PAID VOLUNTEERS – INVESTIGATING RETENTION OF ARMY RESERVISTS

by

Jodie Karla Lording

Master of Education (Adult Education) – University of Technology Sydney

Bachelor of Music (Education) – University of Sydney (Conservatorium of Music, Sydney)

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE AWARD OF

DOCTOR OF EDUCATION

In the

Faculty

of

Arts and Social Science

UNIVERSITY OF TECHNOLOGY SYDNEY

2013

Certificate of Authorship/Originality

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and in the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

Ethics approval for this work is current and granted by the University of Technology (UTS HREC 2005-046A)

Production Note:
Signature removed prior to publication.

JODIE LORDING

Abstract

The Australian Government is using many of its Department of Defence capabilities in operations abroad and at home. To achieve this, the Australian Defence Force (ADF) has increasingly relied on the capability of the Reserve Forces; in particular the Army Reserve (ARes). While demand for Reservists has increased, the overall force numbers have been decreasing. This creates problems not only in Defence capability but also in the quality of training, morale and attendance. Defence has conducted many surveys of serving Reservists to understand their motivations from a qualitative standpoint. It is the aim of this descriptive empirical phenomenological research, through the lived experience of the participants, to complement that work by understanding the experiences and perspectives of those experiencing military service in two part-time army organisations (Australia and the United Kingdom's Territorial Army (TA)) in order to better inform Human Resource (HR) policy and practice within the Australian Army Reserve.

A descriptive empirical phenomenological study was undertaken to understand the lived experiences of Reservists and Territorial Army members. Nine participants reflected on their motivations to join, their experiences of recruitment, training, and promotion, and some of their most enjoyable and least enjoyable aspects of Reserve service. A human resources (HR) lens was used to focus the literature and research data approaches. The data was analysed using a descriptive empirical phenomenological method. As a result, both the participant and researcher voice is presented. This is then referenced against the data, models and theories presented in the literature to identify consistencies and points of difference between past research and this approach. This study suggests that the psyche of Reservist motivation is unique by being a combination of both volunteer and part-time employee motivation.

The conclusions drawn identify that most of the participant Reservists experienced service through both a volunteer perspective (value for time) and through an employee perspective (value for money); this in turn influences Reservists' retention. HR practice in the Army focuses on the employee motivation of Reservists. As a result, developing

HR policies and practices that considers the volunteer motivations of Reservists as well may enhance retention. The richness of the phenomenological results points to a worthwhile methodological strategy for future Reserve service research.

Dedication

In loving memory of my father, Dennis Allan Strong (1950–2010).

Dad, your drive, dedication to family and pursuit of perfection continue to live on through those who knew and loved you. As does 'our' personal father/daughter saying: 'How hard could it be?' … some things are achievable!

Acknowledgements

Many people have generously given their time to assist me in writing this work.

I am heartily thankful to my supervisor, Dr Tony Holland, whose encouragement, guidance and support from the initial to the final stages enabled me to develop my research abilities, question my questions and understand the topic. His interest, availability and friendly encouragement was vitally important to me in writing this thesis. Thank you for many insightful chats and coffees over many years.

I owe a debt to the participants of the study whose patience with a student researcher and willingness to wholly participate has provided the depth and breadth of data that one can only hope for on embarking on this form of research.

The eagle eye of my colleague and friend, Bill Cowham, has provided endless frustration for me in the proofreading phase of the project. This is only due to his boundless enthusiasm for perfection in written work. His eagerness to challenge me and test the meaning of my written word has ensured that the product matches my interest and passion for the subject. My thesis, due to his guidance and inquisitiveness, is all the better for his efforts and support.

My husband Rob has always been supporting in the background. His patience, guidance, love and support have no boundary and my thanks to him for the encouragement in undertaking this lengthy but enjoyable task cannot be expressed in words. Robyn Strong, my mother, has had many challenges of her own during this journey including losing her husband (my Dad) of 40 years, Dennis, to Motor Neuron Disease three years ago. Mum has always believed that this thesis would see fruition and encouraged me to keep going, even in the toughest hours.

Lastly, I offer my regards and blessings to the many others who have supported me in any respect during the completion of this project.

Many thanks!

Jodie Lording

Disclaimer

This research has captured the lived experiences and perceptions of Reservists at a particular point in time, against a backdrop of policy, process and procedure that has subsequently changed since data gathering. Whilst all efforts have been made to present the data against the backdrop of the policy at the time, the findings of the research may have become more or less relevant due to changes in the Department of Defence's thinking. In any case, this research gives the participating Reservists a voice. Their experience is likely to be different to other Reservists (including my own), Regular members and ex-serving members and other readers of this work.

My own view of Defence and Reserve service is generally positive. I have my own experiences as a Reservist that has resulted in a long, enjoyable and continuing Reserve career. I have served both as a Reservist with a civilian career and studies underway, and I have also served for five years of full-time Reserve service. I have been deployed on multiple occasions and had the honour of leading Australian men and women on operations and at home.

My greatest concern is that the reader will perceive that this research is an unnecessarily critical review of Defence approaches to Reservists and that this reflects my own opinion of Defence policy when viewed through the Human Resource lens. This is not the case. I am not personally disappointed with Defence's approach to Reserve policy and am, as a whole, satisfied with the direction in which the Defence Force is heading, and of which the Reserve is a part.

That aside, improvement also comes from deep reflection, and this thesis attempts to provide a mirror of reflection on areas for improvement in a part of the organisation that is not generally well understood. This thesis represents a small number of Reserve voices highlighting what is known to them, what has been experienced by them and what Reserve service means or meant to them.

