military training and organisational citizenship behaviour (OCB) to provide a more in-depth understanding of the journey a military person has to survive to be a member of the military and the type of traits they often possess that can make them ideal employees. The chapter also examined key pieces in the literature in the context of the study with regard to organisational culture, leadership and communication. Additionally, information on the potential stressors that military personnel may encounter while transitioning and key issues and challenges were explored. I also examined transition assistance programmes (TAPs) in other countries including the USA, Canada, Australia, India and the UK, to provide some additional context on the challenges they are encountering in initiating and managing their programmes. Finally, I explored varying

perspectives on career management/development, guidance and counselling to determine how they can assist with career decision making choices. The next chapter, the methodology, will identify, and discuss how I conceptualised and implemented the research design for this study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The focus of this study, entitled *Preparing for life after the military: An evaluation of the effectiveness of the Resettlement Training Programme (RTP) in the Trinidad and Tobago Defence Force (TTDF)*, is on evaluating the effectiveness of the RTP programme in preparing retiring military personnel for transition into civilian work life. The chapter describes the process I undertook to evaluate the programme. The following sections include the research questions, research design, the participants and the methodological approach used in the collection and analysis of the data. Also included is my positionality and justification for the use of a case study and mixed methods to investigate the problem. It also discusses some of the challenges I encountered as I engaged in the research process.

3.2 Research Questions

Four main questions were used to elicit the views, perceptions, and beliefs of the Resettlement Training Programme (RTP) from participants. They are:

1. What are the views, perceptions and beliefs of former and serving military personnel of the Resettlement Training Programme RTP?
2. How has the RTP assisted military personnel with re-orienting them into the civilian world?
3. What are the advantages and disadvantages of RTP?
4. How valuable is the career guidance received by military personnel to prepare them to proceed with resettlement training?

In addition, several sub-questions will be used to get elaborations or to clarify statements from the participants.

3.2.1 My Positionality

Prior to selecting the methodological approach for this study, I was confused. I struggled to identify with contextual clarity, my worldview or position as a researcher, how I viewed knowledge creation and my firm epistemological and axiological views with the research problem. During the process, I discovered that I hold pragmatist views. Patton (2002) states, “being pragmatic allows one to eschew methodological orthodoxy in favour of *methodological appropriateness* as the primary criterion for judging methodological quality” (p. 72). It took me some time to figure out what my worldview was. I began examining the research problem and asked myself what might

be a good approach to answer the research questions. My axiological position about values meant that I understood and upheld the principles of confidentiality, respect, and transparency in my interactions with participants. I believe that whatever data emerged from the research should be represented in a manner that articulates the views of the participants and this was the only way to present any credible findings.

3.2.2 Thoughts on Designing the Research

During the process of discovering and understanding how my beliefs, values and role within the TTDF might influence my research, I realised that I was not constrained to pursue purely quantitative research. In the past, I would use copious amounts of data and statistics because I genuinely felt this was needed to argue or prove a point. My academic journey with the University of Sheffield changed that outlook, and I have a greater appreciation and value for the *interpretive* forms of inquiry. This was a surprise because I was taught differently. I was taught, I needed large numbers for research results to be reliable and valid and the views of a few participants would be insufficient to interpret and generalise research findings. The Sheffield journey made me realise, those arguments can be effectively countered and research using the interpretive approach can be just as, or even more effective than a purely quantitative approach.

My experience in the TTDF also helped to shape my decision to use a mixed methods approach. I felt that the use of both qualitative and quantitative strategies would provide me with an opportunity to access *richer* information on the problem I was researching. This was based on my knowledge of how cautious military personnel are, including the retired ones. I knew that confidentiality was critically important, and I was committed to protecting the names of the participants. However, I also acknowledged some of the participants would have doubts, notwithstanding the consent form and their willingness to participate in the process.

3.2.3 Insider Researcher

I was also mindful of the fact that I had insider researcher status. I was concerned about the perception of the strong influence military commanders have on military personnel which could influence the participants' responses. Some researchers believe that military personnel can be regarded as a vulnerable group (Mc Manus et al., 2007). Admittedly, I was also concerned whether my research design and approach to the study would be challenged as inappropriate given the power relationship between me and the research participants. As such, I had to review some of the literature on the subject of insider research to get a deeper appreciation of ethics associated with insider research.

According to Savvides, Al-Youssef, Colin & Gardo (2014), the impact of contemporary philosophical paradigms such as post-modernism and post-structuralism have challenged the perspective of insider researchers having better insight. Griffith (1998) argues that the researcher's positionality is an epistemological issue which influences the knowledge that is created. I felt comfortable with that perspective since I am of the view, the knowledge the participants would potentially share is constructed from their lived experience as military personnel. Merriam et al. (2001) also noted that the positionality of a researcher, whether an insider or outsider invariably influences the research (p. 411). This supports the view that research is not value-free (Greene & Caracelli, 1997).

There is a tendency for insider researchers to have an advantage as they engage with the research process, since research participants might be more willing to share their experiences with those who are known to them and who might be more familiar with their social settings and context (Corbin-Dwyer and Buckle, 2009). As an insider, I felt the process of developing an interview schedule, negotiating access to and recruiting participants would be straight forward (Labaree, 2002) but this was not the case. Bridges (2001) argues that researchers' familiarity does not guarantee that they will understand the experiences of their participants any more than an outsider because their lives are as different as they are as similar. Invariably a researcher ought to be mindful of the potential risks and perceived bias that place researchers as being either subjective or generating questionable research objectives (Savvides et al, p. 1).

There is also the potential problem that the participants might not mention key issues because of assumptions of shared knowledge (Turnbull, 2000). The researcher must be cognizant of that concern and address them. During the research, I learned several of the issues that I felt were known to the participants were new to them. I noted the various perspectives on insider/outsider research, and I hold the view that an insider researcher should be better positioned to research an insider problem and could have a better understanding of some of the problems under investigation. However, an insider researcher may also be more likely to be accused of bias.

3.3 Methodological Approach

3.3.1 Why a Case Study?

The TTDF can be defined as a bounded entity in which the RTP is managed, therefore it can be researched as a case study. A case study involves the study of a case within a real-life context (Yin 2009). According to Stake (2000), a "case study is not a methodological choice but a choice of what is to be studied" (p. 435) and it is bounded by time and place. Other authors view a case study

as either a methodology, a strategy of inquiry or a research strategy (Saldana, 2015; Creswell, 2013; Yin, 2009). Hussey and Hussey (1997) define a case study as “an extensive examination of a single instance of a phenomenon of interest and is an example of a phenomenological methodology” (p. 65). I interpreted that definition of a case study as an approach that is comprehensive to explore research problems in a specific setting. As a consequence, I decided to use this approach as my research topic was specific to the RTP and policy within the TTDF. In addition, the scope of the research is bounded by time. I acknowledged some of the noted criticisms of the use of case studies in research to understand some of its perceived weaknesses.

3.3.2 Limitations of Case Study Research

According to Flyvberg (2006), there are several limitations to case studies which can be regarded as misunderstandings. Some of them include being context-independent, not suitable for hypotheses testing, containing a bias towards the researcher’s preconceived notions and are difficult to summarise. Simons (2009) also shares a criticism of case studies as not being useful in policy-making. I do not agree with Simons, since research regardless of its methodological design, can provide information and even new knowledge about a problem. This can be used to improve decision-making processes. In spite of those criticisms, which appear to be driven mainly from the positivist lens, Flyvberg (2006) argues that predictive theories and universals cannot be found in the study of human affairs. He added that hard, context-dependent knowledge is more valuable than the futile search for predictive theories and universals.

According to Simons:

In many contexts where we conduct case study research, we have an obligation not necessarily to generalise but to demonstrate how and in what ways our findings may be transferable to other contexts or used by others. It is within this understanding of the usability of findings (p. 165).

Simons went on to describe at least six different ways to generalize the use of case studies and described them as “cross-case generalisation, naturalistic generalisation, concept generalisation, process generalisation, situated generalisation” (p. 167-68). The sixth is described as in-depth particularisation, referring to the exploration of the case in depth.

On the issue of case studies being useful for hypotheses testing, Flyvberg (2006) argues that it can do both, but it is not limited to those research activities alone. He also argues case studies contain no greater bias than any other method. That perspective was drawn from the view that no research is value-free, a perspective that I share. In summary, there are weaknesses and strengths from the

use of case studies. How a researcher shapes his justification for them, the integrity of the data that is solicited and how good arguments are presented are key areas that must be given due consideration, not just in case studies, but in all research designs.

3.3.3 Mixed Methods

I felt early on in my journey that mixed methods could be used effectively in this study. Cohen, Manion, and Morrison (2000) share that “if a site-specific case study is required, then qualitative, less structured, word-based and open-ended questionnaires may be more appropriate as they can capture the specificity of a particular situation” (p. 247-8). Yin (2009) also supports employing both qualitative and quantitative methods to examine case studies. I was comfortable using mixed methods for this study since I felt it was the more appropriate choice given the context of the inquiry, an evaluation of an education programme in a military organisation that does not guarantee freedom of expression by its nature.

Specifically, the convergent parallel mixed methods was my final choice. According to Creswell (2014), “the key idea with this design is to collect both forms of data using the same or parallel variables, constructs or concepts” (p. 222). Jick (1979) contends that mixed methods have vital strengths, encourages productive research, enhances qualitative methods and allows the complementary use of quantitative methods. However, he did warn that replication is exceedingly difficult to perform when using mixed methods, mainly where qualitative data is generated, and data collection and analysis are time-consuming and expensive. Sieber (1973) also provides a list of reasons to combine quantitative and qualitative research. He outlines how such a combination can be useful in the research design, data collection, and data analysis stages of the research process. The use of qualitative and quantitative data for research is not a new phenomenon. For the first 60 years of the 20th century, “mixed research” (in the sense of including what we, today, would call qualitative and quantitative data) can be seen in the work of cultural and, especially, the fieldwork of sociologists (Johnson et al., 2017, p. 113).

According to Johnson, Onwuegbuzie, and Turner (2007), mixed methods refers to a combination of research techniques utilising “qualitative and quantitative viewpoints, data collection, analysis, inference techniques for the broad purpose of breadth and depth of understanding and corroboration” (p. 12). This view is also supported by Yin (2016), who states, “mixed methods research represents a pragmatic alternative wherein both qualitative and quantitative methods are used in the same study” (p. 304). He further asserts that such studies must keep its coherence as a

single study addressing a set of research questions that deliberately require complementary qualitative and quantitative evidence (Yin, 2016).

I, therefore, hold the view that there are clear advantages to carrying out mixed methods research than a purely qualitative or quantitative inquiry. In mixed methods studies, the actual mixing can occur through the mixing of designs, data, or analyses (Yin, 2016). For this study, I used the convergent parallel analysis approach drawing on data from both qualitative and quantitative methods which converged during data analysis (Creswell, 2014).

3.3.4 Perspectives on Mixed Methods Research

There are some critics of mixed methods research like Freshwater (2007) who criticises this type of research because of its desire for certainty. He suggests that the inherent flaw in the mixed methods text (and tenets of pragmatism) is the supposition that there be no gaps. I found this criticism to be confusing, given that no research approach will provide absolute certainty on findings. Many different approaches and designs can be used to examine the same research questions. I felt though that using mixed methods may augment validity, not guarantee the certainty of findings.

Creswell and Clark (2007) offer a definition that captures mixed methods with a philosophical framework that guides the process of data collection and analysis. They asserted that mixed methods research is a:

...design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (p. 5).

I have noted that amidst all of the debates on the strengths and weaknesses of using mixed methods, some social scientists either have a preference for using qualitative or quantitative techniques for collecting and analyzing data. However, some prefer to use a mixture of both methods to achieve greater validity based on their methodological assumptions, beliefs, and worldview. From my perspective, I have noted the *vulnerable community* in the TTDF and the absence of freedom of speech in conventional ways, for me using mixed methods was considered to be an appropriate choice.

Additionally, mixed methods can result in more comprehensive findings, increased confidence in results, increased conclusion validity, and a more insightful understanding of the underlying phenomenon (Johnson & Christensen, 2004).

According to Choy (2014), “qualitative researchers often rely on interpretive or critical social science” (p. 100). He added that these researchers undertake and apply “logic in practice” and follow a nonlinear research path to conduct meticulous examinations of cases that arise in the natural flow of social life. Conversely, quantitative data is focused on measuring variables and testing hypotheses that are linked to general causal explanation (Neuman, 2006, p. 151). According to Neuman (2006), one of the differentiating factors is from the nature of the data. He asserted that *soft data* in the form of words, impressions, symbols and photos influence different research methodologies and data analysis techniques and *hard data* is data in the form of numbers and statistics. However, I strongly feel that in mixed methods research utilising both qualitative and quantitative would be more effective given the nature of my study. Choy (2014) depicted some of the strengths and weaknesses of both approaches which I believe can be instructive to researchers who are desirous of pursuing one strategy over the other, (see **Appendix II**).

I previously noted that during this research process, I became aware that I held pragmatist views. As a consequence, I also wanted to explore what impact pragmatism may have on carrying out mixed methods research. According to Johnson and Onwegbuzie (2006), pragmatism is outcome-oriented and is concerned with deciphering the meaning of things. Morgan (2007) noted that pragmatic researchers can maintain subjectivity in their reflections on research and objectivity in data collection and analysis. Biesta (2010) posited that pragmatism breaks down the hierarchies between positivist and constructivist ways of knowing to look at what is meaningful from both. In many ways, “pragmatism offers several ways to bridge dichotomies that exist in mixed methods approaches to social science” (Shannon-Baker, 2016, p. 325).

In the end, the use of mixed methods was my preferred choice for collecting data, since it is aligned with my methodological assumptions and worldview as a researcher that knowledge is socially constructed. I felt strongly that this method was better suited to research the RTP. Military persons are not generally open about issues that affect them for fear of victimization and unnecessary hardship. Furthermore, military personnel in the TTDF are generally cautious about what they say even when their views are bound by confidentiality and anonymity. There are issues about trust that prevent them from sharing their perceptions. Those were some of the challenges I knew I had to navigate. Those challenges are further compounded since military organisations are unique, and

they tend to frequently conduct their business in an atmosphere of secrecy (Soeters, Shields & Rietjens, 2014).

Another reason for those challenges is that the information centers on how the knowledge they possess (intentionally or unintentionally) may impact the military (Spencer, 1973). My experiences noted the organisational culture and the absence of a formal communication structure of the TTDF does not promote freedom of speech. However, the annual calypso-cultural platform gives military personnel liberty to express themselves beyond the normal structures. This calypso competition includes narratives about the leadership of the TTDF which shared in song and sometimes accompanied by dance. It appears to be more acceptable given that their feedback on issues is protected under the guise of culture. However, no personal attacks on senior ranking officers are permitted.

Military personnel themselves are aware of the restrictions and what the organisation accepts as its norm. I also recalled some level of bitterness by senior Officers who were mentioned in calypsos. I, therefore, felt it was appropriate to provide the research participants with an opportunity to respond anonymously to a survey questionnaire, which I believe the vast majority of them were more comfortable with, rather than agreeing to face to face interviews.

As such, given the cultural, organisational hierarchical and power balance between myself and each participant, a mixed methods design provided me with the opportunity to cross-reference/confirm participants' perceptions, beliefs, and views of the RTP. I made sense of the data sets in the first instance by doing a side by side comparison. The statistical results appeared first, and then the themes from the qualitative inquiry which emerged were compared to confirm or deny the statistical results (Creswell, 2014).

3.3.5 Selecting Participants

Due to my role as an HR officer, it was not difficult to negotiate access to the human resources (HR) database to randomly select personnel and informally approach them to participate in my research. This was not time-consuming, but I must admit there was a level of frustration on my part to get through that part of the process of finding participants for the interviews and focus group discussions. Part of this frustration was knowing that I may end up with more negative than positive responses once I provided information about the purpose and rationale for doing this research and sought informed consent. Several persons whom I approached, indicated they were not interested in participating in this research study for a number of reasons, one of which was fear

of disclosing. Some of them verbally indicated that they did not expect anything to change even though they agreed and supported the rationale for the research. However, when it came to signing the consent form, they declined. Participants for the interviews and survey questionnaire were obtained from the TTDF HR Resettlement database. The participants selected for the focus group discussions were randomly selected from serving members.

3.4 Participants Profile

A total of ninety-six ($N = 96$) military persons participated in this study. Five ($n = 5$) retired military persons participated in the in-depth interview sessions. Eight ($n = 8$) serving military persons participated in the focus group discussion as eighty-three ($n = 83$) retired military persons returned completed survey questionnaires.

I initially felt that I needed to interview dozens of military persons and survey hundreds more for the results to be statistically reliable and valid. This concern was shifted after I reflected on my worldview and recently acquired an appreciation of the *interpretive* approach to data analysis. On the qualitative side, I felt that five interviews and the focus group (eight members) were an adequate sample size because it provided multiple data sources and perspectives on the topic I was researching.

3.4.1 Profile of the Participants in the interview group

The following are the pseudo names I used to protect the identity of the participants who agreed to participate in the interview.

Mr Sinnette had over 28 years of experience in the military before retirement. He was formerly an Ordinary Seaman who was trained in Special Forces operations before studying in the field of HR. He was subsequently Commissioned and worked in the military HR environment for fifteen years before his departure. He studied at the Master's level for a degree in education for his resettlement training but was not able to complete it.

Mr. Reeves had over 27 years of service before his retirement from the TTDF. He retired at the highest rank in the enlisted corps, a Fleet Chief Petty Officer in the Coast Guard. He worked in several areas, such as operations, engineering, and maintenance. He did a Master's level course for his RT.

Mrs. Black had over twenty-seven 27 years of service before her retirement. She also retired at the highest rank in the enlisted corps, a Fleet Chief Petty Officer. She was one of the first females

to be recruited into the Force and worked in several areas in the Coast Guard, such as operations and training. Her last place of duty was in the Training Centre, where she administrated the RT programme. She successfully read for an undergraduate degree for her RT.

Mr. Winston had 24 years of service in the land forces unit of the military. He held the rank of Warrant Officer Class II and worked in the physical training department for most of his career. His last place of duty was in the civilian daily rated staff. He did a diploma for his RT and advocated the need for structured training throughout his career.

Mr. Lenoardo had over 27 years of service before his retirement. He worked in the recruit training environment before he was sent to work in the HR department at the headquarters, where he assessed applications for all Force training. He was also unable to complete his RT successfully.

3.4.2 Profile of the Focus Group Participants

The participants of the focus group were eight serving young military persons who have been serving in the military between 10 to 14 years. Their ages ranged from 27 to 34 and three of them were males. None of them would have participated in the RTP, and all of them would have worked in areas relating to training or human resources. Several of them also assisted with the administration of the RTP. Some of them had undergraduate degrees, and some were already pursuing post-graduate studies. All of them felt the RTP was more than just a programme to get qualified but one to help detox troops from the military environment before returning to civilian work life.

3.4.3 Profile of the Survey Questionnaire Respondents

The survey questionnaire was sent to 100 participants who were selected randomly from the RTP data bank. All of the participants had to complete resettlement training for at least five years prior to filling out the questionnaire. Twenty were selected from each year from (2011-2015). 83 retired military personnel completed and returned their questionnaire.

3.5 Pilot Study

For the qualitative part of the research, I used a constructivist approach. According to Patton (2002), constructivists study the “multiple realities constructed by people and the implications of those constructions for their lives and interactions with others” (p. 96). As a researcher, I believe there are multiple realities, and knowledge is socially constructed. I felt that the experiences shared by my interviewees and focus group participants would help describe the phenomenon.

I piloted the interview questions to validate them and to assess my interviewing skills. I conducted the pilot away from the military working environment so that the interviewee could feel comfortable in a neutral environment. According to Yin (2016), “pilot studies help to test and refine one or more aspects of a final study such as its design, fieldwork, procedures, data collection instruments or analysis plans” (p. 36). Pilot studies offer the opportunity to put into practice a process the researcher will inevitably engage in.

3.5.1 Pilot Interviewee

I explained the nature of the research, my research aims, and why I felt it was essential to undertake the study. I also mentioned that the interview was completely anonymous and voluntary. I proceeded to give the participant a copy of the information sheet and consent form to read and sign, providing he had no objections. This took about fifteen 15 minutes, and once my volunteer completed that process, he indicated he had no objections participating. At that stage, I asked him if he was comfortable with an observer sitting in to act as an independent assessor, monitoring the procedure to provide me with feedback on how the actual interview went. My volunteer indicated he was also comfortable with this. I decided that an observer might be able to identify some weaknesses in my interviewing skills, including my ability to probe my volunteer adequately. I felt self-evaluation could create some false efficacy beliefs about my interviewing skills. The observer was a member of the TTDF’s Research and Development Unit.

I tested my digital recorder and began the interview. Initial nervousness and anxiety were controlled. Some of the responses from the participant were so rich that I did not even have a follow-on question. I began to ask myself (in my mind) if I was underprepared during the interview. I kept on referring to my interview guide to try to keep on track (see **Appendix III**). The volunteer asked whether he could be very honest and blunt about why he also felt the RT programme was experiencing challenges. I agreed, and he provided information relating to areas, which I did not consider, such as culture and leadership. I realised this was one of the strengths of using the interview as a research method. The process can be like a treasure hunt; you have no idea what will emerge. This experience made me realise that I needed to revisit my literature review outline and adjust my interview guide before commencing my fieldwork.

The observer also provided me with some insights on how I could manage the process better. He identified concerns like taking longer than usual to comprehend what was being said and delaying to ask follow-up questions. I agreed because at certain times, I reverted to the interview guide in order to keep questions and responses flowing.

Unfortunately, the data was not recorded due to my inexperience with using the device. I learned a hard lesson about properly testing and retesting newly acquired digital recording devices. I sensed that I was not the only person disappointed although I made some mental and written notes on some of the things we discussed.

In-depth interviews are used when seeking information about an individual's personal experiences about a specific issue or topic. I felt several of the reasons given for using interviews were pertinent to my research. They included how people make decisions, people's own beliefs and perceptions, the motivation for exhibiting specific behaviour, the meaning people attach to experiences, people's feelings and emotions, the personal story or biography of a participant, in-depth information on sensitive issues and the context surrounding people's lives (Hennink, Hutter & Bailey, 2011).

Wengraf (2001) states, the benefit of in-depth interviews is the analysis of transcribed recordings that allows researchers to interpret the story better. I also believe that the power balance between the researcher and the interviewee is tipped even stronger in favour of the researcher within a military setting. This argument is strengthened if the researcher has more authority or *outranked* the research participants. In the military, giving voice to military personnel is important, but it is always managed to avoid conflict or challenges with leadership, command and control and possible or embarrassment to the administration of the Unit. In the end, my decision to use interviews and the focus group was to strengthen the research design, given the uniqueness of the research environment, a military organisation.

3.5.2 Pilot Survey Questionnaire

The survey questionnaire was piloted over the period July 18-21, 2017 to test for clarity, with a group of senior enlisted personnel. I did not want to assume my questions were concise and clear. Similarly, as with the pilot interview, I explained to the participants about anonymity and that the research was voluntary. In addition, I also gave them the information sheet and consent form for consideration. In the end, seven (7) persons agreed to participate. Some of their feedback on the consent form showed some challenges with clarity. I then amended the questionnaire. Some of the participants from the pilot also chose to leave the consent forms blank or wrote a false name rather than signing their names. I reassured them there were no challenges with their decision.

After the pilot was completed, I amended the consent forms (see **Appendix IV**) and began the process of collecting data. I distributed the questionnaire online through Google forms. I made telephone calls to prospective participants who indicated a willingness to be part of the study. I

provided a hard copy of the questionnaire to other participants. I did not receive a single response via Google forms (online) and the telephone calls were also not successful. In the end, I met the participants *face to face* and explained the study and the reasons for gaining informed consent. Once some persons understood that the study was voluntary, they chose not to participate. I thanked them for their time and consideration. Some of them also shared they were surprised they had a choice. Some participants even indicated that in the past, they were instructed not to talk to researchers.

3.6 Member Checking

According to Doyle (2007), member checking is used to validate, verify, or assess the trustworthiness of qualitative results. Doyle (2007) in referring to a pilot study on the use of member checking, notes it:

Enabled a much deeper explanation of the themes raised by participants, and hence enabled the researchers' understanding of their experience to become more closely aligned with the shared experience of the participant. It also provided a transparent process for the "negotiation" of meaning between the researcher and the participant to occur (p. 903).

I decided after careful consultation with my supervisor that member checking would be an appropriate process in which to engage. Richards (2003) defines member checking as a form of validation to "seek views of members on the accuracy of data gathered, descriptions, or even interpretations" (p. 287).