Table of Contents

List of Figures

List of Tables

Chapter 1 – Introduction

1.1   The Seed for the Study

The concept for this thesis started in the early 2000s when, after a decade of serving within the Australian Army Reserve as a soldier, I decided to become a commissioned officer and took my first posting as a Platoon Commander in a Supply Company.

On commencing my first appointment as an officer, I was highly disappointed to learn that my new team had fewer members than an infantry section of ten, and more than two-thirds less than I had managed when a Sergeant. I learned from the remaining few, that the Company once had a very strong attendance rate of over eighty members but, in a span of only five years, had been whittled away to almost non-existence.

The seed was planted to examine if this was unique to my Company or the wider Battalion, or was a sign that the Army Reserve numbers as a whole were rapidly diminishing. The question then became whether the Australian Defence Force (ADF) was intending to reduce the Defence Reserve (and/or Army Reserve) numbers or if there were other factors contributing to their reduction.

When I joined the Army Reserve in the early 1990s, it comprised approximately 24,000–25,000 actively serving members (Australian Army 2005). In 1997, the

numbers, having increased to around 27,000 members (Australian Army, 2005), fell back to 24,837 (Department of Defence 1998, p. 31). By the time, I had served for about a decade, in 2002, the numbers had fallen still further to 15,669 (Department of Defence 2002, p. 286), and the seed for this research had germinated.

At around the same time in 2001, then again in 2004, the first Australian Defence Force Reserves Surveys were conducted which also prompted the thought that perhaps Defence was concerned about decreasing numbers in the Defence Reserves.

Recruitment and retention are the two factors that affect workforce numbers. For an organisation to grow, more people need to be recruited than choose to leave; conversely, an organisation will shrink if more people choose to leave than can be recruited. In my initial enquiry regarding retention, a short review of available academic and workplace literature regarding Reserve retention in Australia and abroad showed that very little energy had been expended in understanding this phenomenon. At the time, most studies were conducted utilising a positivist, empirical paradigm with a quantitative methodology. Commonly, the methods used were primarily large-scale surveys, and the reports did not explicate the paradigm, the reasons for selection of the chosen methodology or the objective/s for the research. In my view, this did not invalidate the importance of the findings, as these reports did inform the knowledge of Defence Reserve retention and the shaping of policy, procedure and practice; however, there were still a number of unanswered questions due to the structure of the research.

Throughout this thesis, further detail regarding previous Reserve research will be discussed; however, at that early point in the process, there were three key deficiencies in the research as discussed above.

Of the highest importance to me was that previous research focused on the numbers; there was a lack of focus on understanding the unique nature of being a Reservist and the impact this may or may not have on retention. The collective data contained in the survey reports did not enable an in-depth understanding of this topic and as such, I was already leaning towards using a methodology based on personal interviews to better understand the lived experience of Reservists.

Second, the subjects of the surveys were still in the Reserves and thus there was no focus on understanding what was being experienced by Reservists that caused them to

leave, thereby indicating that amongst the participants, interviews must include some participants who have left service.

Finally, serving in the Defence Reserves reflects the many similarities between the Services, but I felt at the time, that the size of the Army Reserve, being much larger than its other service counterparts, warranted my focus. This belief resulted in my research focusing on part-time Armies. Fortuitously, shortly after commencing the research, an opportunity arose to experience first-hand a similar Reserve force; the United Kingdom's (UK) Territorial Army (TA). Given their similar nature, the TA offered an opportunity for a handful of their serving personnel to act as a pilot for the research; offering also, the prospect of reviewing similarities and differences between Reserve services across two nations.

Having now served for over two decades, the last ten years has seen the declining numbers of personnel stabilise at around 16,000 actively serving members over the past five years (Department of Defence 2008, 2010, 2012). Whilst active Army Reserve numbers might currently be stable, my curiosity about Reserve service, recruitment, retention and resignation, has not waned.

As this thesis developed, my interest moved from a positivist approach and interest into understanding the nature of Reserve service and why Reservists leave the service. As an insider with insights into the Reserves, I have a great belief in Reserve service as relevant and important, and that the Reservists' voices should be heard.

1.2   Research Topic and Question

In phenomenological research, the research topic is formed from an intense interest in a particular problem or topic. A researcher's enthusiasm and inquisitiveness should positively underpin the research and 'personal history brings the core of the problem into focus' (Moustakas 1994, p. 104). Phenomenologists want to know what participants are experiencing and how they experience it (Finlay 2008). This is certainly true in the case of my interest in Army Reserve life and retention; a true insider's research (Brannick & Coghlan 2007).

What interests me in particular, are those people who have shared the passion that I have for service, but after some time, choose to leave. What motivated people to join in

the first place? How did the advertisements for service match their experience of service? How do Reservists feel about their service? How does Army HR support Reserve service? How do Reservists decide to leave? Is it one or multiple events or feelings that result in them deciding to leave? I was, and continue to be intrigued, puzzled and frustrated by Reservists who join and serve with such passion, but still leave the service, and wonder what experience will cause me to leave the service.

I am of the opinion that the experience and events that cause people to leave are more than a checkbox on a large-scale survey. I am equally sure that the answer that a still serving person provides as to what may cause them to leave, will not necessarily be the actual reason for eventually leaving the service. How can you know that experience before it is felt? Are there similar experiences amongst Australian Army Reserve members and other part-time armies?

The research objective becomes a quest to better understand the shared and individual lived experience of active Army Reserve members joining, serving and leaving the Reserves. The main research questions are posed from the phenomenological position of 'how' a phenomenon occurs (Patton 1990, p.71). The research questions are:

1. <u>How</u> do Reservists experience and view their Reserve work?

2. <u>How</u> does Defence HR policy and practice impact the lived experience of Reservists?

3. <u>How</u> do Reservists experience resignation and their decision to stay or leave?

Underpinning these two main questions are a number of supporting questions, which in phenomenological terms are the 'what' occurring within the phenomenon. These questions shaped the analysis to answer the aforementioned research questions:

1. Is serving as a Reservist unique, and if so, <u>what</u> is unique about it?

2. <u>What</u> model (if any) can be developed to represent the shared, lived experience of Reserve service?

3. <u>What</u> kind of event, or events, cause a Reservist to resign?

4.   <u>What</u> HR actions can organisations take to create conditions and a work environment that will enhance the retention of Reservists?

This has shaped who was involved in the research. First, the conduct of a pilot study occurred in the United Kingdom with serving Territorial Army (TA) members. The remainder of the research was conducted on both serving and former ARes members. Importantly, ex-service members left the service voluntarily. The research has not introduced an additional complexity by including forced-resignation (i.e. medically unfit or forced retirement), as I perceive that their separation from the Reserve was beyond their control and their experience will necessarily be quite different from voluntary resignation.

Whilst there are many commonalities with Reserve service in different nations, often the terminology is unique, thus similar activity can be described in quite different terms. Above, I referred to active Army Reservists quite specifically; because in Australia there is also a form of Reserve that is passive in nature called the Standby Army Reserve. For the benefit of the reader, the next section provides an explanation of the terminologies used throughout this thesis.

1.3   Reserve, Territorial, Militia or Part-Time Armies

The non-full-time component of an Army is variously described as Reserve, Territorial, Militia or part-time. In the context of this thesis, these expressions describe forces that in non-war-like periods stand independently or alongside the full-time military structure but are intended to be deployed reasonably quickly in times of heightened conflict. The expedited deployment of Reserve armies can occur because members are either wholly or partially trained and therefore have reduced training continuums to meet deployment standards. Conscripted armies have the benefit of their conscripts whilst they are being trained and for a short period of time after their training where skill degradation is minimal. However, in cases such as the Swiss (where military service is compulsory), once conscription is complete there is no future training liability for conscripts but at any time in the future they may be called upon in the instance of an emergency. There is a large training liability in this instance when a person has not conducted military training for years or decades. This is where a Reserve force is beneficial. The cost of

maintaining the training liability is lower than Regulars but the skills maintained are significantly more than a long-lost conscript (Buck 2008).

Historically, Reserves have been in existence for hundreds of years in the form of militias or 'citizen soldiers' (Derthick 1965, p. 72). Large full-time armies are very expensive to maintain, particularly when there is no clear and present threat. At the conclusion of the Cold War, there was a significant downsizing of all armed forces, including their militia elements (Brown & Merrill 1990, p. 259).

> Downsizing was reinforced by demands for cuts in security budgets, technological developments in war fighting necessitating different training and skills on the part of soldiers, and the engagement of troops in non-traditional military missions (such as peacekeeping or humanitarian operations). (Lomsky-Feder, Gazit & Ben-Ari 2008, p. 596)

Today, countries worldwide continue to support Reserve forces and in many cases use the numbers to embellish total force strength states. In the US, the National Guard comprises 47% of the total force, whilst comprising around 40% of the US forces 'deployed in Iraq (Operation Iraqi Freedom) and about one-quarter of the American dead soldiers in Afghanistan' (Lomsky-Feder, Gazit & Ben-Ari 2008, p. 596). The Canadian Primary Reserve comprises 26,000 people being one third of Canada's total force (Department of National Defence 2013), whilst the New Zealand Army Reserve (previously known as the Territorial Force) comprises 1,700 members, which is approximately one quarter of the NZ army total force (New Zealand Government 2010). In comparative terms, the TA is only 20% of the total UK Army manning (Ministry of Defence 2011).

Although conceptually similar to many other nations, the Australian Army Reserve has some unique characteristics, which are pertinent to explore before progressing further.

1.4   The Australian Army Reserve

The Australian Army is one of three serving branches of the Australian Defence Force (ADF), along with the Royal Australian Navy (RAN) and the Royal Australian Air Force (RAAF). The Army is comprised of two components; the Australian Regular

Army (ARA) and Australian Army Reserve, with Reservists serving in all areas, including Special Operations.

The role of the Army Reserve has changed frequently throughout the years (Smith & Jans 2011, pp. 303-305), but particularly in recent years. The role of the ARes has 'now changed from mobilisation to meet remote threats to that of supporting and sustaining the types of contemporary military operations in which the ADF may be increasingly engaged' (Auditor General 2009, p. 38). As such, its role is specified as being: 'To provide specified individual and collective capability to support, sustain and reinforce Army's operational forces' (Auditor General 2009, p. 39). In 2011, the role changed again and is currently being advertised on the Army internet site as: 'The Army Reserve has a new role – to deliver specified capability and support and sustain Australian Defence Force (ADF) preparedness and operations' (Australian Army 2013). Having explained a number of tasks for which the Reserve is now responsible, it also discusses changes to its structure:

> Under Plan BEERSHEBA, the Army Reserve will consist of six
> brigade-sized formations within the 2nd Division with units, sub-
> units, teams and individuals integrated within Army's Combat
> Support and Combat Service Support brigades. The 2nd Division
> formations will be paired, with each pair aligned to, and on the same
> Force Generation Cycle as its partnered full-time Multi-role Combat
> Brigade. (Australian Army 2013)

Further noting that workforce, human resource structures will change under Plan SUAKIN to support Plan BEERSHEBA, a number of trades and units will either change or amalgamate into new organisations (Australian Army 2013).