The process of member checking was conducted after the interviews and the focus group. This was time-consuming since it meant re-scheduling meetings with the participants or awaiting email responses from those I was unable to meet in person. However, this process allowed the interviewees and focus group participants to reflect on their responses and it provided them with the opportunity to make some minor changes to some of their initial responses (Stake, 1995). From my observations, it appeared to help them focus on what was being asked and their amendments appeared to be more concise. In the end, I got a large amount of information on issues unrelated to the research topic but helpful for addressing other problems the organisation is currently experiencing. The process of transcribing participants' responses was a lot more arduous than anticipated but it was important for me to balance the expectations of the junior non-commissioned members who were participants of the focus group.

After listening to the audio recording several times, I rescheduled meetings with participants to review their responses to help me clarify what was communicated and to agree whether they were

happy for me to report them as part of my findings. This process also helped me to identify gaps in my understanding of the RTP. Also, this process created an opportunity for having a follow-up interview. For instance, I was able to ask participants questions that might have emerged from one of the other interviews to find out their thoughts on that issue. It was a cumbersome process, but I felt it enabled me to get a clearer understanding of participants' perceptions of the RTP.

3.7 Data Collection

The data collected from the survey questionnaire occurred between September and October 2016. Data collection from the in-depth interview and focus group discussions occurred from September 2016 to March 2017, inclusive of a follow-up validation session.

3.7.1 Qualitative Data Collection

The four main research questions and respective sub-questions were used to guide the collection of qualitative data from the interviewees and focus group participants.

Interviews

The interviews were spread across a three-month period due to several rescheduling requests due to my unpredictable work schedule. Mr. Winston was interviewed on 16th December, 2016 and a validation session was held with him on 18th February 2017. Mr. Leonadro was interviewed on the 22nd December, 2016. Mr. Sinnette was interviewed on 30th December 2016 and a validation session was held with him on the 14th February, 2017. I was able to conduct two interviews on 8th January 2017 with Mrs. Black and Mr. Zeeves. The focus group was the last part of my data collection, which occurred on 19th January 2017 with a follow-up validation session on 17th February 2017. I kept all records of the research process on emails and micro and external data drives just in case something occurred that may cause me to lose the data. Also, I made several e-copies of the chapters in different folders on my two laptops. The hard copy transcripts and questionnaires were kept in a box in my study.

Focus Group Discussion

The use of a focus group was not initially selected as one of my research methods as I felt the in-depth interviews and the survey questionnaire would have been adequate to answer the research questions. However, after conducting my initial fieldwork and having several discussions with my supervisor, I decided to include a focus group discussion. The focus group discussion helped to validate some of the views I elicited from the questionnaires and subsequent interviews. This

discussion presented diverse perspectives and further illuminated the themes that emerged from the initial data (Patton, 2015). Focus groups also allowed respondents to listen to and hear varying perspectives on their views on a topic being investigated. According to Patton (2002), “[f]ocus group participants get to listen to each other’s responses and to make additional comments beyond their original responses as they listen to what other people have to say” (p. 385). Depending on the skill level of the researcher, a well-structured and planned focus group discussion can also enable multiple perspectives and issues of the same phenomenon being discussed without arriving at a consensus. The opportunities to listen to varied views was an invaluable experience for me. Patton (2015) highlights several advantages for using focus groups including the cost-effectiveness of data collection, having diverse perspectives, interaction among participants, enhanced quality of the data, unfolding analysis, and an enjoyable discussion among participants.

Observations

Delaware National Guard - United States - Institutional Site Visit

I visited the Delaware National Guard, Delaware in the United States, a 360 year old military organisation, to examine how they managed their RTP. The focus was primarily on the policy and administrative side. I felt that it was important to get some contextual clarity on how another military organisation manages its transition programme, and what was their policy? I asked myself, were they experiencing similar challenges like the TTDF? How have they changed their approaches (if at all) in recent times to manage the reintegration of their troops into civil society? What were the mistakes and lessons learned in the past?

I was not conducting a cross-study analysis of two (2) organisations RT programmes. As the researcher, I felt the Delaware experience enlightened and helped me think more critically about the research and some of the information I solicited. I also had a follow-on video teleconference with the RTP manager from Delaware to clarify and probe how they view the RT programme in the development of a post-military career. I was also in search of defining their philosophical view of their programme. On reflection, the experience with Delaware and the information I received enabled me to understand the fundamental differences in the career management systems they were adopting and how the TTDF’s differs.

RTP Operation

As I started collecting the data and analysing the information, I found myself observing our local RTP administrative process. My interest increased in what military personnel were experiencing in the process. As a consequence, I engaged in short discussions, randomly with military personnel on the RTP. I did not think at the time that I was collecting data for the research project, because those folks were not a part of my sample selection. In my mind, I was trying to understand as much as I could about military persons' experiences in the moment. On reflection, after my data collection was completed, I began to recognise that many of those short conversations mirrored what several participants perceived, believed, and shared about the RTP.

3.7.2 Quantitative Data Collection

Survey Questionnaire

Data were collected from a survey questionnaire with four sections (see **Appendix IV**). Section one focused on Career Guidance with eight questions. Section two focused on Employability with eight questions. Section three focused on Perception with eight questions. Section four focused on Funding and Access with six questions. Section five had six questions which focused on Transition. Participants were asked to rate their perceptions of each question on a scale 1-5 which represented, strongly agree (1), agree (2), neutral (3), disagree (4) and strongly disagree (5).

3.8 Challenges Collecting the Data

I did not foresee any challenges collecting the data, given that I had access to the military as a serving member. I also felt at the time that data collection would perhaps be relatively simple and straightforward. In the end, it was more challenging than I expected. There were hundreds of potential participants for the survey questionnaire, however, I was unable to achieve my target of 100. Some of the feedback from the military personnel refusal to participate ranged from being too tired to focus on the questionnaire, too busy, they had a choice, so they were not interested and I also got quite a few 'nothing will change' responses. Additionally, I had to go to the location of some participants to engage them to fill out the questionnaire. They were not interested in filling out the online survey questionnaire or answering questions over the telephone. I recognised they felt more comfortable and reassured with a face to face interaction, where I answered any queries they had, before making a decision to participate in the process.

With the interviews, I had to reschedule my agenda on more than four occasions. This was largely due to my inability to detach from my working environment to focus on the interviews. Luckily,

the participants, all being former military personnel understood the dynamics of the military and were not disenchanted with my apologies. However, my momentum was slowed and my rhythm was disrupted due to those breaks. I had to continuously reframe my mind-set to try and become confident to re-engage in the process. This was a minor setback, and each time I restarted, I would reflect on my research questions, my methodology and research design. That process sometimes took a day at minimum before I could have restarted working on this research. On reflection, there were some changes I made during those revalidation processes, such as using focus groups to get more data and member checking to validate some of the information I received from the interviews (Doyle, 2007).

Another unforeseen challenge that arose during the collection of data was the questions posed by some senior level officers, who were not aware of the study and its endorsement by the executive leadership. On those occasions, I had to ensure the support of the executive leadership was communicated verbally to those Commanders. Once they became aware of the study and my intent, access was granted. On reflection, I believed I should not have assumed that everyone would have read the military orders that published my participation in the doctoral programme. More importantly, even if they did, there was no formal indication from the higher headquarters to subordinate commands about the actual research.

3.9 Approach to Data Analysis

3.9.1 Qualitative Data Analysis

For the qualitative inquiry, I read the transcripts on several occasions. I identified keywords, phrases, and comments from the interviews and focus group that supported the concepts in the research problem. I felt that was the only way I could represent the views, perceptions, and beliefs of the research participants. I also knew I did not have a large number of interviews to analyse and data was manageable. As such, I opted for a manual approach to analysis of the data and used some of the methods the software (MS Word) had capabilities, such as coding, key words and phrases from the transcript.

I also took field notes and the guided approach for the interviews became helpful at that stage because I asked similar questions in the survey questionnaire.

When I was contemplating how to analyse the data, I had a few discussions with some researchers in the Ministry of National Security (MNS) and they strongly recommended the use of data coding software. In their opinion, it was the fastest and easiest approach to analyse the data. They

recommended a few programmes, such as SPSS and NVivo. I researched those products and even watched a few review videos on You-Tube. The use of the software appeared to be quite simple to use and they promoted that it could save time, a resource I did not have much of either.

The cost of the software was reasonable but I was more concerned that the ‘software’ might miss some key issues if I did not set the parameters correctly. I also learned that SPSS was primarily for quantitative studies; that is the numerical analysis and NVivo was known for managing qualitative studies. I was not keen on using two types of software. As a result, I researched some potential challenges with using software for data analysis and my skepticism was strengthened further when I read that some researchers might not be as engaged in making sense of the data when they use software as they would more likely be if they did without using software (Webb, 1999). I knew the latter process was more time consuming, but I wanted to ensure I owned the process completely and without losing the “intellect and integrity” which I brought to the overall research and “analytical processes” (St John & Johnson, 2000, p. 397). I wanted to be able to understand and appreciate my participants’ views, perceptions, and beliefs about the RTP in a more direct, personal and intimate manner.

During the manual process, I converged/merged the data from the survey questionnaire, the interviews, and the focus group. I was mindful of the strategies that are usually adopted when attempting to integrate data from two different research arms.

According to Bergman (2008), three strategies are used to integrate data: (1) designing and implementing comparable topics or questions for both arms; (2) transforming the data so that it can be more easily compared; and (3) using matrices to organise both sets of data into one table (p. 73). While this may be true, my goal was to answer the same research questions using qualitative and quantitative methods, so I knew whatever emerged from the data is what I needed to compare for synthesis. For the qualitative inquiry, I identified key themes, concepts, and ideas from the interviews and focus group.

That approach helped me to merge the data by keeping the discussions focused. It was also important for me to use my experience and awareness of the resettlement policy in this process. I felt after each interview, I was better prepared or was able to probe a bit more than the previous ones. Perhaps it was merely because I was getting an idea of how the data was beginning to trend and when I did not get a response that I was anticipating, I asked more questions, though the responses expected never came, because of participants’ differing perceptions and views of the resettlement training programme.

3.9.2 Quantitative Data Analysis

For the survey questionnaire, once the responses were received, I entered the data in a Microsoft Excel sheet and ran the sorting and filtering functions to develop graphs with percentages to illustrate the responses I wanted to share across five general themes. These broad themes were career guidance, employability, perceptions and beliefs about resettlement training, funding, and access to training institutions and transition. These general themes were also mirrored in the data from the interviews and focus group discussion.

As I analysed my data I identified specific themes for the interviews and focus group in order to see if they confirmed with each other. However, I knew if the data had disconfirmed with each other, it could be as a result of an error in data collection and analysis or poor application of theoretical propositions (Kelle & Erzberger, 2003). Creswell (2014), points out that “typically the comparison does not yield a clean convergent or divergent situation and the differences exist on a few concepts, themes or scales” (p. 223).

3.10 Concerns with Ethics

Ethical clearance from the University of Sheffield to proceed with the study must be obtained. The actual ethical review process by the University of Sheffield required me to revisit my survey instruments and consent forms and to clarify elements of the research methodology. This helped me to improve my methodology. It is no secret that military personnel can be forced or intimidated to respond to survey instruments given the command and control nature of the working environment. I am also aware that ethical perspectives in research are not the same. In the military, it is perhaps more complex or vague depending on which side of the fence you sit. According to House (1993):

[e]thical principles are abstract, and it is not always obvious how they should be applied in given situations... Some of the most intractable ethical problems arise from conflicts among principles and the necessity of trading off one against the other; the balancing of such principles in concrete situations is the ultimate ethical act (p. 168).

Another perspective about ethics in research was shared by Simons (2009), who suggests:

[t]he fundamental ethical principle in research, whatever methodology you choose, is to ‘not harm’. This seems uncontroversial, and something with which we would all agree. However, it's not a straightforward concept. What constitutes harm is interpreted differently by different people and maybe perceived differently by them at different times (p. 97).

In the case of the TTDF, issues around ethics, confidentiality, and anonymity have yet to be debated appropriately to establish an outcome or policy position on how the Force manages research agendas in a secured military environment. Additionally, as mentioned before, the freedom of military persons to express thoughts and feelings openly is not comparable to the civilian world. The military poses several challenges as far as obedience to authority and freedom of choice are concerned (Siegel 2012; Mc Manus, Mc Clinton, Gerhardt and Morris, 2007). Siegel (2012) further supports this view when she indicates that the unique hierarchical structure that exists in the military imposes special requirements when conducting certain types of research.

Likewise, McManus et al. (2007) describe military personnel as a *vulnerable population*. I was also a senior Commissioned Officer, with high-level access to information. As such, the power relationship between myself and all of the research participants needed to be properly managed. According to Sikes (2004), “it often seems to be assumed that the balance of power between researcher and researched is always in favour of the researcher. This was not the case. Sometimes researchers do have more power” (p. 23). With this in mind, I was concerned that some of the potential respondents might be hesitant to be *truthful* on the survey questionnaires for fear of reprisal.

Another aspect regarding ethics I had to consider was around the issue of conducting research in small island states. I examined the work of Michael Crossley who shares that research in developing countries is impacted by the absence of research capabilities or culture of research (Crossley, 2010). As a result, issues surrounding personnel who are categorised as *vulnerable*, and their ability to feel they are voluntarily participating in the research process was an issue I had to manage. I did this by reassuring each participant that taking part was voluntary. However, I was aware for some of the participants the power balance between myself and some of them could have impacted the research. According to Crossley and Holmes (2001), the limited human and capital resources available in small island States, specifically vulnerable ones, creates a dependence on partnerships from external systems. This is further compounded when some of those States retain strong linkages to their former colonial masters. This can shape methodologies, paradigms, and even priorities.

From my experience, military leaders do not like when information relating to the management of resources (human, capital, and otherwise) appears to require review or revision. I felt this fear when potential participants indicated they did not wish to participate because the research was

voluntary. In other words, they did not feel pressured and did not have to employ the TTDF's folklore approach for insubordination, known as *malicious compliance*.

3.11 Limitations

I designed this research to evaluate the effectiveness of the RTP in the TTDF. Findings are limited strictly to the perceptions, views and beliefs of a small cross-section of serving and retired military personnel. The study does not reflect the views of military personnel outside the timeframe identified and the findings of the study, therefore, cannot be generalised, as it is limited only to the participants in the study and to the specific case researched. The scope of the study did not allow for examining the views, and perceptions of military personnel responsible for managing the RTP pre 2011.

Since constructivists study multiple realities constructed by individuals (Patton, 2002), my interpretations of what the data conveyed through my findings could be interpreted differently if the research was conducted by someone else. I acknowledge this research is not value-free or laden for that matter, so I made every effort to interpret the data through the theoretical framework I used. However, given researchers' beliefs about reality, knowledge, and values guide and frame their views about research methods (Greene & Caracelli, 1997), I, therefore, understood researchers would shape enquires based on their philosophical and epistemological positions. Those factors can be considered in the classical theory of human values that Milton Rokeach presented to the world in 1973.

I also recognised that some of the participants had various interpretations of what career management was based on their experiences. If I was able to restart the process, I might opt for another approach, possibly providing a definition or even asking them what their understanding of career management is. That may have created more contextual clarity and may have provided even richer data and knowledge, but I was guided by their interpretations, which I believed was rich and genuine.

I had to reschedule the initial focus group due to the Commanding Officer, not advising his staff that the TTDF approved the research. I am uncertain how that affected the focus group participants,' but I am mindful of the influence of authority on members of the military. Though I felt some of the most compelling data I was able to solicit came from the focus group, a group that had not even participated in the RTP.

In the end, I felt confident that the methodology and methods employed in this research through the use of the constructivist approach, the convergent parallel analysis with the survey data, member checking for the interviews and the focus group, and the use of the theoretical framework to interpret the data enabled me to present credible findings to contribute to overcoming some of the challenges of the RTP.

3.12 Conclusion

This chapter, presented the procedure used to select participants, collect and analyse data for this study, my worldview as a researcher, reflected my choice of methods and the research design. The aim of the case study to examine the effectiveness of the Resettlement Training Programme in the TTDF was achieved. The study used the constructivist/interpretive approach for qualitative data analysis. I also converged the quantitative and qualitative data in my analysis. I used member checking for the interviews, the focus group and for the questionnaire and I used member checking when I was piloting the instruments to validate and clarify some of the questions in the pilot phase of the research.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and findings of data collected from the survey questionnaire, focus group and semi-structured interviews and a discussion in relation to the theoretical framework (*Super's Life Rainbow Theory, the Career Construction Theory and the Social Cognitive Career Theory (SCCT)*) and the supporting literature from Chapter 2 used in the study. This chapter also brings together my interpretation of the participants' understanding of the RTP in the TTDF. The chapter is structured to provide an overview of the process I engaged in and the identification of the four (4) main themes that emerged during the analysis process.

4.2 Structure of the Chapter

The first section is an overview of the procedures used to code and analyse the qualitative and quantitative data. The second section presents data collected from the five interviewees and eight focus group members about their understanding of the RTP. The third section contains the findings, analysis and discussion from the data and my interpretation of its connection to the theoretical framework and literature.

4.2.1 Overview of Data Analysis Procedure

Qualitative and Quantitative Data

Some of the themes I developed came from the structure of the questionnaire and they were pre-conceived. Additionally, some new themes emerged from the responses of the interviewees and participants in the focus group discussions. According to Patton (2002) "without classification, there is chaos and confusion" (p. 463). The process of managing the data included reading the transcripts and colour coding areas of commonality from the interviews and the focus group that were important to answer the research questions. I then entered the key quotes and comments into a Microsoft Word table and identified the interviewees that provided them. I began the coding process with 12 themes but eventually joined the themes that were repetitive to make the data manageable. I double-checked my process of coding and themes in an attempt to see if I included all pertinent data since this process is susceptible to human error. In the end, I ended up with seven themes, then through the analysis phase, four main themes emerged listed as following (see **Appendix V**).

- a) Weak Career Management
- b) Weak Leadership and Management of the RTP
- c) Monitoring and Evaluation of the RTP

d) Challenges with Transitioning from the Military Culture

The identification of the four main themes was a time-consuming process and I had to make decisions on what data to use for the analysis. During this phase, I considered using the NVivo software to assist with managing the data. However, after reviewing its use on internet tutorials and YouTube, I felt the process would be more or less the same if I did it manually. I also noted Zamawe's (2015) view that "NVivo has features such as character-based coding, rich text capabilities and multimedia functions that are crucial for qualitative data management" (p. 13). There were some noted criticisms about NVivo fitting all kinds of research design (Zamawe, 2015). Further, since the software has *nodes* it can be viewed as leading the researcher to split findings/analysis into nodes. In the end, I did not have a large sample size of qualitative data and I felt it was better to do it manually because I may have a better grasp of what the participants were saying. I felt that was one way to *own* the data and attempt to have a deeper understanding of the lived experiences of the individuals. For the quantitative data, it was simpler, the data (survey questionnaire) were analysed using Microsoft Excel as well as through a Multiple Regression analysis tool.

4.3 Purpose of the RTP in the TTDF

4.3.1 Interviews and Focus Group Findings

The following section presents the interviewees and the focus group participants understanding of the purpose of the RTP. The interviewees were given pseudonyms and are retirees from the TTDF. The focus group consisted of serving military persons and are referred to as participants.

Interviewees

Mr. Winston (25 years of military service), stated the RTP could be accessed by military personnel after a certain time in the military (minimum period of 12 years), "*to better yourself as an individual to go on to civil life when that time arises.*" He also added that "*you would have been given time allotted to you with a cost to the Government... to pursue whatever course you would like.*"

Mr. Leonardo (35 years of military service) stated the RTP:

It's a programme that will help you too, after spending a significant amount of time in the military, prepare you for when you leave the military and develop you to a point where you can gain certain skills and gain employment after the military.

Mr. Sinnette (28 years of military service) shared a similar view on what the RTP is, he stated it is a good policy that allows for persons *“who have spent a significant amount of time to learn a new skill and go out into civilian life and try to contribute to society in every conceivable way.”* Mr. Sinnette was linking the importance of continuing the need to contribute to the wider society after a military person departs military service. Mrs Black (27 years of military service) also shared a similar perspective, she noted that *“the RTP is something to prepare yourself educationally for that transition so you can be employable after you leave.”*

Another interviewee, Mr. Zeeves (24 years of military service), said it is a *“transition from service to civilian life.”* All of the interviewees shared a similar view on what they understood the RTP to be, a programme to enable military personnel to develop some level of skill or experience to transition from the military into the civilian working world.

Focus Group Participants

During the focus group discussion, there was the consensus when one of the participants described the purpose of the RTP. He stated that *“the intent is to have you prepared for retirement.”* This participant understood that the RTP could improve the educational standing *“so it shouldn’t be the same level you came in. You came in with nothing, you supposed to leave with something.”*

Another participant stated he understood the RTP as providing an opportunity for retiring military personnel *“to do what you want to do. Do a degree, painting a boat, you want to paint a boat that is your entitlement.”*

The general understanding from the interviewees and the focus group participants was they understood the purpose of the RTP is to prepare military personnel to transition into the civilian working world. Their views are in accordance with the intent of the RTP and the underpinning philosophy in the initial report from 1978. It states the RTP as *“training for personnel of the Defence Force in order to ensure that on retirement they were equipped with marketable skills which would enable them to find gainful employment as civilians”* (RTP 1978, p. 6).

4.4 Presentation of findings, analysis and discussion of the four (4) main themes

4.4.1 Weak Career Management System

Findings and Analysis

Mr. Leonardo said there was room for much, much improvement in the programme. He stated the RTP is:

Absolutely necessary, but I think our problem with it is that there is no development to take you to reach that point. For example, there is no career advice. What happens is before you go on resettlement training when you were a Lance Corporal or a Corporal, a Sergeant, when one becomes a Warrant (Officer) you find that, you are now lost as to what skills set you need to attain. So, the lack of development training, prior to going on resettlement training tend to be so military that you don't even know what you going to do when you out of the military.

He added, *“that the problem is what happens prior to proceeding on the RTP due to the absence of a planned development process for troops.”*

Mr. Sinnette was outright when he said the RTP was not meeting its objectives. He attributed this challenge to not having robust career management systems. He shared:

You have your training departments, that send you through your different cadres or classes and so on... but your career management department is supposed to start speaking with you in five years prior to retirement even though you weren't having conversations going up... That preparation is not happening and... time runs out on a lot of people because they living their life as they in the job, and when it is time to go on resettlement, people start asking what to do for resettlement.

I probed him further about what he felt was holding the organisation back from instituting such a recommendation. He stated:

Nothing I think, the Government is actually doing that with the on the job (OJT) programme and that could be reflected here. We have the capacity to do that because we do the in-service courses (organisational training) and we use a lot of entities that do programmes.

Mr. Leonadro stated that:

Based on my knowledge not much service persons received career guidance because in most cases the RT programme is initiated by time left in the organisation and not an analytical approach to what the employment market needs, what would be beneficial to learn at this point of career/work life and what skill set I would need to be further employed in the civil street.

Mr. Winston believed a main disadvantage of the RTP was the organisation not *“being able to develop the individual to their true potential”* he qualified this by stating *“to where they should be or reach in order to get a job on leaving”* the organisation.

The interviewees also identified some disadvantages with the RTP. Mr Leonardo felt that military personnel *“don't know what you doing prior to the programme.”* He explained *“the disadvantage is that you have to learn a skill set in just two years, so you might be qualified but not experienced.”*

Mr. Sinnette stated:

The lack of advice given to those going on the programme and are not connected and when they not, because they not connected when they finish they, they don't know what to do. And, and then you know obviously if a man in the lines and I keep referring to the lines because, in conversations with people in the Battalion, they will tell you that they don't have the advice.

A focus group participant asserted:

Not having the people around especially the skilled people, now you talk about you was mentioning the people who mature enough to filter out and already had a gain on their educational experience through in-service training. We have one such person by us Fleet Chief Petty Officer (senior military rank) and he made a conscious decision not to do resettlement because he said listen the Government paid for me to do certificate, bachelors, and Masters in HR, he is actually the functioning HR and he has been the functioning HR for years, the disadvantage is he didn't get that outside experience, his experience is just military so still resettlement would have helped him in regards to that detach and still get that experience a different side seeing it on the (outside).

Mr. Winston indicated that:

Currently, I believe that the structures in place to provide career guidance to servicemen and women within the Defence Force is lacking in some areas. For instance, this should be taught or introduced from inception and not introduced within a year (and/or close) to their retirement (or resettlement) age. Meaning, the value is lost when the individual has spent for example twenty (20) years in an area that was not aligned to any particular career path and upon the retirement phase, he or she is then forced to choose a career path.