The Army Reserve as a whole contains a number of service types that have varying conditions of service associated with it in order to achieve its tasks. Understanding these nuances is important for understanding the experience that is borne from service conditions. For simplicity, there is the Standby Reserve (SRes) and the Active Reserve (ARes).

The Standby Reserve (SRes) is, in effect, a list of ex-serving members of the ARes and ARA. This is a pool or list of people who have transferred from active service, but may

either be called upon or elect to transfer back into a form of active service. The SRes pool of members may or may not be included in reports on Defence Capability (Department of Defence 1998, 2002, 2008, 2009a, 2009b, 2009c, 2009d, 2010, 2012, 2013a; Roy Morgan Research 2009).

The ARes is a force that requires regular engagement in training and/or providing capability. The general attendance for this type of service is an evening a week, a weekend a month and a two week block of activity per year (Australian Army, 2008). ARes members may or may not have complete ARA training competencies and are generally considered to be on lengthy timeframes to be ready to deploy in the case of a 'call out' (Defence Reserves Support 2010).

In addition to this there are two 'enhanced' forms of ARes Service:

1. Reserve Response Force (RRF);

2. Higher Readiness Reserve (HRR) (Auditor General 2009, p.13).

The RRF, implemented in 2003, is responsible for providing a trained 'short-readiness domestic security capability … [that includes responding to] terrorist incidents and also respond to other civil emergencies' (Burton 2003). Short notice is defined by policy as being 28 days or less (Auditor General 2009). Conversely, the HRR members are ready to be deployed on offshore operations and are therefore trained to ARA standards. Their call-out can be for short-term or long-term assignments and as a formed force or as individual reinforcements (Auditor General 2009). As a whole, RRF and HRR conditions of service are most closely aligned to ARes policy and practice, excluding bonus for meeting additional readiness requirements such as training standards (Brereton 2011).

Describing these terminologies has been important for the reader, as even within the Australian Defence Force, confusion about Reserve labels and titles occurs. Clearly, the terminology within Reserve service can cause some confusion. Throughout the remainder of this thesis, the terms Reserves, Militia, Territorials and Part-Timers refer to those military members who commit time on a regular basis but are not classified by their respective nations as 'Regulars' or full-time members. In the Australian context, any reference to Reserves or ARes from this point forward refers to the active

categories of the Army Reserve and does not refer to members of the SRes unless specified.

Before embarking on this project, however, I had to determine whether the ongoing support for Reserve Forces was relevant, and therefore looking into Reserve service and retaining Reserve soldiers has a place in the current research.

1.5   Relevance of Reserves

Currently, Australia is involved in numerous coalition, UN and humanitarian operations around the world including Afghanistan, Egypt, Iraq, Middle East, and Sudan, coupled with recent operations in Timor Leste, Solomon Islands, Mozambique, Namibia, Cambodia, Rwanda, Fiji, Indonesia, Haiti, Samoa, Papua New Guinea and Pakistan (Defence Reserves Support 2010; Department of Defence 2013a).

Supporting these operations requires significant resources; however, Defence is finite in terms of personnel, equipment and budgetary resources. While the majority of personnel for operations is provided by the full-time elements of Defence, increasingly Defence Reserves are being called on to provide capability to these operations – as at 2008 in the vicinity of 15% and increasing since (Auditor General 2009, p. 27). The ARes now have a significant role in 'rais[ing], train[ing] and sustain[ing] defined capabilities identified by Army as essential for domestic or offshore contingencies' (Vertzonis 2006) and the community clearly sees the importance of maintaining an 'effective Land Army. This is not possible to achieve structurally, economically or culturally just with a Regular Army. It depends on there being in place an effective army Reserve.' (Defence Review 2000 Community Consultation Team 2000, p. 19)

In order to attain an effective Reserve, the Australian government commits large amounts of time, money and resources in recruiting, training and sustaining the skills of its ARes soldiers. The cost alone to recruit and train a Reservist in the basic soldier skills (before specific trade training) 'would be in excess of $30,000' (Robinson, Robb & Crossfield 2001, para. 6.45). In the Defence Budget of 2004–5, the ARA personnel budget was $2,450M, whereas the ARes personnel budget was just under $100M. Recent budget documents no longer differentiate the full-time and Reserve components.

While Reservists comprise over a third of the Defence personnel numbers, it receives only four per cent of the personnel budget.

The statistics show that the numbers of personnel within the ARes has generally been decreasing over the past 20 years. Additionally, people are leaving the ARes earlier in their military careers resulting in Army not receiving as much value from their Reservists as in the past (Roy Morgan Research 2009, p. 3). As stated by Robinson et al. (2001): '50% of separations occur within the first two years of service in the Reserve'. (2001, para. 6.43) This is potentially creating a capability gap in Defence that cannot be easily rectified at short notice if required (i.e. in the case of an unexpected conflict or the heightened conflict of any of the current supported operations). The highest levels in Defence recognise that the falling numbers of ARes members is problematic to overall capability as discussed by Lieutenant General Leahy when he was Chief of Army from 1998 to 2004:

> Retention of trained personnel remains a major impediment to the development of the Army Reserve. The general increase in training required by a more complex warfighting environment, and the need to ensure that Reserve soldiers possess competencies for rank and specialisation before deployment pose major challenges for the land force. The Army cannot expend scarce resources on soldiers who do not stay in the land force long enough to offer meaningful service. The development of clear, relevant and challenging roles and tasks for the Army Reserve will have a positive impact on the process of retaining personnel. The highly successful contributions that the Army Reserve has made in the recent past have proven the value of a positive retention policy. Even so, the Army will need to address the ongoing issue of retention of trained Army Reserves if our personnel are to be capable of meeting future realities. (Leahy 2004, pp. 19-20)

From this, I believe that understanding <u>what</u> is happening to cause Reservists to not stay long enough to offer meaningful service, is an important undertaking. With research paradigms, perspectives, methods and procedures being covered in detail later, this thesis then is a phenomenological, qualitative review. My epistemological assumptions come from a realist and empirical perspective and as such, I have used HR as a lens to

view Reserve life. Using semi-structured interview methods, I have collected, analysed and thematised the Reserve lived experiences of serving and ex-serving Reserve members from Australia and serving personnel from the UK. This research aims to thematise Reserve lived experiences of a convenient, illustrative sample group. It aims to illustratively complement existing quantitative research regarding Reserve retention and balance wholly empiricist research with an alternate way to view Reserve service. That is, that the voice of the individual Reservist is as valid as the collective and may provide deep, rich and meaningful ways to understand being a Reservist and subsequently what draws Reservists to serve or leave.

1.6   Significance of this Research

Having already touched on my interest in this research, the significance of this research for me is three-fold: academic, practical and personal.

First, I believe it is essential to increase the level of interest and research into Reserve service issues. As will be seen in the literature review, much research is conducted into the issues of full-time and Regular Defence members. Further, most research conducted into Reserve service issues comes from an empirical, positivist standpoint. There does not appear to be a recognition supporting the need for a range of research methodologies and approaches to be employed, providing a holistic view. Through this limited research approach, current knowledge runs the risk of missing the possible richness of other data. From my perspective, there is no doubt that empirical research provides meaningful insight into the <u>why</u> of academic understanding of Reserve service, but I do not believe it is addressing the <u>how</u> and <u>what</u> is happening (Patton 1990). Using a range of approaches and methods means that triangulation can be made across the range of findings. This research will add one additional approach and method beyond the existing empiricist research to view Reserve service through a phenomenological approach using a HR lens.

This research is important because it uses an interpretive methodology and does not wholly focus on empirical, psychological aspects of Reserve soldiering. It has, therefore, the potential to add to existing knowledge of Reserve service by illustrating the experiences of the sample group. The reflective analysis is also important. In seeking to recognise the organisational HR policies and practices which are impacting

the lived experience of Reservists, this project has the potential to influence our individual understanding of motivations and experiences within Reserve service; as a leader, the management of Reservists; and the broader policies supporting Reserve service more generally. This research extends the view of Reserve service, by putting the Reservist at the fore, by hearing and interpreting the participants' voices, rather than the organisation's. In my mind, the Reserve soldiers' perspectives on the phenomenon of Reserve service and resignation need to be further investigated.

In practical terms, who might be interested in this research? The thesis will be significant to the Commander of the 2nd Division (the primary formation for the ARes in Australia), the commanders within the 2nd Division and the Director General Reserves (DGRes). The Director General of Personnel may also have an interest, given their role in personnel (HR) policy-making. Reaching further abroad, the UK's TA being similar to ARes in structure, role and conditions of service (Fisher & Stewart 2007) may also use this research as a premise for further research into their own forces using non-empirical approaches.

The Commander and DGRes (past and present) feel a deep interest in the outcome of the research and findings, and the study has their full support. They will be informed of the findings through a report and/or presentation after successful submission of this thesis. I acknowledge that being phenomenological research and having used an illustrative sample group, the research does not represent the views of all Reservists, however, it does demonstrate the richness of information garnered by alternate research approaches and at the very least, will pose alternate ways to view Reserve service.

Finally, the last reason for this research is purely personal. As I mentioned earlier, I have been a serving Reservist for over two decades and am eager to better understand the experience of the Reservists and those experiences that result in people leaving service. Importantly, I wanted to find out more about Reserve motivation from the perspective of the Reservist, how the perspectives of the soldiers themselves related to what I was experiencing myself and what I was reading in the literature and reports.

1.7   Structure of the Thesis

This thesis consists of five chapters in addition to this Introduction. My intention is to scope and interpret the literature relevant to this research in terms of academic and organisational literature, and identify any gaps, tensions and synergies arising from the literature that inform the research. My intention is to then further contextualise the research and provide detailed information about theory, methods, data analysis and findings.

In my view, the contexts of HR, motivation, and Reserve service are essential to this project. Chapter 2, therefore, is an exploration of selected human resource literature that is relevant to Reserve service. In this chapter, I consider HR philosophies, motivational theories, employee types, known research regarding Reserve service and retention. At the end of the chapter, I draw the reader to the gaps, tensions and synergies of the literature and how it has framed my thinking for this research.

The focus of Chapter 3 is to present the methodology adopted for my research. Having painted what I consider to be an essential contextual canvas through discussing the journey of landing at my chosen research tradition, I move to discuss the theoretical perspectives that underpin my research project. I overview research paradigms and the reasons for my choice of lived experience, empirical phenomenology and a theoretical base. I then outline phenomenology and discuss my decision to use it in this project. I also describe and discuss the research methods I used. I argue my reasons for deciding that personal interviews would be the most appropriate method to adopt and selecting an illustrative sample group. I present the structured approach I used in accordance with empirical phenomenology. I also consider the limitations of the methods I used and identify ethical considerations that needed to be addressed. Throughout, I describe the research process as planned and then as it actually occurred.

Chapter 4 presents the data generated during the research project. Central to Chapter 4 is the lens and meanings of the participants' experiences of Reserve service and the themes I interpreted from their stories and comments. In line with the research approach selected, the data is first presented from the participant voice, in which quotes from participants are grouped and presented. Each theme is interpreted in a specific section. Each section may be further reduced into subsections (sub-themes) and at the end of

each section I discuss the interpretation of that thematic data. Each section is summarised and commences the presentation of the researcher voice, which, as an insider researcher, presents my interpretation of the data offered by the participants.