Mr. Leonadro in his response questioned the career guidance he received up to his pursuit of RT, “well I didn't receive any career guidance in the military.” He went on to share that he was “never given the opportunity” and he was “never counselled or advised by anyone.” His choice of RT was made after he interacted with an academic institution on his own.

I probed him further on whether he was ever presented with ideas on what he can pursue in an informal setting, He emphasised: “it wasn't like that we were doing things on our own.” He added, “Based on our skills nobody didn't advise us where to go or what direction to take after the military.” He noted that military personnel “were not privy to that kind of environment or advice.”

Mr. Sinnette shared:

The lack of advice given to those going on the programme and are not connected and when they not, because they not connected when they finish, they don't know what to do. And, and then you know obviously if a man in the lines and I keep referring to the lines because, in conversations with people in the Battalion, they will tell you that they don't have the advice.

Mr. Sinnette was explaining that an observation he had when he made reference to “*people in the lines*” he meant operational personnel. They are usually deployed in missions for the majority of their careers. They remain outside of the administrative side of the Force. His assessment is they are not accessing the administrative information.

Mr. Winston also used the same terminology about “*people in the lines*” and shared the same beliefs about personnel not accessing information based on where they are deployed. He shared someone working in “*an office environment will be more inclined to doing a degree programme as opposed to somebody who is in the lines, their discussions are about patrols (operations) and whatever so they didn’t have anybody to streamline them.*”

Mr. Sinnette was blunt and forthright when I asked further, why he felt the RTP was not meeting its objectives, he responded, “*I will tell you why we don’t have a robust career management programme in the military.*” He added that:

Your career management department is supposed to start speaking with you in five years prior to retirement... that preparation is not happening and because that preparation is not happening time run out on a lot of people and when is time to go on resettlement, people start saying “What I go do for resettlement”?

Mr. Zeeves shared that in the absence of career guidance he resorted to searching for a programme himself. In response to whether he had seen career advice being offered to military personnel, he stated:

No, you see once you not really aware of what is happening you will go in a sleep, and that has been happening for a while. Not knowing, you not really sure who going and guide you along. All you know you want to go on resettlement. You understand? So you go out there and you look for what is happening, you look for what you want to do and then you apply.

The focus group participants also spoke about the in-service training that occurs for the needs of the organisation and how impactful it can be.

A participant from the focus group stated:

When I joined and heard about the opportunity that the ratings may have, I was excited about it, but then I looked at the board in training and I saw a certain senior rate going to do a degree in some kind of thing and I was like well he knows nothing about that. So how he going and do that? Just like primary school, you transition from ABC class, one, two and three and you learn gradually. It’s the same thing that should happen here. From the time you join, from in-service and all the things, you start to gradually evolve into resettlement. It shouldn’t start at resettlement alone, because how a man who don’t even have five Levels is coming to do a degree or a Master’s in something. That not really adding up. How is he going to handle that? Far less for the outside world. Right?

The group emphasised that a natural outcome of RTP is a planned career development process. They identified at-least one grouping, similar to what the interviewees noted. They felt had such a process for development must be available to all. One group participant bluntly said:

As an Officer you go Dartmouth, you have to go certain places... that means you are chartered on a path with courses and then with how positions may change, I stand corrected, positions will change, roles will change, they send you on courses to suit the change.

Another participant explained as a consequence at the end of your career “you can function based on the amount of experience you have obtained within your career.” They identified that was not the case for the junior rates. He explained what he has observed:

If a serviceman decides he wants to do the next course to educate himself, it’s always a fight down. It’s always “Nah, you can’t do this now,” because why we have recruits coming. You know, or you can’t go and do that course, I not sending you on that course, we need you here to go and train a class or something.

The focus group pointed out the absence of a career path was specific to enlisted military personnel, but not for the Commissioned ranks in the military.

Quantitative Analysis - Weak Career Management System

Some of the main findings from of the survey questionnaire revealed that forty six percent (46%) and thirty percent (30%) strongly disagreed and disagreed respectively that they received career guidance and counselling to assist them with their choice of RT (see **Figure 1**).

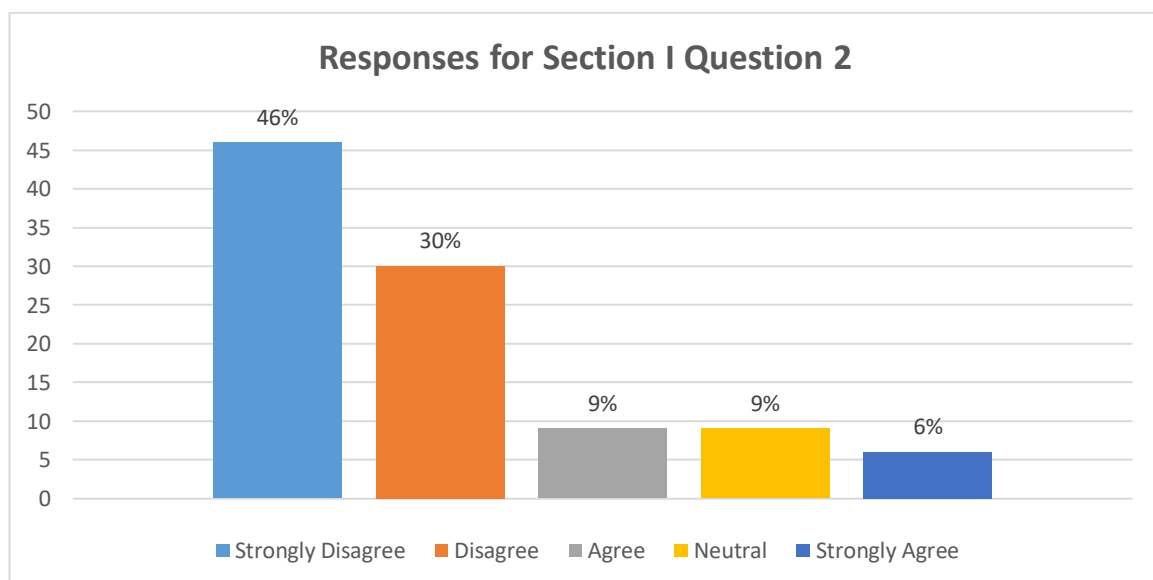


Figure 1: The percentage of responses for Section I (Career Guidance) Question 2 which asked participants to consider whether they received career guidance and counselling to assist with their resettlement training choice.

Additionally, fifty one percent (51%) and twenty seven percent (27%) strongly disagreed and disagreed respectively that the advice they received from the resettlement training/education officer staff was reliable (see **Figure 2**).

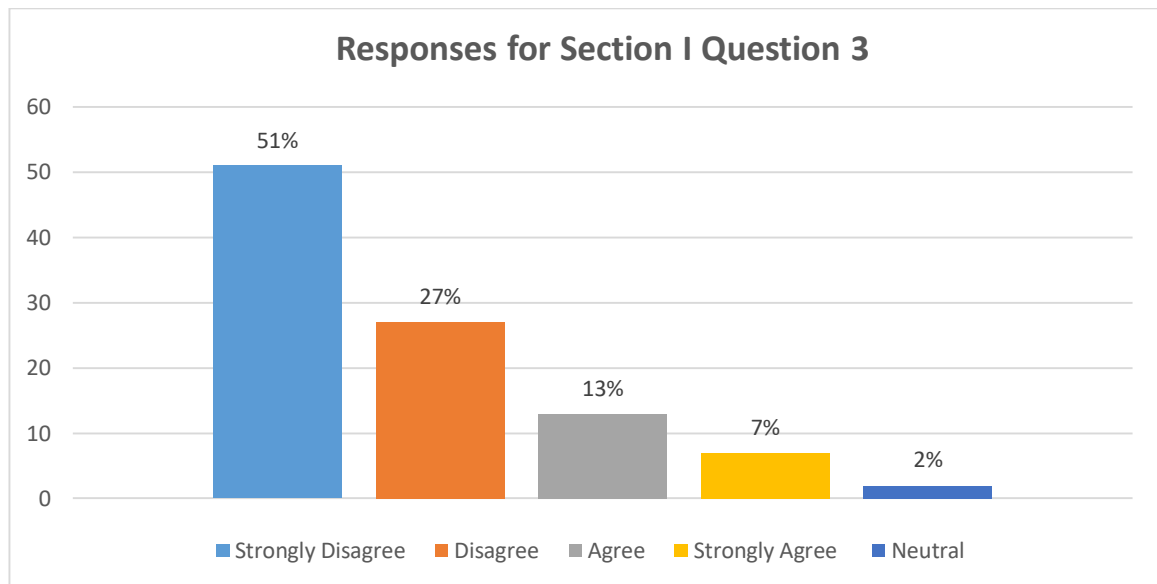


Figure 2: The percentage of responses for Section I (Career Guidance) Question 3 which asked participants to consider whether the career advice they received from the resettlement training/education office and management staff was reliable.

Further, thirty five percent (35%) and thirty four percent (34%) agreed and strongly agreed respectively that the career advice and counselling services were not available when required to enable them to make an informed decision about their choice of RT (see **Figure 3**).

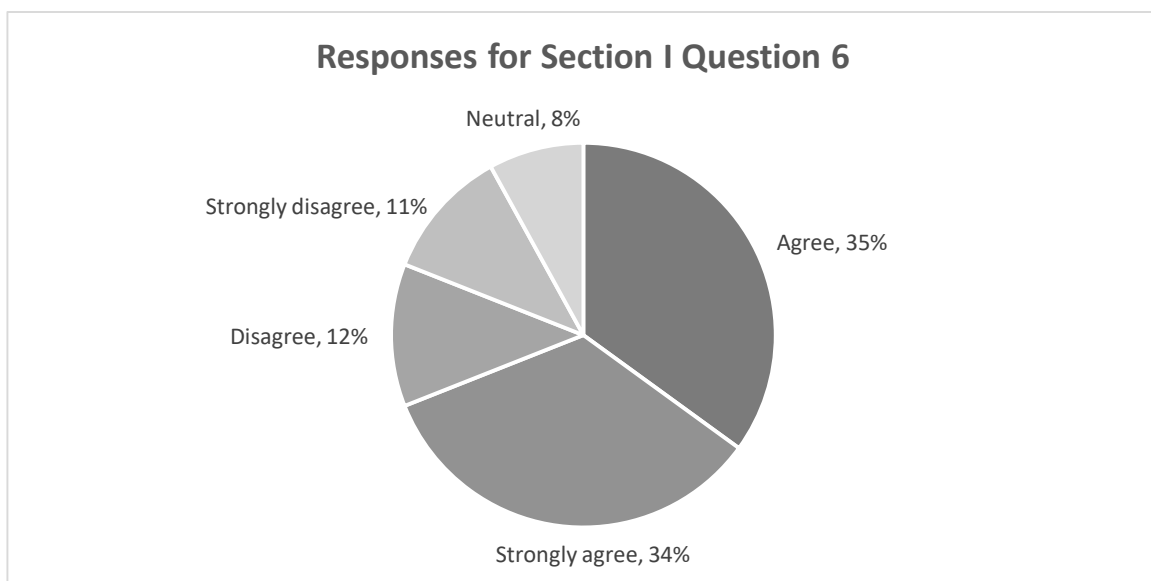


Figure 3: The percentage of responses for Section I (Career Guidance) which asked participants to consider whether they did not receive career advice and counselling when they needed assistance in making a resettlement training decision.

Additional findings and analysis of the questionnaire as it relates to a Weak Career Management System can be found in **Appendix VI Table 1**.

Discussion on Weak Career Management System

The main perceptions from the participants about the RTP discussed were the management of the RTP, information dissemination and the lack of administrative support. Mr. Leonardo, Mr. Winston, and Mrs. Black all shared the view that the RT programme needed to be better managed based on their own experiences. Mr. Sinnette was blunt and stated that the RTP was not meeting its objectives. He added that this was linked to the absence of a career management system. He felt that persons' views and the recognition of the importance of the RTP were improving. Mr. Zeeves shared similar views as he noted the awareness of the programme was increasing from what it was in the past. The focus group participants also expressed the view that the HR department did not provide structured career advice or guidance to assist the military personnel.

In reflecting on the perceptions of the participants and attempting to deconstruct some of the theoretical underpinnings of career management, I found solace with Lent's (2013) views on career development. He surmises that career development "occurs in a social learning context that is facilitated by the presence of supportive environmental conditions and the relative absence of barriers" (p. 143). Some of those attributes Robert Lent describes do not currently exist in the TTDF. In essence, making those perceptions of the challenges a reality for those who are experiencing them. From the literature review, I learnt that the foundation of the Social Cognitive Career Theory (SCCT) emanates from Bandura's (1986) social cognitive theory, in summary, it describes the complex manner that people, their behaviour, and their environment influence each other. As I indicated earlier, the SCCT is a career management theory that focuses on motivational factors such as self-efficacy beliefs, outcome expectations, and goals. It explains how vocational interests develop, choices are made, and various levels of work satisfaction and success are attained (Brown & Lent, 2013). The theory also provides two (2) suggestions for people who are experiencing career transitions. One is focused on self-efficacy beliefs, and the other is focused on outcome expectations.

The SCCT also assumes that a person has the ability to exercise some degree of self-direction notwithstanding how supportive their environment is or the barriers that may exist (Lent, 2013). In this chapter, the SCCT is being applied from the perspective of the choices military personnel are likely to make and its potential impact given no formal career advice is provided to them on what courses of study they should consider for RT.

In the TTDF, military personnel have little choice but to self-direct themselves in the current system. The risk associated with a self-directed approach without advice from trained career counselors on the ability of individuals to pursue different types of training and careers can negatively impact them based on their own false efficacy beliefs. They can make decisions based on inaccurate views on how they perceive their knowledge from the experiences they possess. This could negatively impact them, their families, and society in the future. According to Lent (2013):

People develop outcome expectations regarding different academic and career paths from a variety of direct and vicarious learning experiences, such as perceptions of the outcomes they have personally received in relevant past endeavours and the second-hand information they acquire about different career fields (p. 119).

Mr. Leonadro, Mr. Sinnette and Mr. Winston, all believed military personnel got some form of assistance. Mr. Leonadro remarked that some people got career development advice, albeit ad-hoc. Mr. Sinnette and Mr. Winston commented that support revolved around the time away from work (two years' full time), to pursue a programme of their choice and the grant (approx. USD 9,500).

As highlighted before, the administration in the TTDF are not without obstacles, which range from minimal communication of the RTP policy and its sub-components to poor administration of the process and an absence of dedicated staff providing career advice and counselling in the RTP. As such, career choices can become stressful in the civilian work environment. Many aspects of a serviceperson's history, strengths, desires, weaknesses and skills must be taken into consideration before a choice or path is decided. Consistent with career development theories, "choosing a career is not viewed as a single, static event but, rather, is part of a larger set of dynamic processes" (Lent, 2013, p. 123).

In the application of Lent, Brown, and Hackett (1994) social cognitive career theory (SCCT), to the current circumstances in the TTDF, two areas of career concern are identified, performance attainment, and persistence at overcoming obstacles" (Niles & Bowsbey, 2017, p. 74). According to Lent and Brown (1996), "higher self-efficacy and anticipated positive outcomes promote higher goals. This helps to mobilise and sustain performance behaviour" (p. 318). I believe that some TTDF military personnel do not require a formal process or intervention to enable them to consider and conceptualise what they are good at or can be good at (*self-efficacy*). High self-efficacy can ultimately drive them to expect higher outcome and achievement. This should be the goal of the military personnel during the transition.

My perspective is supported by the SCCT which also considers some level of personal agency in career choices and determination. The personal agency philosophy is underpinned by a career type

called the *protean career*. Protean careers are ones that are managed by individuals rather than organisations and are fueled by the need for self-fulfillment (Hall, 1976). A protean career is deliberately self-directed. Individuals feel responsible for managing their career and take initiatives to explore options and makes decisions based on their level of interest (Briscoe & Hall, 2006).

However, from my experience and given the cultural and organisational norms associated with the TTDF, I am mindful protean type military personnel would be in the minority. The absence of a systematic approach to career management, career guidance and counselling can result in challenges for military personnel in making appropriate career choices. This can influence outcome expectations since individuals may perceive some barriers are impossible to overcome (Lent, 2013).

Mr. Winston felt a disadvantage of the RTP was the absence of systems that hindered the organisation from developing true personnel potential. Mr. Winston was referring to the lack of a “*career management system*.” This is a critical requirement since military personnel often think of another career (Carnevale, 2006). One of the benefits that are usually afforded to military personnel is to gain skills for the civilian world (Simpson & Armstrong, 2009). Given that career management and guidance was not structured as part of the RTP, military personnel are expected to research their potential choices for the RTP on their own.

Mr. Winston believed that the structures in place to provide career advice to military personnel applying for RT were not sufficient and career guidance should have commenced from the inception of the service person’s enlistment. Mrs. Black and Mr. Leonardo stated they did not receive any career advice on their choice of course and they each would have spent over thirty (30) years in the military and worked in HR and Training environments. Mr. Sinnette revealed that Commanders do not provide advice to military personnel because they are not able to. I understood that statement to be the Commander’s delegation of that responsibility to support staff coupled with their priorities on a given day. In other words, it is not their day to day responsibility since it is delegated to staff, and it is perhaps not a top priority given the operations relating to crime suppression they may be engaged with.

Mr. Zeeves also shared that in the absence of career guidance, he had to resort to searching for a programme of study for himself. He indicated that he did not believe leadership cared about what the service person pursued in RT. He added that “*we pretend to care*” when the “*eyes are on us*” but would rather have military personnel remain and do patrols.

Mr. Zeeves went on to share that people want to get out of the system for two (2) years because it is an entitlement. He went on to recommend “*you need to start telling your troops early, plan for retirement*” he added “*you need to structure a programme that will help your troopers come into retirement... Let them impart their knowledge on other people before they leave.*”

The findings revealed that the TTDF does not provide structured career advice to guide the decision making processes and choices of its personnel who are seeking to pursue the RTP. I reflected deeply on this issue and questioned whether the participants understood what I meant by the term *career guidance*. I pondered whether I made an error by not asking them very pointed questions on whether they understood or knew what it meant. I became alarmed when I reviewed some of the survey questionnaire data that appeared to be conflicting. For instance, at least (82%) of the respondents either (strongly disagreed or disagreed) that they received career guidance and counselling to assist them in determining what RT course they should pursue. While (78%) of respondents either (strongly disagreed or disagreed) that the career advice they received was reliable.

Interestingly, (69%) of the same respondents either (agreed or strongly agreed) that career advice and counselling services were not available to help them make a RT decision. On reflection, I noted that perhaps some people might have received specific information on certain aspects of their transition based on their self-directed approach to soliciting answers to their queries or concerns. That would have occurred in an informal setting, without a structured approach.

I also recognised several of the interviewees worked at some point during their careers in training and development departments. They ought to have had some training and grounding in the area and their feedback was accurately describing the reality that exists in the TTDF that I was perhaps still not yet willing to accept at that stage in research. According to Johnson and Mortimer (2002), “guidance and career counsellors can recognise and help their clients recognise that career choice is not a one-time event but that some decisions do have long-term implications for on-going career opportunities” (p. 67).

The provision of career counselling and guidance in a structured manner is a critical supporting pillar to enable military personnel to consider career options that they have not considered previously, and it allows them to assess those options with the necessary support to make better decisions on the choices they will ultimately make.

The focus group also shared some insights about personnel pursuing qualifications for RT that were simply beyond their ability. In other words, they were not prepared to undergo that type of training

and their self-efficacy to pursue such programmes may have been inaccurate, to begin. The focus group also suggested that RT should be planned from a career management perspective. They were convinced that it is a necessity, and even highlighted one group in the military they perceived had a career management system in place. They are the Commissioned Officers.

They shared that the career management processes for Commissioned Officers were not the same as the enlisted ranks (*like themselves*). This spoke of their struggles to get on courses to develop themselves for the organisation. I recognised immediately how their experiences and beliefs shaped their perceptions. Junior personnel are confronted with significantly more challenges than Commissioned Officers for development, exposure, and training. As a Commissioned Officer, I knew that a specific career plan did not exist for Officers, though practices of development were a good indicator that a framework existed to drive the development of Commissioned Officers.

The survey data also highlighted the need for the organisation to do more, in the context of career management. (76%) of the respondents either (agreed or strongly agreed) that they felt the Education Officer Office could have done a lot more to prepare them for civilian career choices at RT. There is little doubt that communicating the benefits of having a structured career path and career counselling to the TTDF leadership is important for retiring military personnel. Guidance and career counsellors can work to build a military personnel knowledge base about the educational training and skill requirements of different occupations. (Johnson & Mortimer, 2002, p. 68). This can limit potential challenges that military personnel may encounter when they make choices with the necessary information.

In the application of Savickas Career Construction Theory (SCCT), which got its roots from Super's Rainbow theory, one of the main propositions identifies the revolving pattern of experiences that individuals must be prepared for in any institution. The hypothesis states that there can be a cycle of growth, exploration, establishment, management, and disengagement that happens during periods of separation (Savikas, 2002). Since the theory itself is about how individuals build careers by imposing meaning on their vocational behaviour and occupational experiences, it can help military personnel make better decisions that can impact their transition and how they can contribute to society (Savikas, 2013; 2005). I also re-examined how I attempted to apply Super's Rainbow theory to this research study, noting that, because of their earlier retirement ages, serving military personnel in the TTDF may be experiencing *maintenance* earlier (45 to 65 years), but they may seek out re-employment based on a myriad of socio-economic factors. The age parameter of the theory I was focused on was *maintenance* (range 45 to 65 years)

because of the early retirement age of members of the TTDF. As a result of the early retirement age, I observed many persons experiencing *disengagement* from the military and seeking employment, usually through the TTDF by becoming a member of the Reserves or trying to be employed in one of the youth programs such as MiLAT and MYPART (youth programmes that are managed by former military personnel).

On reflection of the utility of Super's Life Career Rainbow theory, I found some challenges with its applicability in today's working world, that is the traditional view and or expectation that workers commit themselves to an organization for most of their working lives is not what is occurring in the modern day work place.

In today's working world workers tend to have an appetite for short lived work experiences and they move on to another experience (Hall, 2002, 2006, Cascio, 2000). Consequently, there is less loyalty to remain in the same environment. As a result, it has impacted the investment some organizations would make in people since they are less likely to remain in the same job. I think the theory held its purpose in the last 30 to 40 years but the workforce has changed and it is more dynamic and protean type career minded people are more prevalent. The shorter type of experiences that are accumulated in different organizations appears to be a desirable trait for many in the current workforce.

Notwithstanding, in the TTDF there is no evidence of high attrition rates and people tend to see out their service contracts. One of the drivers for this occurrence in my view is the deterrent that exists in the form of laws for persons who opt to retire within five years of their retirement age. The laws provide for the lowering of pension entitlements if such persons opt to leave early. Nonetheless, I think there is still value in Super's Life Career Rainbow theory because it guided the development of other career management theories, and there is significance in examining what would have been the norm in the past but I think its application is not as valid for this research paper as I had envisioned in the beginning.

After assessing the questionnaire segment of the study $n = 83$ further analyses were needed to determine whether Career Guidance ($M = 17.39, SD = 6.63$) and / or Perception ($M = 25.38, SD = 4.31$) had any relationship with Employability ($M = 20.95, SD = 4.80$). A multiple regression analysis was used to test whether receiving career guidance, or the participants' perception of the resettlement training programme predicted former military persons' employability when they left the TTDF, y (Employment) = 0.44 (Career Guidance) + 0.17 (Perception) + 9.06 .

The results of the regression indicated that the two predictors explained 41.4% of the variance ($R^2 = 0.41$, $F(2,82) = 28.22$, $p < .05$). It was found that receiving career guidance did significantly predict whether an ex-service person was successful in attaining employment after leaving the TTDF ($\beta = .44$, $p < .05$). However, while their perception of the RTP did have an effect on their gaining employment, it was not statistically significant ($\beta = 0.16$, $p > .05$).

Upon examining the scatter plot for career guidance, it showed that there was a fairly strong positive relationship with employability which was confirmed with a Pearson's correlation coefficient of .63. In this instance, the scatterplot of predicted values as opposed to that of standardized residuals, showed that the data met the assumptions of homogeneity of variance and linearity, and the residuals were approximately normally distributed (see **Appendix VII (Figures 11 & 12)**).