My holistic discussion of the thematic data presented in the Chapter 4, is the heart of Chapter 5 – the conclusions drawn. Chapter 4 goes on to 'answer the questions' or at least present my interpretations of the participants' Reservist, lived experience. Chapter 5 further discusses the implications for Defence policy and practice. I look back over the research project and summarise my thesis. In the final Chapter, I suggest future research possibilities, discuss the constraints of this research and offer final thoughts and reflections.

Chapter 2 – Literature Review

The purpose of a literature review is to present an overview of the known research and understanding of the context for this thesis. This includes Human Resources (HR), motivation, employee types, retention, and the UK and Australian Reserve forces, as individual topics and in combinations.

Chapter 2 begins with an overview of the Human Resource (HR) context for the research. This overview provides the reader with an explanation as to how research was selected and streamlined for this thesis. From here, I present an overview of HR and HR philosophies being Hard and Soft HR. Through this review, I argue from the literature that Defence's approach to managing its human resources, or at least its Reservists, may be from the HR philosophical standpoint of Hard HR.

Next I review a range of motivational theories including the Hierarchy of Needs, ERG Theory, Herzberg Two-Factor Motivation and Hygiene Theory, Self-Efficacy, and Expectancy theory. These theories are then reviewed against a military backdrop subsequently layered onto Reserve service.

Having presented a short section on the types of full-time, part-time and casual employment, coupled with volunteer work, I then review the motivations of these types

of workers, and importantly, look at the differences between the motivations of these employment types. In this section, I then discuss related topics such as psychological contracts and the work–life balance against a backdrop of military and other literature. Also of note for this research is the concept of identity and recent research specifically into Reserve Identify conducted by Griffith (2005; 2009; 2011a, 2011b, 2011c).

Underpinning any form of work are the conditions in which the work is conducted and what is received in return for that work. To do this, I provide some insight into the HR practice of Reserve service and some key aspects to Reserve soldiering. In addition to providing readers, unfamiliar with Reserve service, with some insight into HR Reserve practice, it also enabled me to develop an argument demonstrating the nuances of the HR setting for Reservists. This includes that Defence operates from the aforementioned 'Hard HR' philosophy evidenced by policy, other writers, and the approach of current research using a 'top down' approach. However, many Reservists are working in civilian employment that uses 'Soft HR' approaches to managing people and this contrast is noteworthy.

Finally, I discuss the gaps and tensions within the literature that have shaped this research. The literature identifies that being a Reservist is an employment phenomenon in its own right. Reserve service is a unique form of work, most closely aligned to being a casual employee but not wholly aligned to current descriptions of casuals. Analysis of Defence literature shows that Reservists are frequently referred to as part-time soldiers rather than casuals. The uncertainty created by these factors heightens the importance of looking to existing scholarship for clues to help us better appreciate the complexities of being a modern Reservist.

2.1 Literature Review Context

Understanding Reserve service life, commitment, and motivation to better understand retention, is particularly complex. The effects of internal factors including the quality and quantity of resources, budgets, and training, coupled with external factors such as demographics, civilian employment flexibility, and family support, all play a part in one's experience of the Reserve (Douglas 2012). However, in order to somewhat reduce the complexity of this wide domain, the thesis uses an HR lens to view the participant experience. Even still, there are numerous relevant literatures in this field and related

fields, which play an important role in Reserve service life in Australia and in the UK. Some of these fields include, but are certainly not limited to the:

- Human Resource context;
- Employee (Worker) Type context;
- Motivation theory context;
- Military/Organisation context;
- National context.

Figure 1 diagrammatically shows the overlap and integration of some of the themes at play within the HR lens in which this research is placed.
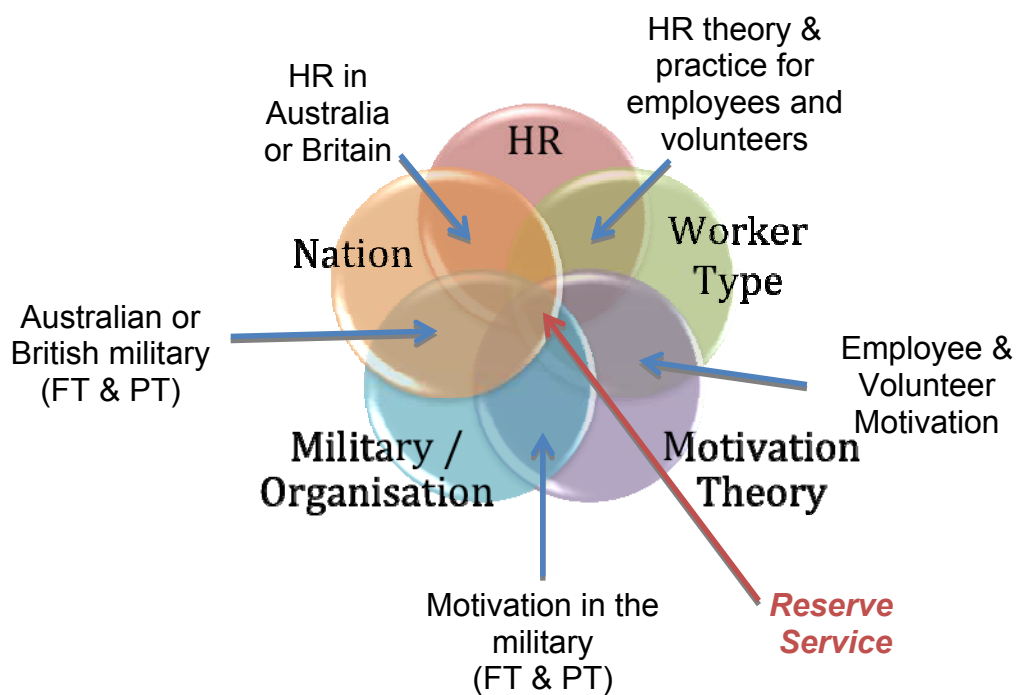
Figure 1: Literature Review Context