However, regarding the participants' perception of the RTP and its relationship to being employable after retirement, the scatterplot showed that although there was a relationship, it was not as strong, which was substantiated by a Pearson's correlation coefficient of .22. Using multiple regression, career guidance was found to be a strong predictor of the employability of former service personnel (see **Appendix VII (Figures 13 & 14)**).

4.4.2 Leadership & Management of the RTP

Findings and Analysis

Mr. Winston said, *"the programme in itself could be a goldmine."* He added, *"but it needs to be managed properly."* He also stated, *"I can safely say no to the query on whether leadership has done all it could to treat with managing the RTP."*

Mr. Sinnette shared the perspective that *"over time, the policy had its challenges."* He added that *"people were unclear as to what they could do for resettlement training... people tended to look for time, which is two years and not really concentrate on doing something to help them after."*

Mr. Sinnette further indicated as a consequence, the main thrust for the military persons became *"two years away from the work"* and finding a programme to help them transition became secondary. He added leadership and communication were key issues. He continued:

I still believe that a lot of the senior people, a lot of the senior officers are, are unaware themselves about aspects of the resettlement training programme. There is a lot of, to me, a lot of subjectivity in the administration of the programme, because of the fact that they themselves don't know. They have never run a programme for senior people that discusses

the policy that discusses the role, that discusses what they should be telling people, how people should be, how they should be (prepared).

The focus group participants had diverse perceptions about the RTP. One participant said the problem with the RTP, “*is there are too many changes with policies and sometimes there are no policies on issues.*” He explained:

One officer from a department will come this week and he would set policies, write this and this is what is going to happen. And then at the end of his tenure, another person comes and says “aye, scrub that, this is what is going to happen.... There are new rules too often. Too often there are changes, too often... There is nothing flowing, transitioning from the Head, so we cannot as juniors transition from point A to B to C and so on.

Another focus group participant stated “*in our society, once it doesn’t directly affect you, you don’t care, that’s our society*” in responding to why the OJT recommendation was not implemented into the RTP. Another participant’s view regarding the lack of preparation for the RTP, said “*it has senior rates who were told to go on resettlement because they didn’t even know that was an entitlement, or they found out late. You leaving this date, so you have to go on resettlement now. Right?*”

Another participant shared that she was successful in completing a Bachelor’s degree on her own and decided to request approval to do an in-service Master’s degree. This was denied and she then attempted to request approval to pursue it as RT, given she had met the minimum twelve 12 years of service. She explained she was asked for additional information and she began asking about the RTP’s, policy on resettlement.

I just want to ask what can they argue in regards to resettlement because is there a concrete policy? I still can’t find it; I am searching... I found the Cabinet Note in regard to the committee and all that, (but not the policy).

This participant stated that up to the time of the interview, she was unsuccessful in locating a copy of the policy. None of her seniors was able to properly advise her or provide her with a copy of the policy.

Another participant from the focus group discussion shared a view on the challenge with communication saying “*Information doesn’t filter down that’s what I mean at our level, it doesn’t filter down, it doesn’t filter down to us.*”

Mr. Zeeves shared his views, by stating:

from.... a Defence Force point of view, I believe your resettlement should be structured in a way to assist the person when they come out. Because when you come out here you will realize that it's not easy and that you were sitting on a bed of roses all the time and never

knew it. Now that you're out in the real world it's something totally different. So when I said you restructure, you need to start telling your troops early, planning for retirement. Don't just say you going to resettlement and after that, that's it. You need to structure a programme that will help your troopers come into retirement and also if there are those that you can hold on to, that are very knowledgeable, that you can let them impart their knowledge on other people before they leave the work would be an asset.

According to Mr. Sinnette, because proper preparation is not occurring, for some military personnel when they start the RTP, the main reason is a timeout or away from the military. The secondary reason for doing the programme “*is to prepare me for civilian life.*” He added that “*does not necessarily mean that the person will do the programme because of the fact that their main thrust is that they are going to be away from work for two years.*”

Mrs. Black added:

I feel the whole programme is like a free ticket to a two-year course of your choice. And it is not for the system, the process for it has not been thought out carefully to benefit the individual. So if the individual is very careless or (have)lack information or don't know how to go about it, I believe they (will) just sit on their own. Like for instance since I came off my resettlement programme, I came back into training, I tried to develop a system. I told the recruit training officer who is acting as the training officer at this time, anybody who pass through with, with resettlement training, let us interview them. Let us understand why they going on that programme. Will it benefit in the long run? Is this a career you want to pursue after your resettlement? What you after you done resettlement training? Some people don't want to work. Some people just want to drive taxi. Some people don't want no headache.

Mrs. Black stated a major disadvantage is “*preparation.*” I probed further for more details, enquiring if she meant from an organisational perspective. She responded by saying “*yes*” and shared her experience:

One of my messmate who just gone on resettlement training, said, “them young people have to help me in that class you know; I (am not) able with that you know; I (don't) know is all that work.” You know? I have to, my team have to help me, them done already. We supposed to be guiding troops.

She explained that some troops struggle with the workload because they were not prepared. She felt “*the Force should have a list of courses that they feel comfortable with, that they could speak on.*” She explained that “*human resource or some educational department could speak on so that you can guide individuals and so that they will be able to use the list and we can guide them properly.*”

Mrs. Black indicated some people were using the RTP to be away from the military. She stated:

Some people use it to their advantage, by using it as a getaway, a getaway avenue from the system. Right, they take two years out of the system, if you find you under pressure within

an area. Some people will do that. Some people use it as an opportunity to make money on the outside - two years, I can see about my business and nobody bother me. Some people use it as an opportunity to, to really educate themselves and because it is a must, we just use it to our whim and fancy in other words.

Mrs. Black was not the only person who indicated that persons use the RTP to get out of the system.

Mr Sinnette shared that view as well.

Mr. Zeeves shared what he considered to be a disadvantage of the RTP. He explained that before service persons get “into the programme, you need to be advised.” He added, “you need the upper, your office, whoever, talk to the people out there, say this is what a resettlement programme really should be.”

Mr. Sinnette stated:

We have commanders who are not able to advise (the) men and women of the Force about resettlement, about what they should do for resettlement. So what you have happening is that a lot of people just decide to do resettlement without the benefit of advice. I've had experiences where people in the lines, first (Infantry) Battalion (Regiment) to be specific, are unaware as to what resettlement training is, when they should go, how they should go, what governs them, what they could do, they are unaware and still to this day.

Mrs. Black shared a similar view. She stated that she did not “remember anyone getting advice” on what programme of study to pursue in RT. On reflection, she said she has recognised that “to a large extent you really tying back to the fact that throughout that person’s career, we haven’t been preparing them” to successfully transition.

She explained that this occurred because of organisational culture and leadership. She shared “I think our culture is one that we don’t share information. We have a culture like that, it’s not my concern, so let them deal with that.” In other words, if it does not affect the individual it does not bother them. She indicated as a result of that type of culture, some service personnel adopted the mentality of trying to take care of themselves. She noted that the military culture is one that *uses* troops and does not protect them or take care of them. So after a time, “the individual built a sort of resentment for the system.”

I asked her if she felt leadership could address those issues. She looked at me, amused and stated, “it (don’t) have no leadership, everybody coming to work.” She went on to state that “there is too much weak links in leadership and as a result, the RTP has deteriorated over the years.” She stated “people didn’t make it a priority” and in the same breath she emphasised the point by asking me “you feel they make it a priority?” She then responded to her own query “no.” She explained

that when a service person reaches 45 years or 46 years, “the seniors ready for them to leave, so it does not matter.”

Mr. Leonardo shared a similar belief. He added: “RT really hits a soldier like a ‘vaps’, where he has no choice. He has two years or three years; he has a year to leave. He has to go on resettlement training.” He explained the “programme is not properly managed from the perspective of career guidance.” He added, “It is now reaching a point where it is misunderstood by the troops.”

The issue of leadership has a role to play with regard to the issues he was raising, he shared:

Well, to begin with, leadership at higher level, want to ensure that the programme happens, because you’re entitled to it. But from a guidance perspective, I don’t think, the higher leadership or leadership on the whole really care about what the person really does.

When probed whether culture had something to do with how the programme is being managed, he responded by stating:

From a cultural perspective, we have inherited young, young military, we have inherited a mind-set and what happens with that mind-set is that we pretend to care when, when it tends to reflect on us but really and truly the evidence in my view has shown that they only do it because they have to do it. They sign it off, they sign off on it because they have to do it. But deep inside, this is my view, they don’t really want you to go on it, because it is more important to do, the patrols more important than your development.

He added that:

We have an Officer Army that just care about themselves. They benefit from everything. They start to train from day one and they continue to train. So, the mind-set, the cultural mind-set of the troops is that the other ranks is the other ranks and we’ll take care of ourselves. The statement came about that if an Officer Army want to leave it like that, from a cultural mind-set, one group alone benefits.

On the topic of culture, Mr. Zeeves shared his views. He said, “coming up from the old-school days, we all know that aye, two years to go, everybody takes resettlement.” He remarked as a consequence when that time arrives “you just want to get out, right?” He then emphasised that “I not straying directly from your question, but you just want to get out. So you find something to do outside and that is what has been happening.”

Quantitative Analysis - Leadership and Management

Twenty nine (29%) and twenty seven (27%) were neutral and agreed respectively that the programme is not meeting its stated objectives (see **Figure 4**).

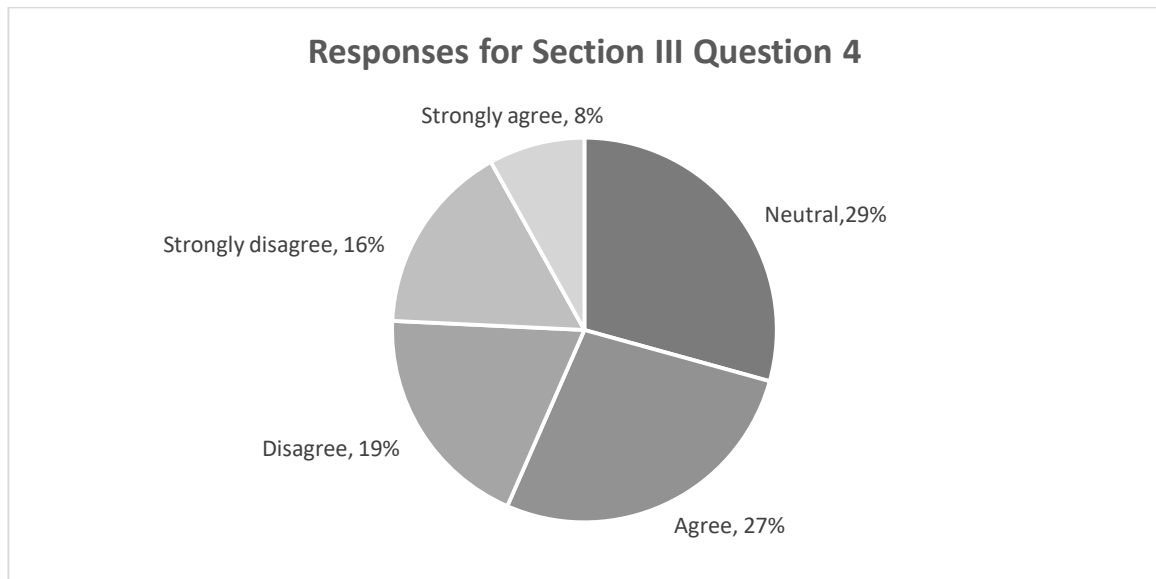


Figure 4: The percentage of responses for Section III (Perception, Views and Beliefs of the RTP) Question 4 which asked participants to consider whether or not they believed the RTP was meeting its objectives.

Additionally, forty five percent (**45%**) and thirty five percent (**35%**) agreed and strongly agreed respectively that the resettlement training programme requires major review for it to work properly (see **Figure 5**).

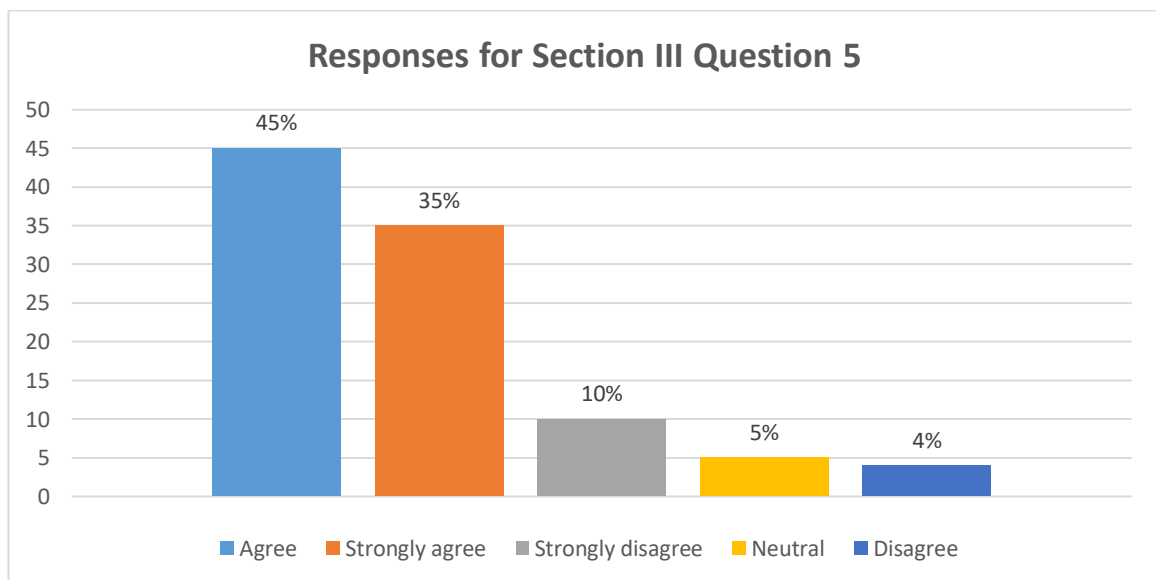


Figure 5: The percentage of responses for Section III (Perception, Views and Beliefs of the RTP) Question 5 which asked participants to consider whether they believed the RTP required a major review to work properly.

Further, forty nine percent (**49%**) and thirty percent (**30%**) strongly agreed and agreed respectively that the leadership of the TTDF failed to properly administer the Resettlement Training Programme (see **Figure 6**).

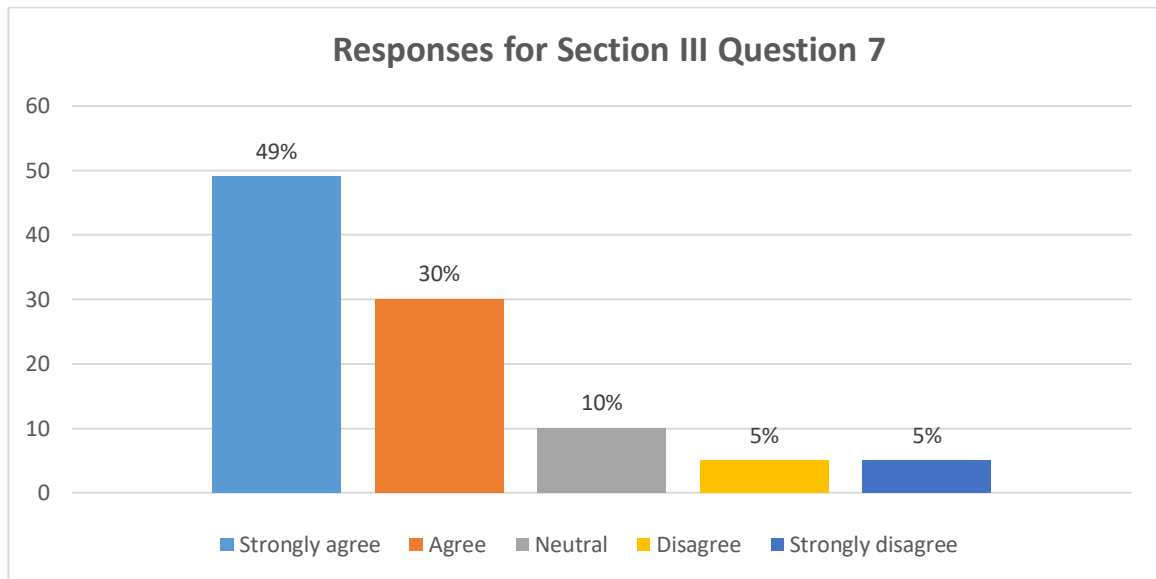


Figure 6: The percentage of responses for Section III (Perception, Views and Beliefs of the RTP) Question 7 which asked participants to consider whether they thought that leadership had failed to properly administer the RTP.

Additional findings and analysis of the questionnaire relating to Leadership and Management can be found in **Appendix VI Table 2**.

Discussion on Leadership and Management

The main perceptions from the participants about the RTP discussed was the management of the RTP, information dissemination and the lack of administrative support. Mr. Leonardo, Mr. Winston, and Mrs. Black all shared the view that the RT programme needed to be better managed based on their own experiences. Mr. Sinnette was blunt and stated that the RTP was not meeting its objectives. However, he felt that persons' views and the recognition of the importance of the RTP were improving. Mr. Zeeves shared similar views as he noted the awareness of the programme was increasing from what it was in the past.

The focus group participants also shared their perceptions of the management of the programme. They spoke about the ever-changing policy positions arising out of the rapid turnover of Officers in-charge of the RTP. The majority of the responses from interviewees and focus group participants revealed very strong and negative perceptions about the leadership in the TTDF concerning the management of the RTP. However, there were also some positive perceptions of the programme. For instance, **(35%)** of the survey respondents (agreed or strongly agreed) that the programme was meeting its objectives and **(38%)** of the survey participants (agreed or strongly agreed) with the view they had successfully transitioned.

Participants also expressed the views that the RTP communication policy was weak. Many serving military personnel had never seen the policy. This resulted in some military personnel being ignorant about the programme. The department that is responsible for providing information and disseminating is the Human Resource (HR) department at the TTDF Headquarters. The responses from the survey questionnaire supported also some of the views from the interviewees and focus group participants. (79%) of the retired military persons surveyed either (agreed or strongly agreed) that the leadership of the HR department of TTDF failed to administer the RTP properly. At least (58%) of the participants either (agreed or strongly agreed) with the view that military administrators do not fully understand the importance of resettlement training for military persons.

The analysis revealed some of the participants seemed satisfied with some aspects of the RTP. That is the ability to proceed/become eligible for the RTP, the resources available (at the time) to enable military personnel to train, the time from work (maximum period of two years), and the flexibility to choose a programme of their choice. They were also satisfied with the opportunity to get working experience. Unfortunately, several of those circumstances have already begun to change. In 2017-2018, the TTDF training budget was cut in some cases, in excess of 50%. Those budgetary constraints are not expected to be short-term and the cuts will become even more profound over time. The organisation will have to defer people and their preferences to pursue the RTP. Other options that may be considered is to suspend the financial grant and allow military personnel to pay for the RTP courses themselves. However, time can be provided for study or training for military personnel who are close to their legislated compulsory retirement age. The practice of allowing some military personnel to access RTP time to get away from work for two years may not be available in the future. This is in the best interest of military personnel and the TTDF and only military personnel within the last five years of their service could be considered for the RTP. Managing change with revised policy positions would be inevitable, given the resource challenges the TTDF is expected to be faced with in the foreseeable future.

I also considered the clusters of the hierarchical taxonomy (Gati, Krausz & Osipow, 1996) proposed. They included (1) lack of readiness, (2) lack of information and (3) inconsistent information. To a large extent, many of the negative perceptions, experiences and overall dissatisfaction about the RTP in my view would have emanated out of one of those three clusters for those military personnel surveyed. This risk of allowing military personnel to make uninformed decisions on their post-military career without the requisite support should not be an option for the TTDF leadership. The issue of formerly trained military persons being without meaningful employment, in itself, should be a worrying concern for leadership. Careful thought, discipline,

and due diligence in managing their transition to the civilian working world are required before they become a challenge for society, (The Centre for Social Justice Report, 2014).

Data from the survey questionnaire also indicated that some people were not satisfied with the RTP in its current structure. (35%) of the respondents either (agreed or strongly agreed) with the view that the RTP is not meeting its stated objectives. (70%) of the respondents either (agreed or strongly agreed) that the RTP requires a significant review/reform for it to work properly. I also noted with keen interest a statement from Mr. Zeeves. He stated: “*some people would do resettlement as a ghost gang so to call it, they would say they going to resettlement and never really did.*” His comments drive home the point, and there is little to no monitoring and evaluation of the RTP. That fact poses a significant risk to all stakeholders that have an interest in the RTP, whether it is the leadership of the HR department, military personnel, or the wider society.

4.4.3 Monitoring & Evaluation of the RTP

Findings & Analysis

Mrs. Black stated that she felt “*the RTP is not being managed properly, because from my experience, it has people that went and we don’t even know if they completed.*” Mrs. Black was sharing her views on the absence of a formal and instituted monitoring and evaluation process in the RTP.

Mr. Sinnette surmised that:

It is difficult to ascertain how the programme has assisted in reorientation as there is no data to suggest that people have or have not been reoriented back to the civilian world. It may very well be that most persons who exit the organisation upon completion either go back to perform similar jobs or are utilised in programmes funded by the Government that requires military personnel.

In my follow up discussion with the focus group I asked, how many military people do we know, who went on the RT programme, now have a good job to take care of themselves or have successfully transitioned?

A participant from the focus group shared her view, she stated:

Sir, to properly answer that question you need statistics and that we don’t have. To say if I’ve known some people, yes I’ve known some people who have taken advantage of resettlement and not on a bad footing (with) regard to civilian life. As well, I know some people who claim they went on resettlement training and working taxi, you understand? Working taxi is not a bad thing but it’s a step down from what you were doing before alright? So I think, we don’t really pay attention and log it. So that could be one of the reasons (and) we don’t have the data.

Another participant added:

As she just said, let us follow up on those individuals after the two years and where they have been, are we introduced to the civilian society, can we do a follow-up as I said for us to do a follow-up. The question you how much people you know have benefitted from it after that. Back to the point, I said earlier that there is no proper logging check to see how they are functioning. How are they I don't know, integrating in outer society? They have to do follow up so otherwise when they cut loose from Coast Guard that is it, you on your own. That is the nature. There is no follow up, meaning that okay, you do your resettlement... Yeah, maybe three years after the person leaves, you could do a follow-up, you could go in the business place, see how they functioning, how they operating, even call in the person on a one-on-one basis to see how they are. Because even though you retire you still are a military person, you know?

When asked if due to the absence of monitoring and evaluation and the lack of statistics we are unable to determine the number of troops who have transitioned properly, the participant replied:

Yeah. We cannot, we cannot say we could pull a chart and say, okay for the past ten years these are all the persons who have been in resettlement. Those who have been successful in the reorienting into society, we have a positive rate of people being introduced into the civilian society. We cannot, we have no data or nothing to say that. We cannot say if you are successful or not. It is vital to see the person, but we have no data.

In the main the respondents were not sure if the RTP successfully reoriented military personnel into the civilian working world. They cited the reason is because of the absence of adequate monitoring systems.

Discussion on Monitoring and Evaluation

The experiences I had working in the military provided me with some insight into the perceptions, views, and beliefs were shaped by experiences emanating out of a poorly implemented, monitored and evaluated RTP policy.

Had it not been for the ad-hoc and often inconsistent manner in which a review of the entire programme was conducted by the TTDF, I would have surmised that there was no interest to improve the RTP. As discussed in the literature review, the RTP is legislated and compulsory for service personnel from countries like the United States of America and Canada. As a result, they implemented mechanisms for assessing their programme's performance and improving it.

In the TTDF there is no data and there is no follow up on retired military personnel post their RTP. As a result, there were mixed views on whether service personnel had successfully transitioned from the interviewees, while the focus group participants were uncertain. They cited there was no "real way" of answering that question because no data was available; there were no statistics. It was a significant issue that arose when asked if the RTP was helping military personnel transition.

A participant from the focus group responded that “*we cannot say if you are successful or not. It is vital to see the person, but we have no data.*” Mr. Sinnette added: “*it is difficult to ascertain how the programme has assisted in reorientation as there is no data to suggest that people have or have not been reoriented back to the civilian world.*” Mrs. Black responded, “*I must say that we don’t have any record of that to be able to answer you correctly.*” Another participant from the focus added “*Sir, to properly answer that question, you need statistics and that we don’t have.*”

Mr. Leonardo stated that there was no career development assistance, and added that people applied and went on RT because it was their time to do so. He shared that some people applied to obtain money (the grant) fraudulently, raising a much deeper issue with the governance, accountability, and transparency of the RTP. This is an issue I am obligated to share with the TTDF for their information and action.