Using the above Figure, I used this model to research the literature and to review the participant experience. Figure 1 shows where the key fields noted above overlap. For example, in where the Motivation Context overlaps the Worker Type context, the literature and study will focus on the motivation of employees vs. the motivation of volunteers. Where the national context (such as Australia) overlaps with volunteerism,

the literature and study will focus on volunteers in Australia such as volunteering in Australian hospitals, or with the Surf Life Saving organisation. The centre of the diagram represents where all these contexts or fields overlap and the centripetal point of all the rings represents Reserve soldiering in a specific country such as either Australia or the UK.

Living, working and operating in the above range of contexts creates synergies and tensions that will be explored throughout this chapter. These synergies and tensions are explored in order to understand the environment in which the participants are living their respective Reserve soldiering experience. To start this exploration, we will first review the HR context and approaches, ascertain what an HR function does, and assess HR within the Army.

2.2   What is Human Resources?

There are many varied definitions of the Human Resources (HR) function, which is commonly and interchangeably referred to as Human Resources Management (HRM). Some focus on the strategic development of the organisation with the individuals taking a secondary role, such as Armstrong's (1991, p. 141) definition:

> HRM is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an integrated array of cultural, structural and personal techniques.

Others see that HR is a partnership between employer and employees to meet common goals, such as Stone (1998, p. 4) who states:

> The focus of human resource management (HRM) is on managing people within the employer–employee relationship. Specifically, it involves the productive use of people in achieving the organisation's strategic business objectives and the satisfaction of individual employee needs.

Meanwhile, others see the individual as someone who needs controlling within the organisation such as Nankervis, Compton and McCarthy (1999, p. 15) when they quote Lee:

> The central task of HRM is to regulate the management of people in pursuit of the strategic and economic imperatives, but with the added proviso that, in doing so, there must also be conformity with the institutional and cultural environment in which the organisation is embedded.

From this, it may be seen that there are varied views regarding HR's purpose. In this analysis, the basic premises underlying HR in which various authors (Armstrong 1991; Human Resource Management 2004; Huselid 1995; Legge 1995; Nankervis, Compton & McCarthy 1999; Office of Human Resources – Murdoch University 2006; Stone 1995, 1998; Verberg 1999) agree are:

- HR gives organisations a competitive advantage;
- A combination of rules and guidelines are supplemented by an aim to engage employees and attain commitment, and therefore employees should be recruited and developed carefully;
- HR is part of the value chain;
- HR staff are experts in organisational diagnosis, administration, championing the employee cause and change management;
- Business strategy/ies should incorporate and ensure HR policies and practices are aligned to it.

This broadly explains the nature of HR, but there are different ways to approach HR. Amongst the numerous models of HR at various levels of the discipline, one at the philosophical or strategic level is viewed as 'Hard' or 'Soft' (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998). The following describes these variants.

The Hard Model (utilitarian instrumentalism) highlights the importance of the integration of HR policies, systems and practices with organisational strategy and plans. Within this model, organisations treat HR systems only as tools to drive strategic

objectives, whilst seeing employees as inactive or commodities that are obtained for use. The Hard Model emphasises the quantitative, calculative and strategic aspects of managing people in a 'rational' way – comparable to any other resource component. This contributes to the notion of 'hard HRM's focus on the crucial importance of the close integration of human resources policies, systems and activities with business strategy' (Gill 1999, p. 4). Hard HR, it is argued, has become the norm for HR practice and is termed 'strategic HRM' (Wilcox & Lowry 2000, p. 32). This form of HR gives validity to assumptions and practices that contain the notion of people as 'being essentially a tool for achieving of organisational success, defined in strictly economic terms' (Wilcox & Lowry 2000, p. 32).

Contrastingly, the Soft Model, also called developmental humanism (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998), regards employees as 'valued assets, a source of competitive advantage through their commitment, adaptability and high quality' (Armstrong 1991, p. 12), whilst continuing to highlight the significance of harmonising HR policies with organisational goals. Employees are active or capable of development, worthy of trust and collaboration (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998). In order to yield better economic performance the organisation generates employee commitment via 'communication, motivation and leadership' (Storey 2005, p. 35).

2.2.1 What does an HR Department Do?

HR departments are still responsible, as they were when they were 'Personnel Departments', for file maintenance, government accountability and organisational accountability (Deb 2006, p. 39). Using the four-activity model, the main tasks of HR departments are as follows:

1. **Staffing** – job analysis, HR planning, compliance with civil rights and laws etc.;
2. **Retention** – compensation and benefits, employee relations, health and safety, employee services;
3. **Development** – technical training, management and organisational development, career planning, counselling, HR research;
4. **Adjustment** – investigation of employee complaints, outplacement services, retirement counselling. (Deb 2006, p. 39)

However, organisations have expanded the HR function into a strategic role, where the 5-Ps model characterises the responsibilities and tasks of the HR department:

1. **P**hilosophy – statements defining business values and culture, which express how to treat and value people;
2. **P**olicies – expressed as shared values, which establish guidelines for action on people-related business issues and HR programs;
3. **P**rograms – articulated as HR strategies, which coordinate efforts to facilitate change to address major people-related business issues;
4. **P**ractices – for leadership, managerial and operational roles, which motivate needed role behaviours;
5. **P**rocesses – for the formulation and implementation of other activities, which define how these activities are carried out. (Schuler 1992, p. 20)

The available ADF literature does not state which model it adheres to or aligns with, however, an analysis of the language used within Defence workforce related reports demonstrates that Defence is mostly aligned to a Hard Model HR construct with recent moves towards a softer approach (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998).