It was interesting to note the views of Mrs. Black and the focus group participants. They focused on the absence of data, which did not enable them to ascertain whether TTDF military personnel got assistance from the RTP to allow them to re-orient into the civilian world. They did not focus on challenges with *the system or the process or the policy* to enable that assessment. Their non-assessment pivots on no data existing, but they did not draw any connection as to why there was none. In my view, data generation is key to assist with the determination of the RTP’s strengths and weaknesses. Data can also facilitate a better understanding of whether the current programme is helping personnel to transition out of the military into successful civilian careers.

Mrs. Black shared a different perspective about the time afforded to military personnel. She indicated that time was used to be away from the TTDF and people used it for that purpose and not necessarily for achieving an RT objective. She noted if people are frustrated with superiors, they can use the policy as an escape route from the environment with the hope that if they return, that superior would have moved on to another department. Mr. Sinnette also shared similar views to Mrs. Black. This is a clear case of abuse of the programme.

4.4.4 Challenges with Transitioning from the Military Culture

Findings & Analysis

Mr. Leonardo, in response to whether the organisation, has displayed any sort of serious commitment to ensuring our military persons are properly resettled back into society responded by stating:

No. We haven't done that because, for example, we will have people who will come in with high levels and high degree of experience, they are qualified but nobody knows them out there and leadership, most people and them that are leaving this place and would not line them up or would not encourage them or would not seek to say well, give them advice, well go and check this institution, call ACSO HR go by this institution, call the HR Officer and he will be able to assist in seeking employment. You don't get that kind of mind-set; you don't get that kind of leadership here.

He became optimistic and stated, “*over the years military people started to understand more of what the policy was and what it is, and even started to do programmes that could help themselves when they leave the military.*”

The perception of this challenge is perhaps strengthened by Mrs. Black's view that some of the training “*institutions don't cooperate with us*” to provide support or reports to the military if requested by a student on a timely basis. Mrs. Black indicated from her experience, military persons often felt they “*have to struggle for everything*” in the context of getting the requisite support from those agencies and the administrative support involved in the processing of RTP submissions.

A focus group participant described the RTP and suggested how it can be improved:

It's a transition, but the thing with the transition, well I can only suggest... I think they (leadership) should, if itself you could probably, once you qualify yourself, maybe the Force could place you in a scenario based on what you qualified (for), they could link with external entities, for that transition, (they can) place you in a job one time to get the job training. So one time you working, and you gathering experience, you filter into society one time.

This participant explained such a system will help military persons upon completion of the RTP:

At the end, you fighting up now, after, okay you do your two years, you sit down then what? Send out a million and one resumes and nobody assisting you in getting a job. So maybe that could be part of the package, job placement.

The participant's views about the assistance varied but they were consistent that they had not received enough information to successfully reorient into the civilian working world.

In response to the following question, do you think the programme has met its objective, which is to transition military personnel out of the military into the civilian working world?

Mr. Sinnette responded:

It is difficult to say that. Some people have been successful with the programme, some did it just because, some people have submitted fraudulently to get some money from it. But if we do a proper research, we would realize that in the absence of CCC and MiLAT and MYPART, the programme hasn't benefitted the Force.

He emphasised that:

If we took out CCC, MiLAT, MYPART (national level funded military assisted programmes focusing on helping vulnerable youth that often hires military retirees as instructors), which probably employ about sixty percent (60%) of the soldiers or, or servicemen that left that some of them fall into these institutions. In the absence of that, they would have been lost outside... wouldn't know that, why? We wouldn't know that is because it would be based on what an employer is looking for.

Mr. Sinnette was implying that the TTDF does not know what the labour market is in need of.

Ms. Black responded, *"I must say that we don't have any record of that to be able to answer you correctly."* I probed her further and asked whether she knows people who have left the system and came back looking for jobs or needed assistance or help or anything like that? She responded by stating: *"Yes, a lot. It has one who living close to me. He said he's struggling because he wasn't prepared and the thing about it, what I realise is most of the time, people who struggle after is the people who have a broken relationship, (and they) have to start all over again."*

She answered "yes" when asked if it was difficult to say how many people would have successfully re-oriented into the civilian world based on the information and experiences she has had. Mr. Winston, however, believes the RTP *"has assisted a number of military personnel by allowing them to access subsidized programmes that are educational and psychological in nature."* He explained that those programmes *"can assist them to transition back to civilian life."*

In response to whether they can describe any psychological impact they may have experienced with their separation from the military, I got some very interesting responses.

Mr. Leonardo asserted:

Well, I didn't really suffer, not really much psychological impact on me. I prepared to leave the Force 10 years prior to separating. I prepared for it. To say I had a drawback was really much. You would miss the guys, you would miss the energy that I had, but the impact was that you were just 50 years and you had more energy to work still but to contribute to, but its whether or not you would have been getting employment to do the same thing or (not); so the impact was really whether or not you would have been employed, seeing that you had all this energy and work time still inside of you. Other than that (I) really didn't have much. Really didn't have much to talk about. I prepared and I was good enough.

Mr. Sinnette also shared a similar perspective, he informed:

Well I think for me, the getting up early, I still continued to get up early so as though I was going to work. But you know I had to find other things to do. So psychologically it wasn't... It was more about preparedness every day that you were getting up the same time, but you were not going to work. You know and after a while it just, you started to do things in the morning to pick up the space. So in terms of any real impact, in terms of my own, how I went about things, it just encouraged me to get up early to do stuff. But I was more or less

prepared to leave because I was on vacation prior to leaving, so it started to become easy, so there was no real impact per say when I separated.

When probed further he added stating:

Not right away, well for me, that getting up in the morning, going and drop the children to school and come back home, then you drop the wife to work and then you come back home... but then after a while, you start to feel an impact.

Mr. Winston in response to the query stated:

Yes, it could have a psychological effect, reason being, well in my case they would look... A lot of people would spend 30 years of their life here (in the military), some people spend 30 plus years and because of, this is all they know and the time in terms of resettlement to me, being able to transfer that into civilian life or back to like your normal life it would be a challenge because this is what you know and especially if you develop your friends circle around this as opposed to in your community then you could have a challenge there; in terms of adjusting because of the lifestyle you live here and now having to readjust to your community and the people that you live around if you didn't have that prior, so that could be one thing of, one way of dealing with it. In terms of... I have noticed people who have left in terms of that where the challenge that they had was in terms of yes, they still being able to readjust into society, hence a lot of them who we would have never thought, they join organisations like churches and stuff to be able to have something to do and people to communicate with and do things, so and help play an active role and somebody who you would never even expect to be that way now they have an active role whether it is with the in-depth with the church in itself, even if it's just probably guiding people where to park, something, but it's just about readjusting and having something to do on a daily basis especially if you didn't prepare properly in terms of going out and, in the world of work one time. So that could be the challenge. So that is how I would look at it from the both sides.

Mr. Zeeves informed:

First to begin, when you leave the Force your system doesn't automatically shut down. You still get up very early on a morning as if you are ready to go to work. That hype is still there. Sometimes during the day, you might wonder what I would have been doing in work and (all) that, that impact, it wouldn't come down just so. You're still at a high. I have left officially and I am operating as though I am still at the work.

Importantly, the sample indicated there was no any major psychological impact from their experiences transitioning from the military.

The interviewees also identified several advantages of the RTP.

Mr. Winston stated one advantage he saw was the time the organisation had to really prepare someone to resettle, which should occur within the first five years of service.

He indicated, *“from age 18 you come into an organisation, in some cases, you serve 30 years there dealing with one culture.”* He added, however, as a result, *“it is difficult for you now, to even be*

able to transition just mentally into the civilian world.” He further explained how you develop personnel within the service can help them transition easier in the long run.

Mr. Leonardo argued that:

The main advantage is that you have funds, you have an opportunity to go and retrain yourself, requalify yourself and it is an entitlement, so they cannot deny you it and it is a good opportunity to go to develop.

Mr. Sinnette shared a broader perspective, he stated:

The major advantage to me of the programme is that you have funds, you have an opportunity nowhere in the world a service person gets an opportunity to be away from work for two years, get paid, get the organisation to pay for the school that they want to go, for what they want to study, you understand? And then get an opportunity to learn a new skill at the expense of the Government.

Mr. Zeeves shared a philosophical view of his interpretation of the advantages of the programme.

He asserted:

You see life differently out there that is one of the main advantages. It causes you to think. When you see life outside there, you realize how happy you (are) inside here. You are happy in here, but you didn't put things in place. So now you have a scramble within two years to readjust.

Mr. Zeeves was implying that basically, when a military person commences RT, only then do they recognise how different the civilian world's culture and norms are from the military institution. As a result, the military person is mentally scrabbling to adjust.

Mr. Zeeves became passionate and emphasised that:

It's not about sitting down there for two years. Remember there's life after Defence Force, you have your family to see about. You may not be able to live on your pension and not knowing what you really want to do.

Some focus group participants shared their concerns about the RTP problems. They also expressed concerns about service personnel forfeiting their RT. They explained that in such situations it was likely to be a challenge for some persons, who may not be thinking about the issues they are likely to confront in the civilian working world because “*there is a culture shock.*”

One focus group participant stated:

The transition is not only for preparing you to go in the world to work but also to detox from this organisation. Because from the time that you join here, its rah, rah, rah... Do this, do this, thing... So you programmed now. Things are totally different on the outside. You might not have the maturity level at that point in time, because you come here and think that probably this is a laid-back thing. You could sleep when you want, come when

you want... Yeah, you could do whatever you want, and then you have to face the harsh reality of the world that you in. Are you mature enough to handle it?

Another participant expressed the view:

I would say a disadvantage would be you see that same word we using detox, it deals with the mind, it deals with your body cells, you move because yes he saying am Coast Guard don't do this all well and fine then your brain still have to a heavy workload when you just leave that and this is a mental something, you may not feel it now but would feel the effects after, so this is why you going into resettlement training even self you have to spend more time with your family, you understand it will help you relax, you know you going, you know it's a gradual change for your mind, it's a mental thing because I have looked at this is just me personally I have looked at some men who have left the work like that and where are them today? they no longer with us (died) and I am talking about intelligent men, men who have their degrees and bachelors they just crash because why just inside there I not going (to do) this resettlement Coast Guard give me this and I want to give back so when they go home now they have nobody to think, is like Oh God you have nothing to do, you know? you laugh no some people do tell me uhhh they gone on three months annual leave and have nothing to do they bored, they want to come back to work. People does say that they do literally say that. I tell them they mad, personally I tell them they mad, you understand?

A focus group participant also shared:

To me one of the disadvantages to the programme, it seems as though when you put in for a resettlement they look at it as an in-service. So, you want to do a course, okay no problem go ahead, and no further, like assistance to say well okay, you want to do this, let's see how best we can help you transition into the world with this, with on the job training and give you a proper package instead of just sending you to do a course because you say yeah, you want to do this course. Because you will do the course yes. You will have a degree, you will have a diploma just like anybody else, but then you have to face the market out there with the fight against getting a job. You going to go to interviews with people who probably more qualified than you who have more on the job experience than you and sometimes they will take those people rather than just take you with a degree.

Quantitative Analysis – Challenges with Transitioning from the Military Culture

Some of the findings from of the survey questionnaire revealed that seventy percent (70%) and twenty two percent (22%) strongly agreed and agreed respectively that the programme is critical for servicemen to pursue and secure a livelihood after military service (see **Figure 7**).

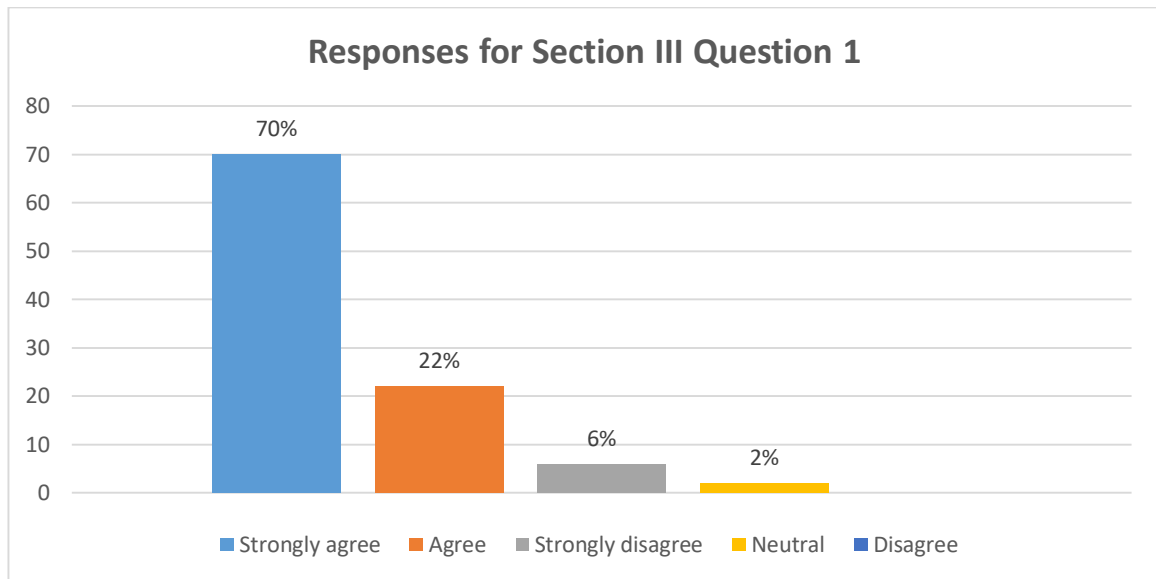


Figure 7: The percentage of responses for Section III (Perception, Views and Beliefs of the RTP) Question 1 which asked the participants whether they believed the programme is critical for servicemen to pursue and secure a livelihood after military service.

Additionally, thirty four percent (34%) and twenty two percent (22%) disagreed and agreed respectively that they had successfully transitioned into the civilian world (see **Figure 8**).

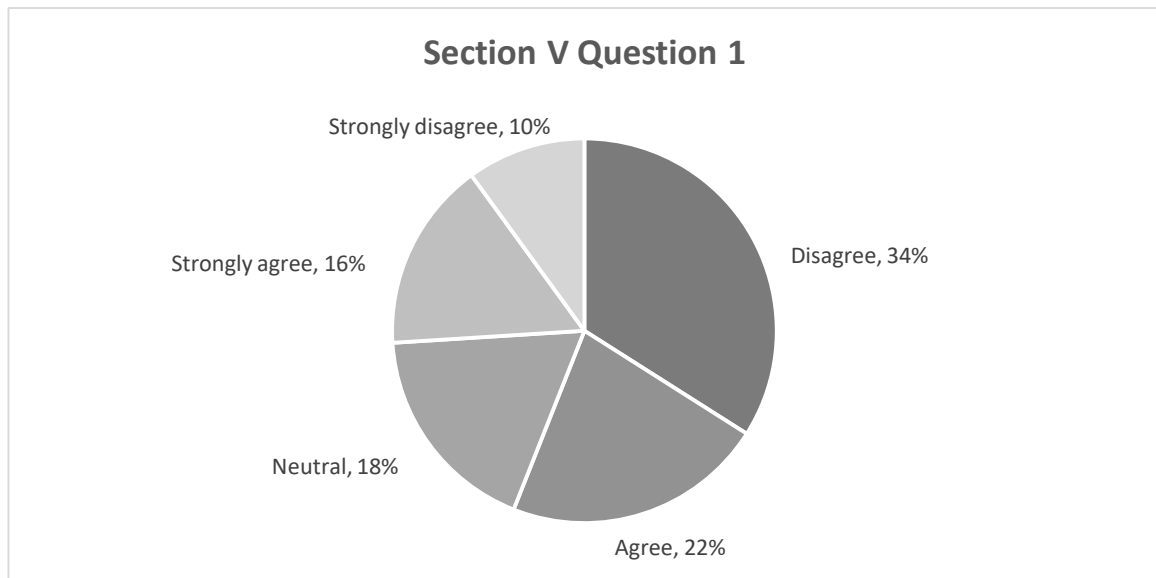


Figure 8: The percentage of responses for Section V (Transition) Question 1 which asked the participants whether they had successfully transitioned into the civilian world.

Further, forty six percent (46%) and nineteen percent (19%) disagreed and agreed respectively with they were not fully re-oriented into the civilian world (see **Figure 9**).

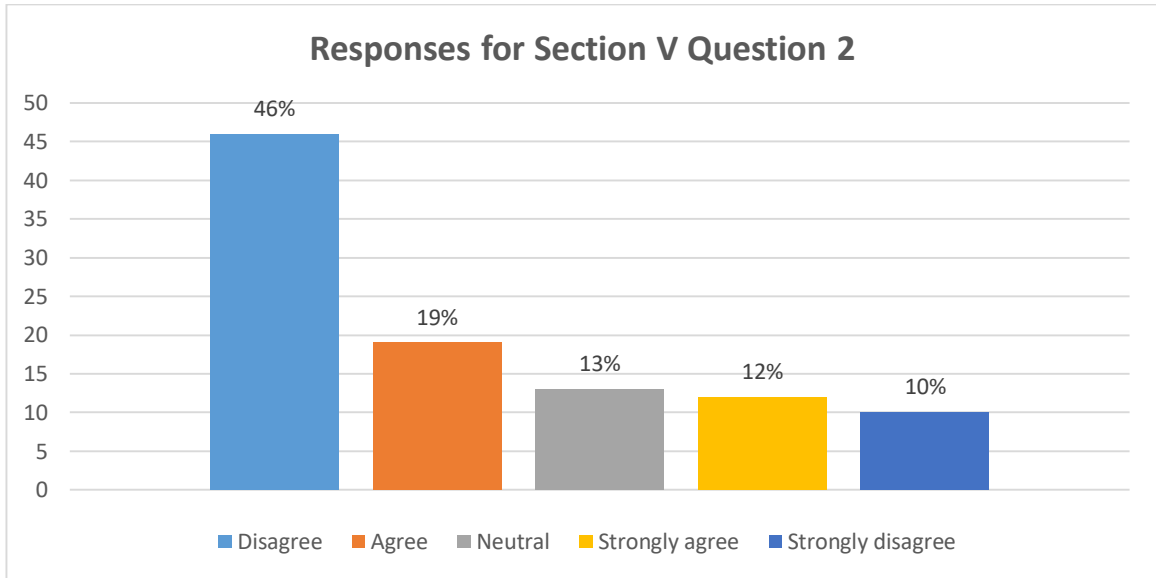


Figure 9: The percentage of responses for Section V (Transition) Question 2 which asked participants to consider whether they were fully re-oriented into the civilian world.

Also thirty nine percent (39%) and twenty four percent (24%) agreed and disagreed respectively with the view that they do not think they are a sufficiently prepared for the civilian working world (see **Figure 10**).

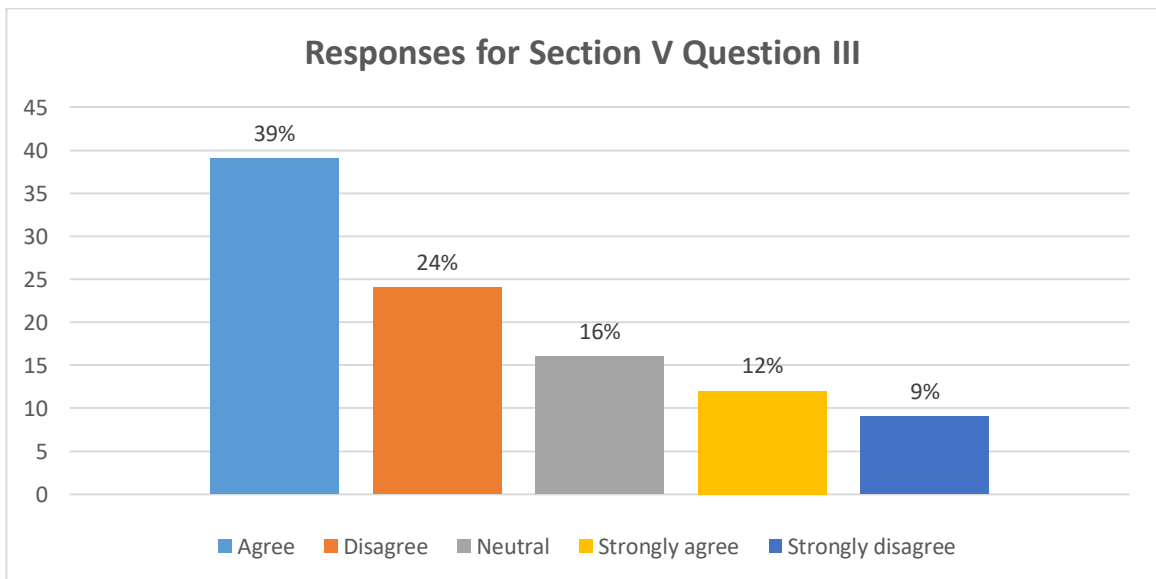


Figure 10: The percentage of responses for Section V (Transition) Question 3 which asked participants to consider whether or not they believed they were sufficiently prepared for the civilian working world.

Additional findings and analysis of the questionnaire relating to Transition can be found in **Appendix VI Table 3**.

Discussion on Transition

The issue of transition in the TTDF is connected to the TTDF's legislated early retirement age and the high non-transferable skills the retirees possess for the civilian world such as military drill, skill at arms, and map reading.

At least (61%) of the respondents either (agreed or strongly agreed) with the view that their career choices during resettlement training were limited because they were not adequately prepared. (92%) of the respondents from the survey either (agreed or strongly agreed) that the RTP is required to prepare service members to secure civilian work after military service. Of interest, (33%) of the respondents either (agreed or strongly agreed) with the view that the RTP has not assisted military personnel to secure sustainable jobs. Conversely, (42%) did not share that view. However, the data did reveal that some personnel were able to transition successfully (35%). The issue with personnel not successfully transitioning is also an issue that is occurring in other jurisdictions like the United States of America. A study by the Prudential Group (2012), surveying over 1845 veterans in 2012 revealed (34%) did not access the requisite support that was available.

Mr. Sinnette and Mr. Winston believed people were successful in reorienting themselves into the civilian working world through the RTP. Interestingly, Mr. Leonardo informed that over, (60%) of persons employed in the CCC, MiLAT, and MYPART programmes were former TTDF persons. He added, if those programmes were removed, he would assess that those persons would have been "lost", meaning potentially unemployed.

I did not fully share Mr. Leonardo's views because I am aware of several persons being able to obtain meaningful employment who were not working with those programmes. However, there is some merit to Mr. Leonardo's comments since the MNS is the same employer that the TTDF falls under. Those persons may have accessed information on what was required to be employed in those organisations. Additionally, from my experience, the requirement for employment was not fundamentally different from what they possessed by virtue of their core military experience and training. On reflection, I do not share the view that the RTP had a direct role in that specific post-military employment statistic.

The analysis of Transition Assistance Programmes (TAPs), in other jurisdictions such as the United States of America, revealed the mechanism to deliver TAP assistance is more mature and systematic. They assess success by how well military personnel transition, especially key elements that support that objective. Faurner, Rogers-Brodersen, and Bailie (2014) in their article entitled *Managing the Re-Employment of Military Veterans through the Transition Assistance Program*

notes “transition assistance to include employment and job training services was intended to help service members make suitable educational and career choices as they readjusted to civilian life” (p. 56).

Therefore, to assist with the assessment of whether the programme has aided military personnel to reorient into the civilian working world, an evaluation of people, their experiences, the system and the processes that are available to provide transition support is required. The data from the survey questionnaire validated some of the concerns and information shared by the interviewees and the focus group participants.

Only (43%) of the respondents either (agreed or strongly agreed) that they were able to use their RT to gain employment. (46%) of the respondents either (agreed or strongly agreed) that they were able to find suitable employment post the military. However, (53%) of the respondents either (agreed or strongly agreed) that they have not properly transitioned from the military culture. The latter can be a serious impediment to a military person’s ability to attract and sustain civilian employment.

Adapting to new cultures is a critical issue for change and transition. However, managing change processes is not an easy feat. Some organisations and their personnel can resist change because they do not agree that change is needed or they refuse to adapt to changes. The theory on path dependence can provide some context for the TTDF since it seems “more concerned with the dark side of inertia, namely, the persistent resistance to change” (Heine & Rindfleisch, 2013, p. 15).

From my experience *the militarised* mindset of a set routine with norms that are strengthened because they are etched in traditions that military personnel practice for decades and it can be difficult to change. This is because the routines become a part of who they are. The application of the path dependence theory is better known for its use in organisational reform processes. It can be applied in the context of policy reform or policy change. Heine and Rindfleisch (2013) posit path dependence “occurs due to both, the adaption of organisational routines to external conditions and the initial configuration of internal resources at the time of founding” (p. 15). Grimell (2015) notes several similarities with military culture across several jurisdictions. They include working in teams where trust and camaraderie are strengthened. Consequently, the group is placed ahead of the individual in military work-life resulting in the formation of strong bonds in-group identity (Tajfel, 1974). As a result, the military personnel in the group develop close psychological attachments to each other. This often result in a psychological distance between the civilian and military world (Coll, Weiss, & Yarvis, 2011).

Interestingly, for me, some of the interview participants did not feel there was any significant psychological impact from being separated from military work life. In fact, they thought they had prepared themselves for the transition. However, they all attested to some form of effect occurring to them. Mr. Sinnette shared that *“I continued to get up early so as though I was going to work, but you know I had to find other things to do”* he added after a while and having to adapt to his new routine *“started to feel the impact.”* Mr. Winston agreed there was a psychological impact on separation, given the number of years (often a working lifetime) people spend in the military before departing. He added it might be more challenging if those people only had a friendship circle in the Force.

He shared an interesting story that he observed former serving members joining groups like churches in an attempt to *“help play an active role.”* Mr. Zeeves spoke of the reality of leaving the military when he stated *“when you leave the Force, your system doesn’t automatically shut down. You still get up very early on a morning as if you are ready to go to work.”* As Mr. Zeeves gave his views, I reflected on Super’s Career Rainbow Theory, the *maintenance* segment 45 to 65 years, because of the earlier retirement age of military personnel.

Additionally, Schlossberg’s (1981) model of Analysing Human Adaptation to Transition also have relevance to these findings. The model has three factors (1) the perception of the transition, (2) characteristics of the environment and (3) characteristics of the individual. Notwithstanding, the myriad of inefficiencies in the system, a critical success factor is the military person’s ability to balance their own strengths and weakness in the process of transition.

Mr. Winston indicated an advantage of the RTP was the time the organisation had to prepare military personnel to resettle. Mr. Leonardo stated an advantage was the availability of funds to train personnel, and the choice of training is dependent on the individual’s desire. The view on funding from the survey results indicated that at least (**60%**) of the respondents either (agreed or strongly agreed) with the view that the funding grant was sufficient to undertake their programme of study. Mr. Sinnette indicated the time afforded to military personnel was a great advantage and the fact that his salary is paid to him over that two-year period. Mr. Zeeves shared that the advantage is when military personnel gets an opportunity to experience what the civilian working world is like compared to the military. This occurs when military personnel opt to pursue a training course and on completion, they are attached for a period to an organisation to get on the job experience in the field.

The OJT option is not a mandatory requirement but it can be requested by military personnel and job training must be about the skills/technical training they have acquired. Normally, a recognised employer sends a written letter of acceptance for an OJT type attachment. The focus group strongly advocated for the OJT type experience. They stated OJT type arrangements will enable military personnel to gain a competitive advantage when they finally leave the TTDF. They would possess expertise in a field that would assist them to find meaningful and sustainable employment. Mr. Leonardo added that some people receive further qualifications during military work life, but they are not experienced in the new field of study. This view was similar to the one shared by the focus group and emphasised the need for the OJT arrangement to be affixed to the RTP.

The reality is military personnel are pursuing new areas of training that had nothing to do with their experiences in the military. That is not necessarily a disadvantage for the person. It can result in many persons being apprentices in fields at much older ages than is the norm. Some organisations may feel reluctant to employ an entry-level person of a mature age. There are several studies examining *ageism* that is the discrimination of older workers in many countries around the world. Each country will have its own unique culture, norms, and some may even have laws to govern against any form of age discrimination.

The trends noted in those studies (Clark, Matsukara, Ogawa & Shimizutani, 2015; Hudson, 2015; Krekula & Engstrom, 2015) should not be taken for granted in the context of Trinidad and Tobago. Employers here are concerned about the negative stereotypes that apply to older prospective employees. There have been cases where the Industrial Court of Trinidad and Tobago (ICTT) has made judgments in favour of the offended parties/plaintiff with regards to issues of age specifically in regards to how they were subject to forced retirement. In each of the following cases regarding (the Princess Elizabeth Home AND National Union of Government and Federated Workers Trade Dispute 130/73) where a person's retirement age was fixed at 61 but her employment was continued at a decreased salary; (Trade Dispute 358/97 Communication Workers' Union AND Stechers Limited) where the company sent some workers home at the imposed retirement age of 65 who they thought of as having no use but kept others and; the (Union of Commercial and Industrial Workers AND Kenly Villa Limited Trade Dispute 219/00) where the ICTT determined that while the Company had the right to fix a retirement age, they could not do this arbitrarily and that affected employees must be given adequate notice especially those workers that would be affected by its imposition.

Aging is associated with declining competence (Fiske et al., 2002). Older employees are likely to be perceived as less energetic, motivated, creative, and committed to their careers, productive, technologically savvy, and trainable (Abrams & Swift, 2012). While I personally do not share those views I acknowledge those factors are all debatable and can pose risk since there is no factual basis to determine those views. As a result, they can shape perception and behaviors that can negatively impact older workers seeking re-employment.

Mrs. Black also shared that people struggle with some of the *academic* programmes merely because they were not prepared to do them. They could not understand the subject because of their training and educational level. This view also supports the theory about inaccurate self-efficacy and the potential negative impact it can have on individuals based on choices they may make.

In describing propositions of his Career Construction Theory, Savickas (2002) states, “people differ in vocational characteristics such as ability, personality traits, and self-concept” (p. 155). As such, deciphering ability and vocational characteristics in the TTDF military personnel, can help them to succeed in the RTP. Savickas (2002) also notes that at any stage, career construction can be “fostered by conversations that explain vocational development tasks, exercises that strengthen adaptive fitness, and activities that clarify and validate vocational self-concepts” (p. 157).

Similarly, because of the convergence of many career development theories, “the SCCT has been inspired by and incorporates several key developments in vocational, psychology and the cognitive sciences” (Lent et al., 2002, p. 256). The theory itself embraces “constructivist assumptions about humans’ capacity to influence their development and surroundings” (Lent et al., 2002, p. 256). This is important since, throughout a person’s career, an assessment can be made, and it does not have to be only at the pre-retirement stage in the TTDF. It is important to remind that the members of the focus group did not access the RTP. The focus group also pointed out some significant disadvantages with the RTP based on their observations and interactions with other military personnel who participated in RTP. One disadvantage allowed military personnel to make decisions that could be detrimental to them. It revolves around the choice of forfeiting their RT because the Force previously trained them. They also shared a similar view even though you may be qualified; if troops do not have any relevant experience, it would be a challenge for them to transition successfully.

Results from the survey questionnaire revealed that (44%) of the respondents either (agreed or strongly agreed) that it was possible to attain marketable skills through the RTP. However, the absence of working experience in the field created employment challenges. The focus group held

the view that successful completion of the RTP is more than the possession of a qualification, but rather an opportunity to *detox* from the military environment.

The group shared that military persons experience a *culture shock* because the policy did not prepare them beyond possessing a qualification, and the civilian work life also requires skills and experience. They added that the organisation often treats RT like an in-service training award and younger persons opting to pursue RT is not generally well supported by leadership unless they are seeking early retirement from the Force. This in my view is a policy position that leadership ought to be endorsing. Military personnel ought not to be completing RTP many years of ahead of their retirement age.

Savickas (1997) also spent time in the context of the Career Construction Theory discussing the ‘*adaptability*’ of adults, to pursue a new career after the military. Military personnel must be able to understand what is required to adapt to a new working environment; otherwise, potential employers may never experience the *good soldier syndrome* also known as organisational citizenship behaviour (OCB), it accounts for factors such as loyalty, commitment, working long hours, comfortable working in teams, leading and following instructions (Smith, Organ & Near, 1983) of retired military personnel.

For some troops their transition challenges may become insurmountable. Military personnel must be reminded that the cultures are different (Bobek et al., 2013) and managing stress and other challenges such as sleeping and headaches (Wegner, 2011; Shultz, 1945) in the transition process is essential. The organisation must be able to provide adequate support to create the best likelihood of a successful transition for its membership. Simultaneously military personnel would also be well served if they became aware and mindful of the nine threats (Murray & Duke, 2014) noted they can be susceptible to. They are labelled as yourself, your virtual signature, operational security/recruiters, flat hierarchy and fit, language and general knowledge, civilian misperceptions and stereotypes, resumes, application tracking systems and interviews.

4.5 Conclusion

The aim of this chapter was to present the main findings, analysis and discussion of the study. This includes analysing the data from the five in-depth interviews, 83 questionnaires and the focus group of eight participants. The data was analysed and coded into four main themes to help me make sense of the data. I carefully selected data from the transcripts that I believed answered the research questions I posed. I had to make to some decisions on what I believed was not necessary and I omitted data where I felt it was not directly answering the questions. In the discussion section

I utilised the theoretical framework and the literature to make connections with the findings based on my interpretations.

In terms of general findings, the participants are aware of the resettlement training programme and believe it is to help service personnel prepare for life after the military. They noted several concerns in terms of the absence of clear communication on the policy and as a result, they had varying perceptions about all of the benefits of the programme. In terms of research question one (1), what are the perceptions of the Resettlement Training Programme? participants' generally felt it was a great programme but there were too many changes when new leadership comes in, there is an absence of a clear and available policy and the programme was not being managed efficiently.

With regard to research question two (2), how has the Resettlement training programme assisted military personnel with re-orienting them into the civilian world, the general finding was uncertainty, as the participants were not able to say if the programme helped personnel resettle. They cited the absence of data, monitoring and evaluation as a gap in the management of the programme. However, (24%) of the survey participants indicated they had successfully transitioned. The general responses from research question three (3), what are the advantages and disadvantages of the Resettlement Training Programme, revealed mixed feelings about the programme. The participants were satisfied with the financial grant and the two years away with pay from the work, but they were not satisfied with the administration of the programme or the advice they received during their application process. Lastly, research question four (4), how valuable is the career guidance received by military personnel to prepare them to proceed with resettlement training, revealed there is no system to provide career advice to military personnel and most service personnel decide on their own what their options for resettlement training are. They added that only the Commissioned Officers have a career path and there was no leadership to fix the problems.

Further, from the findings, I can surmise that the RTP in the TTDF is partially meeting its stated objectives to prepare military personnel to have a marketable skill and secure meaningful jobs post their military service. However, there are significant gaps in the management and administration of the programme, inclusive of the absence of an HR planning system. Also, the theoretical framework, namely the career management theories such as the SCCT and the Career Construction Theory, enabled a better understanding of the views, perceptions, and beliefs of the participants about the RTP. The potential impact on military personnel with false efficacy beliefs about their abilities can result in misaligned outcomes that hinder informed decision making about career

choices. I am, however, of the view that there is not a structured understanding of career management at various levels including the leadership level in the TTDF. The persons who participated in the research study had some ideas of career management, but it was based on their individual experiences and perceptions.

Additionally, several of the critical factors for the full optimisation of resources that the State provides for RT are required to improve the overall management of the RTP. These include:

- i. a comprehensive assessment of the individual (such as strengths, weaknesses, passions, goals, self-efficacy, and commitments)
- ii. an organisational career management philosophy that is embraced by leadership, career guidance and counselling services,
- iii. the development of interviewing and resume writing skills and
- iv. the continuous monitoring and evaluation of the RTP.

However, before that can occur, the structure and supporting staff organisation must also be reviewed to identify skill and capability gaps from the current HR personnel charged with managing the RTP on behalf of the TTDF.

In the next chapter, the main findings, recommendations, and conclusions of the study will be presented. The thematic areas will be used to identify the key issues that require improvement to enable the RTP to become more effective.

CHAPTER FIVE: MAIN FINDINGS, RECOMMENDATIONS & CONCLUSION

This chapter reviews the objective and findings of this research study. I will also present information on the themes that were identified across the research questions. The absence of a structured career management system and weak communication of the RTP policy, internal pressures and management were the issues that dominated the data. Additionally, I will highlight the significance of the research, the limitations of the study and share some reflections about the research. Further, I will suggest some recommendations based on the findings and share some final thoughts for further research in the conclusion. The research framework and design of the entire study is represented in **Appendix VIII**.

5.1 Aims of the Study

The research paper aimed to assess whether the Resettlement Training Programme (RTP) in the Trinidad and Tobago Defence Force was meeting its objectives. As indicated earlier, the RTP was developed to assist military personnel in acquiring marketable skills before retirement from the TTDF. In pursuit of understanding the problem, I asked retired and serving military personnel of the TTDF four research questions.

1. What are the views, perceptions, and beliefs of former and serving military personnel of the Resettlement Training Policy (RTP)?
2. How has the RTP assisted military personnel with re-orienting them into the civilian world?
3. What are the advantages and disadvantages of RTP?
4. How valuable is the career guidance received by military personnel to prepare them to proceed with resettlement training?

I conducted a case study of the RTP using a mixed-methods approach to data. This design allowed me to collect qualitative data from in-depth interviews with five (5) retired military persons of the TTDF who accessed the RT; and a focus group of eight (8) young enlisted serving military personnel, who did not participate in the RTP but were desirous of pursuing it the future.

Quantitative data were collected from eighty-three (83) retired TTDF military personnel who filled out the survey questionnaire. I elicited their views, perceptions, and beliefs on the functioning of the RTP. I questioned the participants on issues such as their understanding of the purpose of the RTP; its funding, career advice offered and the advantages and disadvantages of the programme. Problems relating to transitioning from the TTDF and successful reorientation to civilian work-life were also investigated. My recommendations are given with the hope they will improve the

functioning of the RTP to provide an adequate transition for military personnel into civilian work-life.

5.2 Recurring Themes

5.2.1 Weak Career Management System

There were a majority of negative views about the career management services provided in the RTP for military personnel. There was an absence of a career management philosophy, practice, and system in the Force to enable transitioning military personnel to have access to career advice on a routine and on-going basis if required. Military personnel that were able to solicit some form of advice did so in an ad-hoc manner, often reverting to people who they believed could assist them. Some of those who did receive some advice felt it was generally unreliable. Participants had varying views and perspectives on what career management was. It meant different things to different people, depending on their experiences. In the end, the military personnel selected their RT award without any professional support or advice from the RTP. Some military personnel pursued RTP with false self-efficacy beliefs and were not successful in their endeavors. They were placed at a significant disadvantage after retirement. They missed an opportunity to become a certified or skilled worker capable of securing meaningful employment post their military life. Valuable time, financial resources, and the opportunity to develop a skill prior to separation from the military was lost and some level of frustration and stress were experienced by those military persons. The importance of career management and guidance is critical to make informed decisions that can impact one's socioeconomic circumstance (Blustein, 2008, 2006; Fouad & Bynner, 2008). To support this objective career counselling is regarded as a critical intervention, (Gati and Tal, 2008, Prideaux, Creed, Muller, & Patton, 2000). However, it must be stated that even with very mature and structured systems for military transition, such as the one that exists the US Armed Forces, many troops struggle to transition, which has resulted in enquiries as to whether US programme is meeting its objective, (Karmack, 2017; Greenberg 2014; Roberston, 2013). Given the challenges that exist as a result of adjusting to new cultures (Kintzle et al 2015; Rausch, 2014), the TTDF should begin the process to strengthen its career management systems.

5.2.2 Weak Leadership and Management of the RTP

Another dominant theme that emerged from the data was the leadership and management of the RTP was weak leadership and management processes that have resulted in a lack of accountability and transparency concerning how the programme is being managed. The junior military personnel that formed the focus group were not satisfied with the leadership of the organisation. There was

a view it had no direction. The interviewees revealed that the Education Officers had little impact in providing career guidance/advice about choices. The RT policy document was not readily accessible. This created doubts and trust issues about what was available to military personnel. The programme has been in existence for almost 41 years, and there is no manual document, or reliable source for military personnel to refer to for information about the RTP.

Findings from the survey questionnaire revealed that (79%) of the respondents from the survey (agreed or strongly agreed) that the leadership of the TTDF has failed to administer the RTP properly. Also, there were some remarks about *them* and *they*, and it is *an Officer Army*. This highlighted the dissatisfaction with the leadership and management of the RTP and the perceived discrimination based on rank. The above perception is particularly dangerous for a military organisation, especially when personnel are performing operational duties under extreme stress. It can lead to potentially harmful results and the impact can be devastating for the individual and the institution. Military organisations thrive on command and control systems where the team is more important than the individual. As such, military organisations must demonstrate by actions that fairness and non-partisan decisions are made in managing the organisation. A key issue is governance and regardless of how well intended the administration of policies may be if the governance system is weak the policies will fail (Muhammad, 2014). The TTDF needs to strengthen its communication of the RTP and policy since it would support the understanding of the stances, intent and behavior of mutually interested parties (Antoszewski and Herbut, 1995). With strengthened communication of the policy it should also help influence the coordination of roles and activities with regard to the administration of the RTP.

5.2.3 No monitoring or evaluation of the RTP

Another dominant theme was the absence of a system for evaluation of RTP and following up of transitioned military personnel. There is no monitoring and evaluation of military personnel while they are on the RT programme. Except for an ad-hoc education muster call, to see the military persons on base, on a Saturday morning once every six (6) months by some units. Once military personnel are approved to proceed on the RTP, there are no reporting mechanisms to assess how they are performing from the institutions they attend. This information gap also exists when they complete the programme. The military is unaware if they have completed the programme, whether they have sourced employment and if their transition was successful. No tracer studies were ever conducted to discern what former military personnel are doing post their separation from the military. To summarise, the TTDF cannot advise on how many persons have completed their RTP,

and how many of them have found meaningful employment as a result of the civilian work skills they acquired from completing the RTP. This is a significant management gap that undermines the TTDF's ability to assess how the RTP is performing. During the period of this study, 742 persons accessed the RTP, and there is no data on their status to date, except the small sample from this study.

According to Guerra-Lopez and Hicks (2015),

Monitoring and evaluation systems can help organisations align, communicate, and execute their strategies and plan for a vision that identifies the measurable value they commit to adding to their stakeholders (p. 21).

In the case of the RTP, the stakeholders would be the membership of the TTDF, their families, and by extension the wider society. Assessing the RTP continuously to identify areas for improvement is critical for stakeholder groups. Conscious efforts must be made to ensure military personnel transition successfully to the civilian world with skills to meaningfully support themselves and their families and not become an unwanted problem for the wider society. Robust transitioning programmes must be given priority to avoid some of the challenges that have been identified from transitioning military personnel (The Centre for Social Justice Report, 2014).

5.2.4 Challenges with Transitioning from the Military Culture

The data suggested that some of the military persons who completed the RTP were still having challenges adapting to a new reality. The questionnaire responses revealed that **(53%)** of respondents felt that they have not properly transitioned from the military culture. Additionally, **(44%)** of the survey respondents indicated that more time is required to attain marketable civilian working skills. **(56%)** of the respondents also (agreed or strongly agreed) with the view that they have not successfully reoriented into the civilian world. **(72%)** of the respondents (disagreed or strongly disagreed) that they were provided with instruction on labor laws, interviewing techniques, resume writing and public speaking to build their skills for employment. In the TTDF, military personnel receive time off and a financial grant to pursue their RT. In other jurisdictions, RTP focus is on employee-employer engagement. The preparation of CVs, tips on interviewing skills, understanding the labor market needs, and marketing themselves prepare them to become loyal future employees. RTP is more than a course of study. Instead, it's the preparation of a mindset through deliberate actions to enable an individual to separate and transition into the civilian working world with the essential, necessary tools (Knowledge, Skills, and Abilities) for success. The current system in the RTP does not enable those actions to occur. On reflecting on the literature,

the experiences noted in transitioning in the TTDF are no different from what the literature describes it to be. To transition is a multifaceted experience and success depends on personal experiences and available resources, Robertson (2013). The stressful nature of transitioning ought not to be forgotten and it can create a reverse culture shock that impacts on the service person's ability to transition (Truusa & Castro, 2019; Cass, 2014; The Centre for Social Justice, 2014). Additionally, as much as a service person prepares, one can never be fully ready to transition (Hicks and Cobb, 2015). However, service personnel can be better prepared if the right support is provided to them to make the inevitable journey.

5.3 Emerging Concerns for the RTP

During the analysis of the data, several new themes emerged. One is environmental issues that are beyond the control of the TTDF, which will directly affect the management of the RTP. One of those factors is the national economic recession, which has resulted in the TTDF is being challenged to make payments for tuition to several schools, technical institutes, and universities. Many of those institutions have begun to reject military personnel applications or deny them access to sit final exams. While this situation may change, it is still going to negatively impact the transition of a significant number of retiring servicepersons. More recently, the TTDF had to stop the processing of new RT applications for six weeks, to conduct an audit to discern the liabilities the organisation had incurred from the non-payment of bills. Fortunately, some of those bills have been paid, but there is still a significant amount of debt that has to be settled. This would impact several persons RT processing, in some cases for years, providing they even have work-time to serve.

Another environmental factor that has recently begun to gain more traction is the proposal to extend the retirement age of military personnel. This study was sanctioned by the Government of Trinidad and Tobago in 2015 and with the change of Government in the latter half of 2015, there was little interest in the submission of the report. However, within the last year, there has been renewed requests for the presentation to be tabled for further discussion. That proposed policy can impact military personnel mentally if approved, and their initial plan of separating from the Force is pushed into the future.

5.4 Reflections on the Study

As I pointed out earlier, my primary data collection methods were interviews, a survey questionnaire, and a focus group. However, I found value in the informal observations of military personnel seeking information on the RTP. How they engaged for information and how they were

advised or ill-advised by management who were charged with the responsibility to provide advice was at times astonishing. As an insider researcher, I observed many of the issues that emerged from the data unfolding in a most nonchalant manner. My observations were a form of validation. I accepted the system of managing the programme was very similar to what the data revealed.

Methodologically speaking, the journey I traversed during this research taught me several things. Firstly, my preference for quantitative-based research was challenged, and I found such a deep appreciation for qualitative inquiry approaches. I used a mixed-methods design for this study, which I felt was appropriate given the organisation and what I was seeking to investigate about it. I have little doubt I could have conducted this research with a purely qualitative based inquiry alone but I strongly believe that using mixed methods was the best option. Additionally, I learned that I held pragmatist views and found out that I believed knowledge was socially constructed. Those characteristics will help define and shape me as a researcher in the future. As such, I am deeply appreciative that apart from learning more about research processes, I learned about myself.

Another major point of reflection for me was my institutional visit to Delaware, and more specifically, the Delaware National Guard. I was taught a leadership lesson by merely understanding how that institution's leadership was involved and aware of their policies to transition military personnel. For them, it is a significant issue. Resources are channeled into the programme, and stakeholder engagement occurs with employers and training institutions to find the best options for their troops to transition almost seamlessly.

I also noted the low participation rate of US military personnel in their TAPs. This is notwithstanding it is legislated and mandatory. I acknowledge that even with improved systems, some military personnel are not interested in any advice, and have already prepared their transition plans for life after the military.

The Delaware National Guard helped me to understand how their system and policy work. It was not complicated but detailed and available for anyone interested in finding out about the process. Some of the differences that stood when compared to Trinidad and Tobago's system was their philosophy on development in the armed forces. They saw continuous professional development as part of the process to transition, whereas in the TTDF, it is felt that the professional development military personnel received while in service must be treated as distinct to what was required for transition.

In other words, if the TTDF invested in a military person to study for a degree in Human Resources, they are conditioned to believe that the Human Resource degree was for the Force. If they wish to

pursue nursing as their choice of RTP, they could because it was their choice. Immediately I recognise the absurd nature of the *culture of entitlement* and how it shaped and reinforced a belief in the TTDF that the current practice could not sustain a serious external audit. I also noted:

- i. The leadership of the Delaware National Guard was committed to their transition assistance programmes;
- ii. They identified trained professionals whose job was to network with business and employers to seek opportunities for their troops;
- iii. They focused on career fairs and job interviewing preparation for their soldiers;
- iv. They had personnel whose job was to advise troops through a process aided by simple checklists to ensure their military personnel were informed and advised of the process and how the policy works and
- v. They partnered with the academic/technical educational institutions to train their personnel to possess a skill that the market requires, for example, there was a programme to train air-condition, technicians, because the business sector in Delaware needed those skills and they informed the Delaware National Guard about it.

When compared the systems, policies, and practices in TTDF, I reminded myself about different contexts, cultures and experiences military personnel who have been exposed to direct combat. I noted that while context had its place, the reality of properly transitioning from the military environment to enable military personnel to be marketable and adapt to the civilian world must be considered as responsible leadership. The '*context*' of how some military personnel were employed such as peacekeeping or combat, does not abscond leadership from that responsibility. It is worth remembering that military members often think of a second career (Carnevale, 2006). As such, the required systems are critical in supporting them.

5.5 The Significance of the Study

This study is the first in-depth study of the RTP in the TTDF since the inception of the programme in 1978, over 41 years ago. I am optimistic that this study would be supported in the future with further research and continuous assessments of the RTP. This should, in turn, help to guide policy decisions to improve the management and leadership of the RTP and by extension, the transition of military personnel back into the wider society to become meaningful contributors to the economy and society.

5.6 Policy Debates and Internal Pressures

During the writing up of this research paper, there were at least four attempts to begin the process to review the RTP policy because of challenges leadership was beginning to experience. At each juncture, a presentation on the status of the policy was required, along with briefings on the state of the research I was undertaking. On one occasion, the briefing was triggered because the Force lost a litigation case in October 2017 for denying a military person access to the RTP. The decision was based on advice I had provided two years before in my capacity of Chief Staff Officer Human Resources. The individual was a specialist Officer, recruited because of his specialist qualifications and experience, whilst serving, the TTDF further developed and trained him. My advice was based on the underpinning philosophy my letter stated:

According to the Report of Cabinet-Appointment Team of Officials on the Mechanics of Implementing a Programme of Academic Training for Defence Force Personnel, two of the problems being engaged by the team of Officials, are the absence of marketable skills in most retiring personnel of the Defence Force and the lack of a resettlement programme for Defence Force personnel who are due to retire. In this regard, the initial intent for the creation of the Resettlement Training Programme was to provide marketable skills to military personnel who do not possess adequate skills to gain meaningful employment post-military life. The importance of the Programme was further supported by the relatively early retirement age members of the Force are subjected to. It is important to remind further the basis for the employment of Special Service Commissioned Officers is based on their possession of professional/academic qualifications and experience in various fields required by the Trinidad and Tobago Defence Force. It is therefore not reasonable to consider approving a course of Resettlement Training for a Special Service Commissioned Officer whose employment was based on the possession of a marketable/certifiable skill. The consideration of your request, therefore, contradicts the initial intent of the Resettlement Training Programme.

In the end, a legal opinion was sought internally in the TTDF, and it recommended *in error* that such persons were entitled to RT, and as a consequence, several similarly circumstanced persons were sent on the RTP. As a result, the Officer that was denied approval to access the RTP filed for judicial review and was successful resulting in the TTDF paying for liabilities. Now the TTDF has to plan and expend taxpayers' dollars to train military personnel who already possess marketable skills. For me, this is a waste of valuable resources and an abuse of tax payer's dollars.

5.7 Request for Assistance from another Military

In recent times, several uniformed organisations, including the Jamaican Defence Force has requested support and information on the RTP. They indicated their desire to explore the feasibility of implementing a similar programme for their membership. The TTDF is seen as a leader in this

regard, but I am of the view the Force may not have the legitimacy to advise on how to run an effective programme. It may be better served to advise on the hard lessons learned and what ought to be avoided based on the TTDF's experiences.

5.8 Recommendations

Some of the suggestions I offer for the improvement of the management of the programme has been on my mind even before the data collection phase began, and some of them were only conceptualised as a result of the findings. I consider the recommendations to be either pre-meditated or prescriptive.

5.8.1 The Review and Promulgation of the RTP Policy

There is an urgent need to review and promulgate the RT Policy. It has been 41 years since the programme was established and while there have been some minor changes in 2000, twenty (20) years have elapsed since then. The policy should include precise policy positions on eligibility and an assessment of any training that resulted in possession of a marketable skill while in service. Most importantly, mandatory career advice and assessment to evaluate for accuracy with self-efficacy and improve outcome expectations should be available (Lent, Brown and Hackett, 1994).

5.8.2 Implement Transitions Services

The RTP should be expanded to include mandatory transition services and workshops that incorporate curriculum vitae (CV) writing, interviewing skills, how to search for a job, how to dress, understanding basic industrial relations principles (working in a unionised environment), guidance on financial matters, legal advice on the preparation of wills and deeds and medical screening before being separated. Those are essential areas of support any revised RT policy should encompass to strengthen and support transitioning military personnel. Some military personnel will require more assistance than others in some areas, but the aid would help them be more prepared than just simply possessing a marketable skill.

5.8.3 Strengthen the Governance Process

The initial programme included a Resettlement Training Advisory Council that became defunct in 1988. That committee was an Inter-Ministerial level committee that had persons from labour, academia, and the Ministry of National Security along with TTDF personnel. It was a robust committee that reviewed the labour market needs and requests to pursue RT. I am of the view if a similar committee is re-established, it may improve the transition for military personnel. The

abolishment of the Committee and the subsequent devolution of authority to grant personnel approval to proceed on RTP at the level of the executive leadership in the TTDF did not result in favorable outcomes for many participants of the programme. Another option for oversight could be the use of the Inspector General Office, a new office that has responsibility for oversight and audit of policy at the Defence Force Headquarters. The Inspector General will report directly to the Chief of Defence Staff on findings from audits/inspections.

5.8.4 Improve the Monitoring and Evaluation (M&E) of the RTP

The TTDF should consider commissioning formal tracer studies to assist with the assessment of how successful or unsuccessful former members have been in seeking meaningful employment or accessing some form of additional income to support themselves and their families. In essence, M&E forms the basis for improved decision making (Stem, Margolius, Salafsky & Brown, 2005, p. 296).

As a consequence, M&E can guide policy based on results. Even in larger jurisdictions like the USA, there have been recommendations to improve the level of evaluation of their Transition Assistance Programmes (TAPs) to help them determine whether they are effective or require reform (US Government Accountability Office Report, *Transitioning Veterans 2017*, p.12). Monitoring and evaluation can strengthen accountability and illustrate their impact. Those are essential considerations in a climate of financial constraints (Sawhill & Williamson, 2001). Without some form of measurement, it is difficult to identify problems if they arise and the necessary change to overcome them (Guerra-Lopez & Toker, 2012; Guerra-Lopez, 2010).

The TTDF can begin first-level evaluation that is cost-free by merely monitoring military personnel in their academic spaces or attachments by requesting progress reports bi-annually. At a minimum, the checks and balances would be improved, and the Force can determine who completed their RT training. The Force can then build its M&E framework to support the evaluation of the RTP.

5.8.5 Improve the TTDF Career Management System

For me, the most significant recommendation is improving the career management system for military personnel in the TTDF. If the career management system is strengthened and troops have to mandatorily engage in professional development from the stage of a recruit up to when they are close to departing whether it is after 20 to 30 years of service, those military personnel would generally require less training for resettlement. I hold this view because of their professional

development, knowledge, and skills growth would be systematic and planned over time, resulting in certification in at least one (1) occupational field. The cost savings for resettlement training and the time associated with it could be saved in the future.

I reckon if this occurs, only a small percentage of the Force may require RT, and it would boost workforce productivity in the TTDF. However, I still believe that even if this occurs military personnel would still need some basic level re-orientation training to prepare them for transition, such as a one-week seminar or short workshops on job preparation and interviewing skills and where necessary identifying how some of their military skills can be used in the civilian working world, (Fouad et al., 2009). Notwithstanding, the literature informed about the growth in protean careers (Briscoe & Hall, 2006) because people prefer to shape their destiny, the leadership of the TTDF must be advised that career development plays a vital role impacting one's social and economic status (Blustein, 2008; Foucad & Bynner, 2008). Organisations like the military must develop career management systems to ensure troops are prepared for higher levels of responsibility within the organisation and to help prepare them to transition. Those kinds of interventions will strengthen the preparation for retirement from the military and help military personnel adapt into new environments.

5.8.6 Recruit/appoint Career Advisors and Establish a Career Assessment Centre

I also recommend the recruitment or appointment of suitably trained personnel, either civilian or military to advise military personnel as career advisors. Those specialised persons can function in a Force level assessment centre or department. The service they would provide would not be limited to offering advice to military personnel when they are about to depart the service but throughout their careers. This can be helpful to military personnel who develop a passion for other occupational groupings in the military and may wish to transfer from their branches. This will enable military personnel to explore different career possibilities within the service and gain experience in the field. This can result in an easier transition for them if after military life, they wish to continue in the same occupational area.

5.8.7 Strengthen Stakeholder Management with Employers and Academia

The TTDF should seek out partnerships with employers and academia. The latter may be more important initially since an assessment of the internal training courses and standards could enable discussions on internal accreditation that can lead to matriculation into higher academic courses. This process is widely used in the US military. They have the budget and the schools to execute such a strategy. However, if the TTDF begins the process of partnering with those schools, it might

be a very feasible venture for both parties. If this occurs, both parties can engage the business sector to determine what are some of their HR requirements and even stream transitioning military personnel into those sectors. This approach is also being utilised by the Delaware National Guard, and it benefits all the stakeholders involved. As I completed the recommendations, I felt that it was important to visually illustrate how they will work and co-relate with each other to make the RTP stronger. I conceptualized two charts to illustrate the current system and the proposed system (see **Appendix IX (Figures 15 & 16)**).

Lastly, I believe there is an opportunity to conduct additional research on the TTDF RTP, many issues emerged that in itself can be investigated even post the implementation of some the recommendations I have suggested. These include areas such as leadership, culture, the assessment of the career management center and whether military personnel are satisfied that the RTP in the TTDF has been strengthen to deliver its objectives.

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Appendix I: Ranks & Retirement Age

RANKS	RETIREMENT AGE	TOTAL PERSONNEL	% OF PERSONNEL
Major General / Rear Admiral / Air Vice Marshall	55		0.1%
Brigadier General / Commodore / Air Commodore	55	1	
Colonel / Captain / Group Captain	55	5	
Lieutenant Colonel / Commander / Wing Commander	50	15	6.0%
Warrant Officer I / Fleet Chief Petty Officer	50	76	
Warrant Officer II / Chief Petty Officer	50	222	
Major / Lieutenant Commander / Squadron Leader	47	91	18.6%
Captain / Lieutenant / Flight Lieutenant	47	151	
Lieutenant / Sub Lieutenant / Flying Officer	47	123	
Second Lieutenant / Acting Sub-Lieutenant / Pilot Officer	47	15	
Midshipman (No Equivalent)	47	0	
Staff Sergeant (No Equivalent)	47	67	
Sergeant / Petty Officer	47	537	
Corporal / Leading Rate	45	943	
Lance Corporal (No Equivalent)	45	778	75.3%
Able Rate / Senior Aircraftman or Senior Technician	45	1031	
Private / Ordinary Rate / Junior Aircraftman or Junior Technician	45	1222	
Recruits			
TOTAL		5277	

Appendix II: Strengths & Weaknesses of Qualitative and Quantitative Research

Strengths		Weaknesses
View of homogenous exploration		No objectively verifiable result
Raise more issues through broad and open-ended inquiry	Qualitative Research Methodology Approach	Skilful requirement for interviewers
Understanding behaviours of values, beliefs and assumptions		Time consuming during interviewing process and intensive category process
Reliability by critical analysed.		No human perception and beliefs
Short time frame for administered survey.	Quantitative Research Methodology Approach	Lack of resources for large scale research
Facilitated numerical data for groups and extents of agree or disagree from respondents.		No depth experience description

Source: Adapted from Choy (2014, p. 101).

Appendix III: Interview Guide



GENERIC INTERVIEW GUIDE

- a) Discuss the research
- b) Provide a copy of Information Sheet and Participant Consent Form
- c) Indicate verbally the research is voluntary
- d) Use information below to guide the interview:
 - i. Career Guidance and Development
 - ii. Employability
 - iii. Objective of Resettlement Training
 - iv. Perceptions of the Resettlement Training Programme
 - v. Dis/Advantages of the Resettlement Training Programme
 - vi. Job Market Indicators
 - vii. Re-socialization
 - viii. National access and participation in educational fields (technical and vocational)
 - ix. Funding for study
 - x. Internal Training and Development
 - xi. Entry requirements for Recruitment
 - xii. Organisational Culture and Leadership

Appendix IV: Participant Consent Form, Information Sheet & Questionnaire



Participant Consent Form

Title of Research Project:

Preparing for life after the military: A summative evaluation of the effectiveness of the Resettlement Training programme in the Trinidad and Tobago Defence Force.

Name of Researcher: Daryl Kumar Dindial

Contact info of Researcher: 1 868 728-0295 or edp06dkd@sheffield.ac.uk

Participant Identification Number for this project:

Please initial box

1. I confirm that I have read and understand the information sheet dated [.....] explaining the above research project and I have had the opportunity to ask questions about the project.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.

3. I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.

4. I agree for the data collected from me to be used in future research, this may include use at conferences, workshops, for journals publications, books and similar research studies.

5. I agree to take part in the above research project.

Name of Participant

Date

Signature

Lead Researcher

Date

Signature

To be signed and dated in presence of the participant

Copies: 2

Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the letter/pre-written script/information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project main record (e.g. a site file), which must be kept in a secure location.

SURVEY QUESTIONNAIRE INFORMATION SHEET



Western Bank Sheffield S10 2TN UK

Department: Educational Studies

Email: themesa.neckles@sheffield.ac.uk

Telephone: +44 114 222 8167

Edd Doctoral Dissertation Research Project

Information Sheet

1. Research Project Title:

Preparing for life after the military: A summative evaluation of the effectiveness of the Resettlement Training programme in the Trinidad and Tobago Defence Force (TTDF).

2. Invitation paragraph

I am requesting your participation in my dissertation project for my Edd Doctoral degree. Before deciding on participating there are some things I would like to share with you. The research involves the examination of the TTDF resettlement training programme. Therefore, I would appreciate it if you can please take your time to read the following information carefully and feel free to enquire about any concerns you may have. Additionally, you are free to withdraw from participating at any time during the exercise. I would like to thank you for your time and consideration.

3. What is the project's purpose?

The background:

The TTDF has been administrating the resettlement training programme for servicemen since 1978. There has not been any study on the effectiveness of the programme. The Ministry of National Security and the executive leadership of the TTDF has been questioning whether the programme is working or not? Is it meeting its stated objectives? In addition several servicemen are seeking re-employment into the Force on contract or monetary assistance.

The aim:

To conduct a summative evaluation of the resettlement training programme to determine whether it is effective or not.

Duration of the project:

The project was proposed /started in March 2016. This is the data collection phase which is one of the main phases of the project.

4. Why have I been chosen?

You were chosen –through a simple random selection as part of wider population that would have completed resettlement training in the last five years. The number of this grouping is five hundred and fifty (550). The number of persons I have proposed to survey is one hundred (100) persons. Twenty persons are randomly selected for each of the last five years for the period 2010 to 2014.

5. Do I have to take part?

The decision to participate in this research project is entirely your own. Please remember even if you do decide to take part, you are free to withdraw at any stage of the project. As well, it is important to understand that your involvement is totally voluntary. Additionally, there would be no repercussions if you don't agree to partake and there would be no enquires about the reason for not partaking since you are not obligated to give a reason. Lastly, you have the assurance that if you decide not to partake there would be no loss of benefit to you.

6. What will happen to me if I take part?

I would communicate with you to set up a mutually convenient date for you to answer some questions based on your experience and knowledge on the subject under review. The tool I intend to use is a questionnaire. I will also be making the survey available online, through Google forms.

Duration:

All concerned:

The duration for the completion of the questionnaire after my education brief should be between 15 minutes to 20 minutes.

7. What do I have to do?

If you understand the education brief and are comfortable participating in the research, simply fill out the questionnaire form with your honest views.

8. What are the possible disadvantages and risks of taking part?

I don't expect that there would be any disadvantages, foreseeable discomforts or risks for taking part in this research project. The survey instrument should be completed on time and the research would have been ethically approved by the University of Sheffield.

9. What are the possible benefits of taking part?

You will be able to share your views, experiences, beliefs and perception about the Resettlement training programme. Is the programme doing what it is intended to do. Your experiences will contribute to determining whether the programme is effective or not. I am hopeful the parties engaged in the research process can create some knowledge about how the programme is being administrated.

10. What happens if the research study stops earlier than expected?

If this occurs the reasons would be communicated with you.

11. What if something goes wrong?

While I am hopeful nothing would go wrong there are times things do occur. If you have a complaint about being treated unfairly by the researcher you can communicate with the dissertation supervisor (Dr. Themesa Neckles - Email: themesa.neckles@sheffield.ac.uk)

If you feel that your complaint is not being addressed in the manner in which it should you can then communicate with the School Chair of Ethics, (Professor Dan Goodley, Email: d.goodley@sheffield.ac.uk).

12. Will my taking part in this project be kept confidential?

All the data collected will be kept strictly confidential. As well, pseudo names would be used as required; you would not be able to be identified by name or regimental number in any reports or publications. Further, because it is the military, extra precautions will be taken to adhere to confidentiality.

13. What will happen to the results of the research project?

A final copy of research project would be presented to the Force Command Group for information; they may wish to make decisions based on the results. Copies will be sent to the Ministry of National Security, the internal training centers and the University of Sheffield for their records and for access by all participants and alumni. I would take this opportunity to remind you again that you would not be identified in any published reports.

14. Who is organizing and funding the research?

The TTDF is funding all costs for the research.

15. Who has ethically reviewed the project?

The University of Sheffield has a comprehensive ethical review process for research projects. Applications from post graduate researchers will require comments from three School Ethics Reviewers. Applications for approval of undergraduate and taught postgraduate research projects will require approval by two School Ethics Reviewers, one of which can be the student's supervisor. The University Research Ethics Committee (UREC) is responsible for the process.

16. Contact for further information

Student/ Researcher:

Commander Daryl Dindial

Hillaire Street Diego Martin

728-0925

Email: dindial2@yahoo.com
edp06dkd@gmail.com

Dissertation Supervisor:

Dr. Themesa Neckles

Email: themesa.neckles@sheffield.ac.uk

School of Chair Ethics:

Professor Dan Goodley

Email: d.goodley@sheffield.ac.uk

17. The Interview

The interview will be held away from the working environment in a place where both parties (*researcher (myself) and the research respondent*) can feel comfortable to engage openly/freely. The researcher will seek to pull out key themes, concepts and ideas from those discussions and will also be taking field notes and adopt the guided approach for the interviews. In summary, the interview guided approach will be used for the interviews; there are general areas the researcher will discuss with the respondents to help answer the research questions. It is expected other areas will emerge and the researcher will be prepared to capture and record them into key themes. Some of the areas the researcher proposes to include in the guided approach include:

- a) Career Guidance and Development
- b) Employability
- c) Objective of Resettlement Training
- d) Perceptions of the Resettlement Training Programme

- e) Dis/Advantages of the Resettlement Training Programme
- f) Job Market Indicators
- g) Re-socialization National access and participation in educational fields (technical and vocational)
- h) Funding for study
- i) Internal Training and Development
- j) Entry requirements for Recruitment

18. Information Sheet

A copy of this information sheet would be provided for all participants for their records. I would also like to sincerely thank you for your involvement in the research project, it is greatly appreciated.

Please circle the response that corresponds with your answer.

SECTION 1 CAREER GUIDANCE		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	I was advised about the possible employment choices for me outside of the Force based on market factors and my service development.	1	2	3	4	5
2	I received career guidance and counselling to assist me with my resettlement training choice.	1	2	3	4	5
3	The career advice I received from the resettlement training /education office and management staff was reliable.	1	2	3	4	5
4	I was told about some of the key cultural work differences in the civilian world (for e.g. Unionized) and how to navigate them.	1	2	3	4	5
5	I am not satisfied with the career advice and counselling services I received leading up to my resettlement training.	1	2	3	4	5
6	Career advice and counselling services were not available for me, when I needed help to make a resettlement training decision.	1	2	3	4	5
7	I am uncertain whether the Resettlement training Award I pursued was the most appropriate for me.	1	2	3	4	5
8	I am of the view that the Education Officer could have done a lot more to aid me in my preparation and choice of the Resettlement Training Award.	1	2	3	4	5

SECTION 2 EMPLOYABILITY		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	I have been able to use my resettlement training to source sustainable employment.	1	2	3	4	5
2	I do not think I have properly transitioned from the military culture.	1	2	3	4	5
3	I was provided information on the labour market, employability data and possible areas to consider for resettlement training.	1	2	3	4	5
4	I have not found suitable and meaningful employment post my military career.	1	2	3	4	5
5	More time is required to attain civilian working skills that are marketable.	1	2	3	4	5
6	I was introduced to potential employers who reviewed my career history for employment when I completed my resettlement training.	1	2	3	4	5
7	The attainment of market skills was possible, however, the absence of working experience in the field created employability challenges.	1	2	3	4	5
8	I was given instruction on labour laws, interviewing techniques, resume writing and public speaking to build my skills to assist me in finding employment.	1	2	3	4	5

SECTION 3		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
PERCEPTIONS OF RESETTLEMENT TRAINING						
1	I think the programme is critical for servicemen to pursue and secure a livelihood after military service.	1	2	3	4	5
2	I think the programme is not necessarily required for successful transition to the civilian world.	1	2	3	4	5
3	Based on my knowledge, the programme has not assisted service personnel secure sustainable jobs.	1	2	3	4	5
4	Based on my beliefs the programme is not meeting its stated objectives.	1	2	3	4	5
5	I believe the resettlement training programme requires major review for it to work properly.	1	2	3	4	5
6	I think resettlement training should not simply be an academic award at the end of a military career, but a continuous developmental approach throughout a career (within reason of transferable skills).	1	2	3	4	5
7	I think the leadership of the TTDF has failed to properly administer the Resettlement training programme.	1	2	3	4	5
8	I hold the view that servicemen do not fully understand the importance of resettlement training, based on our early retirement ages and high non-transferable skills to the civilian world.	1	2	3	4	5

SECTION 4 FUNDING and ACCESS		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	The funding grant was sufficient to undertake my programme of study.	1	2	3	4	5
2	I had challenges being accepted into my preferred school/programme of study because I did not meet the matriculation requirements.	1	2	3	4	5
3	I had multiple programme options available to me.	1	2	3	4	5
4	I was required to pass assessment tests before I got entry into my programme.	1	2	3	4	5
5	I felt my choices of choosing a resettlement training award was limited, because I was not properly prepared in the military.	1	2	3	4	5
6	More information on programme access and accreditation should be provided.	1	2	3	4	5
SECTION 5 TRANSITION						
1	I think I have successfully transitioned into the civilian world.	1	2	3	4	5
2	I am not fully re-oriented into the civilian world.	1	2	3	4	5
3	I do not think I am sufficiently prepared for the civilian working world.	1	2	3	4	5
4	If I did not need additional money, I would opt not to work in the civilian world.	1	2	3	4	5

5	I had no intention of working in the civilian job market.	1	2	3	4	5
6	I only did resettlement training because I was entitled to it.	1	2	3	4	5

Rank: _____

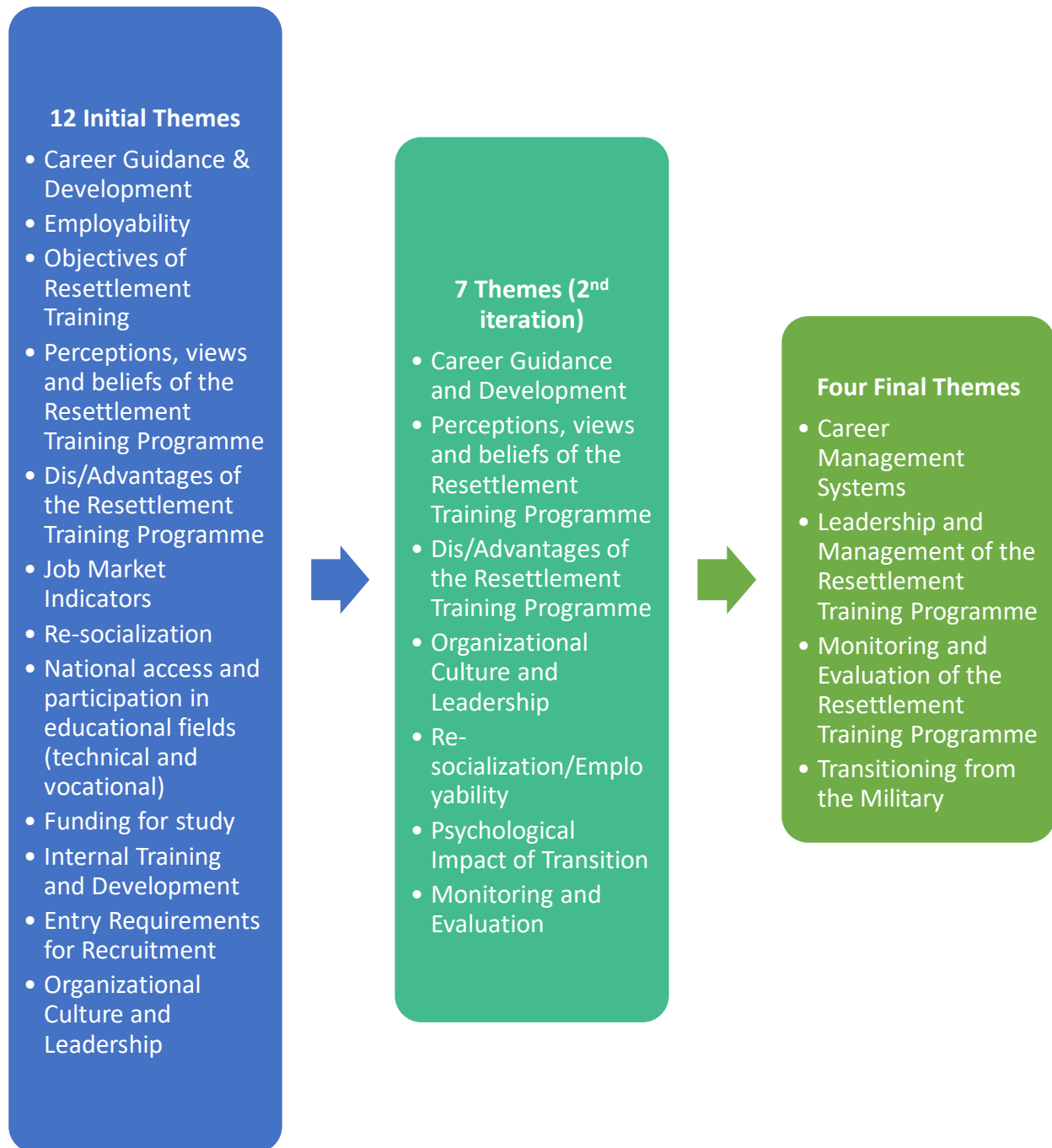
Years of Military Experience: _____

Branch: _____

Date: _____

THANK YOU FOR YOUR FEEDBACK. WE WOULD BE HAPPY TO SHARE THE SURVEY RESULTS WITH YOU IN THE FUTURE

Appendix V: Progression of Themes



Appendix VI: Tables showing the results of the questionnaire according to the MAJOR themes of Weak Career Management, Leadership & Management of the RTP and Challenges with Transitioning from the Military Culture

Table 1: Questionnaire responses (findings) that highlight the theme of Weak Career Management

Section I – Career Guidance			
Question 1			
I was advised about the possible employment choices for me outside of the Force based on market factors and my service development.	Respondents <i>n</i> = 82		
	%	<i>M</i>	<i>SD</i>
Strongly disagree (5)	46	3.98	1.28
Disagree (4)	30		
Agree (2)	9		
Neutral (3)	9		
Strongly agree (1)	6		
Question 2			
I received career guidance and counselling to assist me with my resettlement training choice.	Respondents <i>n</i> = 83		
	%	<i>M</i>	<i>SD</i>
Strongly disagree (5)	59	4.24	1.16
Disagree (4)	23		
Strongly agree (1)	7		
Neutral (3)	6		
Agree (2)	5		
Question 3			
The career advice I received from the resettlement training /education office and management staff was reliable.	Respondents <i>n</i> = 83		
	%	<i>M</i>	<i>SD</i>
Strongly disagree (5)	51	4.00	1.31
Disagree (4)	27		
Agree (2)	13		
Strongly agree (1)	7		
Neutral (3)	2		
Question 5			
I am not satisfied with the career advice and counselling services I received leading up to my resettlement training.	Respondents <i>n</i> = 83		
	%	<i>M</i>	<i>SD</i>
Strongly agree (1)	38	2.29	1.45
Agree (2)	34		
Strongly Disagree (5)	16		
Disagree (4)	16		

Neutral (3)	8 4		
Question 6 Career advice and counselling services were not available for me, when I needed help to make a resettlement training decision.	Respondents <i>n</i> = 83		
	%	<i>M</i>	<i>SD</i>
Agree (2)	35	2.31	1.37
Strongly agree (1)	34		
Disagree (4)	12		
Strongly disagree (5)	11		
Neutral (3)	8		
Question 7 I am uncertain whether the Resettlement training Award I pursued was the most appropriate for me.	Respondents <i>n</i> = 83		
	%	<i>M</i>	<i>SD</i>
Disagree (4)	29	3.18	1.25
Agree (2)	24		
Strongly Disagree (5)	19		
Neutral (3)	15		
Strongly agree (1)	13		
Question 8 I am of the view that the Education Officer could have done a lot more to aid me in my preparation and choice of the Resettlement Training Award.	Respondents <i>n</i> = 83		
	%	<i>M</i>	<i>SD</i>
Strongly agree (1)	48	1.98	1.25
Agree (2)	27		
Disagree (4)	9		
Neutral (3)	9		
Strongly disagree (5)	8		
Section II - Employability			
Question 3 I was provided information on the labour market, employability data and possible areas to consider for resettlement training.	Respondents <i>n</i> = 82		
	%	<i>M</i>	<i>SD</i>
Disagree (4)	43	3.83	1.30
Strongly disagree (5)	35		
Strongly agree (1)	10		
Agree (2)	6		
Neutral (3)	6		

Question 8 I am of the view that the Education Officer could have done a lot more to aid me in my preparation and choice of the Resettlement Training Award.	Respondents <i>n</i> = 83		
	%	<i>M</i>	<i>SD</i>
Strongly agree (1)	48	1.98	1.25
Agree (2)	27		
Disagree (4)	9		
Neutral (3)	9		
Strongly disagree (5)	8		

Table 2: Questionnaire responses (findings) that highlight the themes of Leadership and Management of the RTP

Section II - Employability			
Question 5			
More time is required to attain civilian working skills that are marketable.	Respondents <i>n</i> = 83		
	%	<i>M</i>	<i>SD</i>
Disagree (4)	40	2.93	1.22
Agree (2)	31		
Strongly agree (1)	13		
Neutral (3)	10		
Strongly Disagree (5)	6		
Question 7			
The attainment of market skills was possible, however, the absence of working experience in the field created employability challenges.	Respondents <i>n</i> = 82		
	%	<i>M</i>	<i>SD</i>
Agree (2)	34	2.89	1.17
Disagree (4)	30		
Neutral (3)	17		
Strongly agree (1)	10		
Strongly disagree (5)	8		
Section III – Perceptions of the RTP			
Question 4			
Based on my beliefs the programme is not meeting its stated objectives.	Respondents <i>n</i> = 82		
	%	<i>M</i>	<i>SD</i>
Neutral (3)	29	3.04	1.22
Agree (2)	27		
Disagree (4)	19		
Strongly disagree (5)			

Strongly agree (1)	16 8		
Question 5			
I believe the resettlement training programme requires major review for it to work properly.	Respondents n = 82		
	%	M	SD
Agree (2)	45	2.03	1.21
Strongly agree (1)	35		
Strongly Disagree (5)	10		
Neutral (3)	5		
Disagree (4)	4		
Question 6			
I think resettlement training should not simply be an academic award at the end of a military career, but a continuous developmental approach throughout a career (within reason of transferable skills).	Respondents n = 82		
	%	M	SD
Agree (2)	46	1.80	1.00
Strongly agree (1)	41		
Strongly disagree (5)	5		
Neutral (3)	5		
Disagree (4)	2		
Question 7			
I think the leadership of the TTDF has failed to properly administer the Resettlement training programme.	Respondents n = 82		
	%	M	SD
Strongly agree (1)	49	1.84	1.10
Agree (2)	30		
Neutral (3)	10		
Disagree (4)	5		
Strongly disagree (5)	5		

Table 3: Questionnaire responses (findings) that highlight the theme of Challenges with Transitioning from the Military Culture

Section III – Perceptions, Views & Beliefs of the RTP			
Question 1			
I think the programme is critical for servicemen to pursue and secure a livelihood after military service.	Respondents $n = 83$		
	%	<i>M</i>	<i>SD</i>
Strongly agree (1)	70	1.5	1.01
Agree (2)	22		
Strongly disagree (5)	6		
Neutral (3)	2		
Disagree (4)	0		
Question 2			
I think the programme is not necessarily required for successful transition to the civilian world.	Respondents $n = 83$		
	%	<i>M</i>	<i>SD</i>
Strongly disagree (5)	57	4.21	1.16
Agree (2)	23		
Neutral (3)	9		
Strongly agree (1)	6		
Disagree (4)	5		
Question 3			
Based on my knowledge, the programme has not assisted service personnel secure sustainable jobs.	Respondents $n = 82$		
	%	<i>M</i>	<i>SD</i>
Disagree (4)	26	3.18	1.19
Agree (2)	25		
Neutral (3)	24		
Strongly disagree (5)	16		
Strongly agree (1)	8		
Question 8			
I hold the view that servicemen do not fully understand the importance of resettlement training, based on our early retirement ages and high non-transferable skills to the civilian world.	Respondents $n = 81$		
	%	<i>M</i>	<i>SD</i>
Strongly agree (1)	32	2.52	1.47
Disagree (4)	26		
Agree (2)	26		
Strongly disagree (5)	10		
Neutral (3)	4		

Section V – Transition			
Question 1 I think I have successfully transitioned into the civilian world.	Respondents $n = 83$		
	%	M	SD
	Disagree (4) Agree (2) Neutral (3) Strongly agree (1) Strongly disagree (5)	34 22 18 16 10	2.97
Question 2 I am not fully re-oriented into the civilian world.	Respondents $n = 83$		
	%	M	SD
	Agree (2) Neutral (3) Strongly disagree (5) Disagree (4) Strongly agree (1)	46 19 13 12 10	2.73
Question 3 I do not think I am sufficiently prepared for the civilian working world.	Respondents $n = 83$		
	%	M	SD
	Agree (2) Disagree (4) Neutral (3) Strongly agree (1) Strongly disagree (5)	39 24 16 12 9	2.77
Question 4 If I did not need additional money, I would opt not to work in the civilian world.	Respondents $n = 82$		
	%	M	SD
	Agree (2) Neutral (3) Disagree (4) Strongly agree (1) Strongly disagree (5)	34 19 18 17 11	2.72
Question 5 I had no intention of working in the civilian job market.	Respondents $n = 83$		
	%	M	SD
	Disagree (4)	40	3.24

Agree (2)	21		
Strongly Disagree (5)	14		
Neutral (3)	13		
Strongly agree (1)	12		
Question 6			
I only did resettlement training because I was entitled to it.	Respondents $n = 83$		
	%	<i>M</i>	<i>SD</i>
Strongly disagree (5)	49		
Disagree (4)	33		
Strongly agree (1)	10	4.05	1.29
Agree (2)	7		
Neutral (3)	1		

Appendix VII: Graphs Showing Best Line & Residual Plots

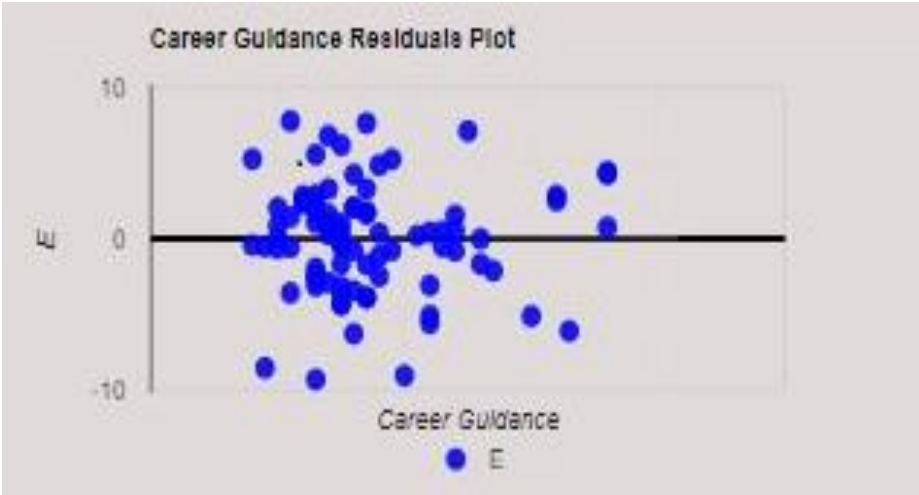


Figure 11: Career Guidance Residuals Plot (Best Line)



Figure 12: Career Guidance Best Line Fit Plot

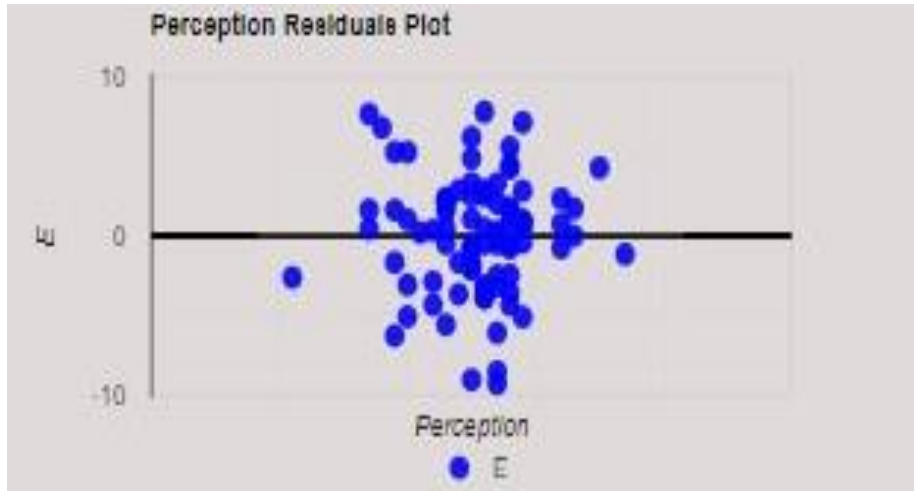


Figure 13: Perceptions Residuals Plot (Best Line)

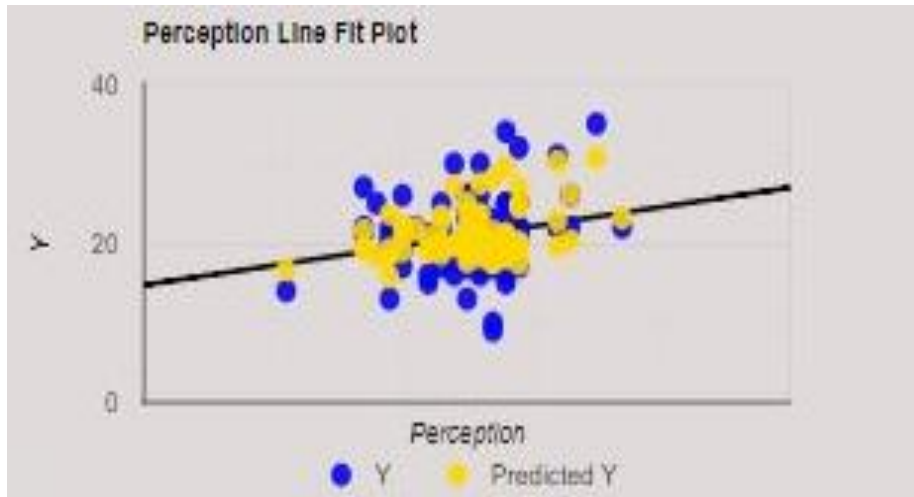


Figure 14: Perception Best Line Fit Plot

Appendix VIII: Research Framework & Design

Topic	Preparing for Life after the Military: A Summative Evaluation of the Effectiveness of the Resettlement Training Programme (RTP) in the Trinidad and Tobago Defence Force						
Research Questions	<i>Research Question 1:</i> What are the perceptions of the RTP?	<i>Research Question 2:</i> How has the RTP assisted military personnel with reorienting into the civilian world?	<i>Research Question 3:</i> How valuable is the career guidance received by servicemen to prepare them to proceed on RT?	<i>Research Question 4:</i> What are the advantages and disadvantages of the RTP?			
Methodology	Case Study / Mixed Methods Research Design						
Methods	Interviews (Guided)		Survey Questionnaire		Focus Group		
	Career Guidance	Employability	Perceptions of RT	Funding & Access	Transition		
Coding & Locating Themes	Transition		Career Management and Counselling	Culture/ Perceptions of RTP	Leadership		
Perceptions of Main Findings	Weak Management and Leadership of the RTP		No Career Management and Counselling Systems	Challenges to Transition from Military Culture	Weak Monitoring & Evaluation		
Recommendations	Review and Prolongate the RT Policy	Implement Career Management Systems	Establish a Career Assessment Centre to providing Mandatory Transition Services	Strengthen the Governance Process For the RTP	Implement a Monitoring and Evaluation System for the RTP	Strengthen Stakeholder Management and Engagement (eg Schools, Employers)	

Appendix IX: TTDF Resettlement Training Roadmap (Current & Proposed)

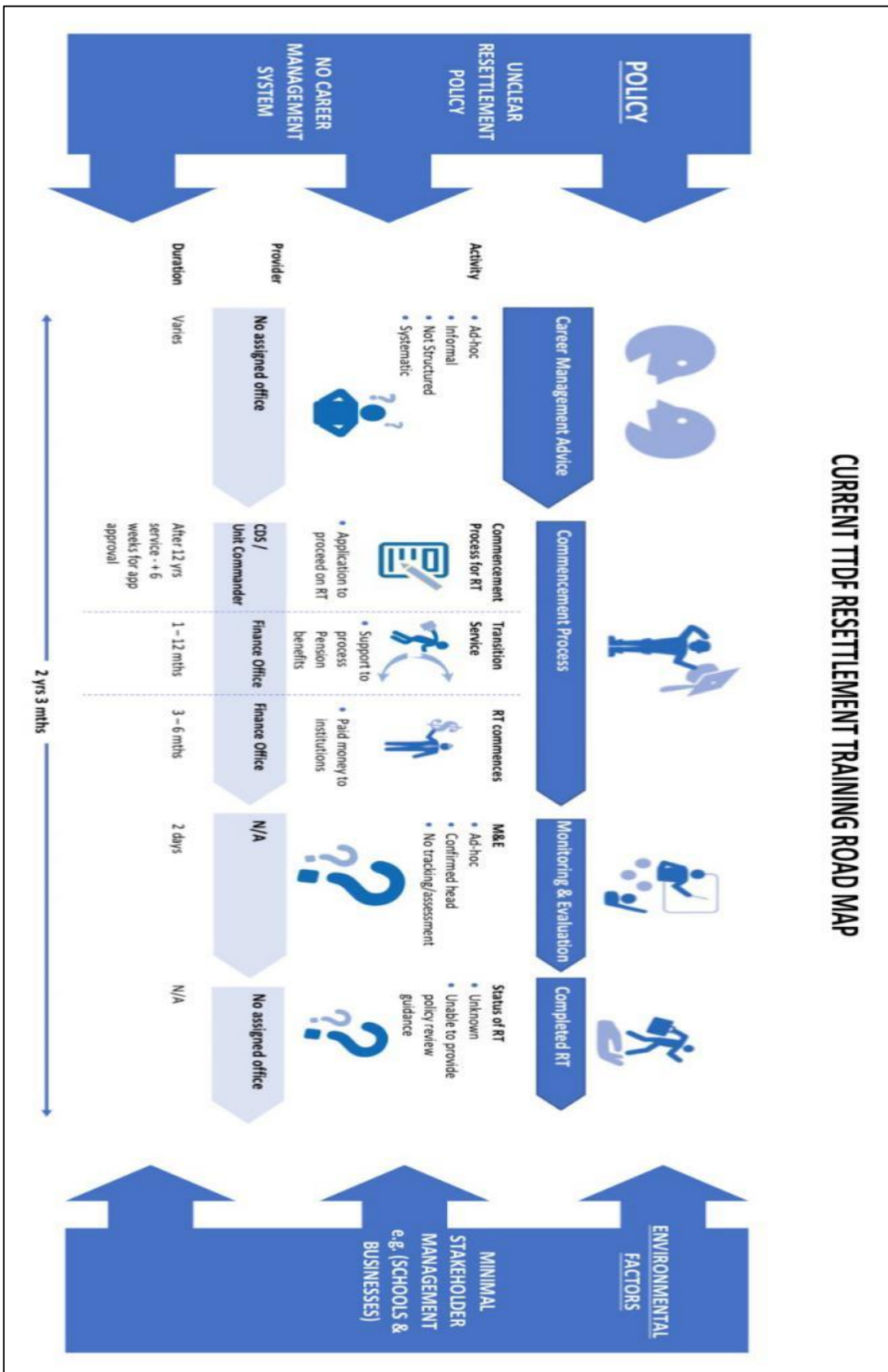


Figure 15: Current TTDF Resettlement Training Road Map

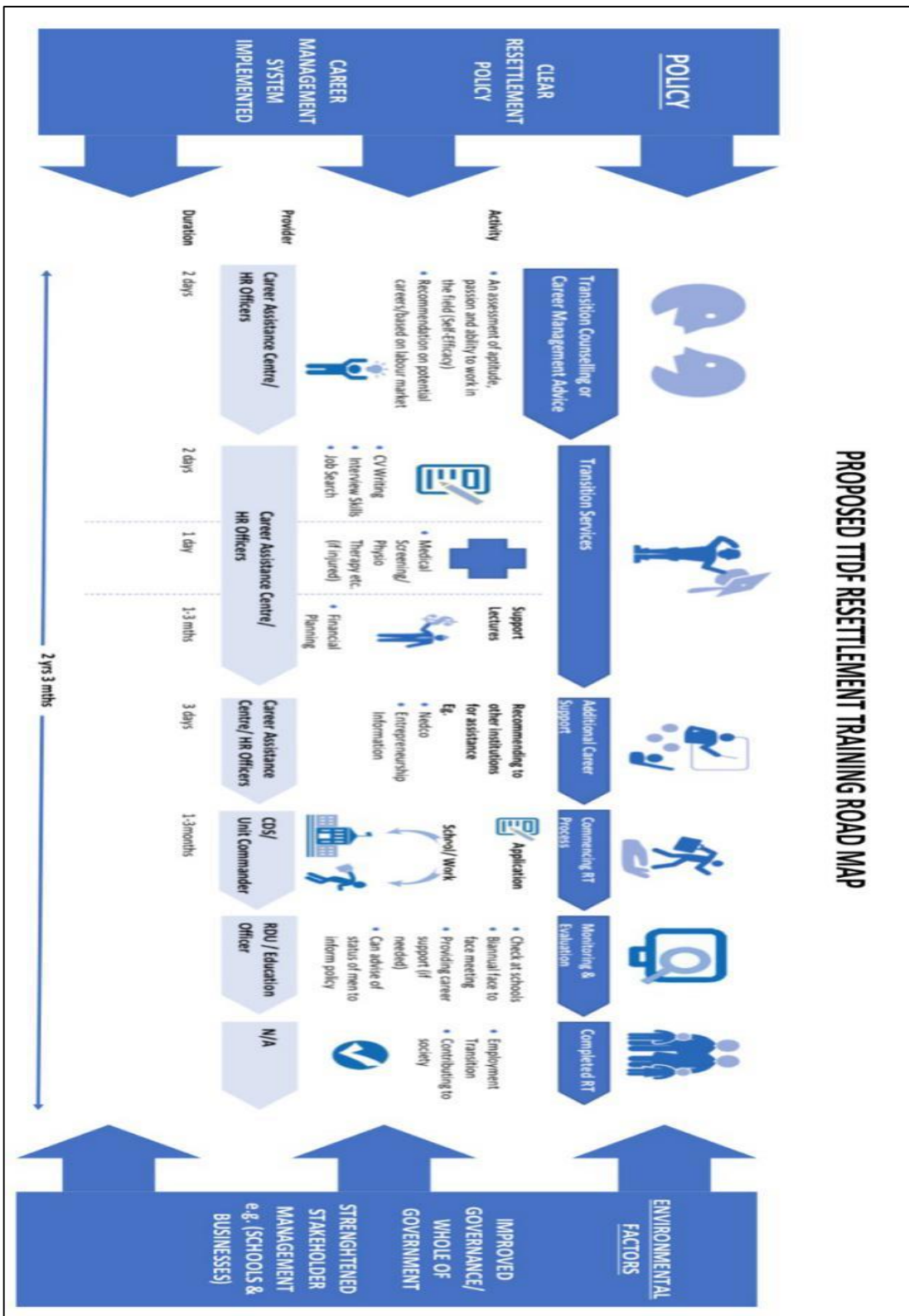


Figure 16: Proposed TTDF Resettlement Training Road Map