2.2.2 HR, Defence and the Australian Army

The Hard and Soft Models approach the management of human resources differently. As noted above, the way in which organisations view their employee asset varies considerably. To commence the analysis, it is important to view the higher-level strategy that has shaped Defence's approach over time. The Liberal Party (2001) during their election campaign demonstrated that people are a tool used to meet organisational outcomes:

> Our strategic planning is designed to integrate people into capability in a deliberate way. Just as we think whole-of-life and whole-of-system as we develop our acquisition strategies, we need similar thinking when dealing with our people. (Liberal Party 2001, p. 31)

This language reinforces the methodical and logical way in which 'personnel' are used by Government, demonstrating alignment to the Hard Model.

The Hard Model in Defence has historical links. In accounting for the failings of the Allies in the First World War, Dixon (1976) refers to 'that service tendency of mind which sentimentally values things more than lives' (p. 83). The Hard Model locates employees 'as an expense of doing business instead of the only resource capable of turning inanimate factors of production into wealth' (Storey 2005, p. 35), or in the case of Defence, 'to sustain warfighting capabilities and to ensure it possesses a total work force profile that can support its military requirements' (Reich et al. 2006, p. xix).

The Defence Personnel Environment Scan 2025 very rationally presents a myriad of statistics across HR related topics with the objective to identify and provide an 'analysis of future personnel challenges to inform long-term Defence personnel planning and policy development' (Reich et al. 2006, p. 3). Similarly, numerous Defence documents (Department of Defence 2009a, 2009b, 2009c, 2009d; Roy Morgan Research 2009) reinforce this type of language or approach to their research, signifying a Hard Model construct throughout Defence.

Organisational outsiders are also of the view that Defence's HR construct aligns to the Hard HR philosophy. Jans and Schmidtchen (2002) critically indicate that:

> [t]he ADF continues to be an exemplar in "little p" personnel management – training, performance appraisal, promotion procedures, personnel administration and the like – but now lags equivalent-sized corporations in the development of competence in "big P" personnel strategy. (Jans & Schmidtchen 2002, p. 23)

More recently, Schmidtchen (2007, p. 84) discusses workforce specialisation and states that:

> if Defence is to "rebalance" the force to meet the changing demands of the strategic environment then it must also "rebalance" the less obvious areas which enable capability, such as workforce design, organisational control, administration and coordination.

Jans and Schmidetchen (2002) state that Defence's focus is on process rather than people; 'Many in the Defence Organisation seem to believe that the current problems with recruitment and retention can be permanently fixed with more efficient recruitment procedures and better financial conditions of service' (Jans & Schmidtchen 2002, p. 23). Similarly, Warn (2001) discusses learned helplessness throughout the organisation and states that even the Senior Managers' 'perspective is one of disempowerment' (Warn 2001, p. 57). The premise of this is that the rigidity of process and procedure does not enable leaders, managers or soldiers the creativity to solve problems outside of policy directives. Consequently, where opportunities within policy are possible, employees are failing to recognise the opportunity and remain inactive in solving problems.

Evidence that members of Defence believe that they are operating under a Hard Model approach is witnessed in Jones, Murray and McGavin's (2002) work when they state:

> The Army has to reform organisation culture in ways that address the balance of stability and change in organisational culture; the re-building of trust and reputation in the organisation; the strengthening of personnel motivation; and tightening organisational identity with that of its people so that they believe they "belong" not just "occupy" a position on an entitlement document. (Jones, Murray & McGavin 2002, p. 3)

The foregoing literature presents the evidence that employees of Defence perceive that they are commodities who are not trusted by the organisation; signifying the strong feeling of Defence members that the Hard HR Model is in practice.

Since 2007, there has been evidence suggesting that Defence is in the early stages of a transition towards a softer model approach. This is apparent in the commentary:

> A major long-term human resources reform strategy is underway to improve Defence's capacity to attract, develop, engage, retain and transition its people. This strategic reform is expected to create a more supportive workplace and career environment. (Department of Defence 2009b, p. i)

The 2007 ADF Census also shows signs of transitioning to an employee focused model when it states that 'Defence seeks to understand the demographics and circumstances of

its workforce, so that personnel policies and practices can be tailored to the needs of both the ADO [Australian Defence Organisation] and its people' (Roy Morgan Research 2009, p. 29).

This survey of HR models has not viewed those models through the differences of employee engagement. As such, having looked at the HR approach of Defence, from the employee perspective it is now important to look at motivation. Motivation to serve, stay or leave arguably is borne at an individual level, regardless of whether the employee is engaged in a full-time or part-time capacity, hence the following review of motivation theory (Dockel, 2003; Van Breugel, Olffen & Olie 2005).

2.3 Motivation Theory

In reviewing employee retention in military organisations and other industries, the following are regularly referenced core theories:

1. Maslow's Hierarchy of Needs (Maslow 1943);

2. Alderfer's ERG Theory (Alderfer 1972);

3. Herzberg's Two Factor Motivation and Hygiene Theory (Herzberg, Mausner, & Snyderman 2009);

4. Bandura's Self-Efficacy (Bandura 1977, 1994, 1997);

5. Vroom's Expectancy theory (Droar 2009).

Together, these theories provide the foundational understanding of motivation and therefore retention. The following is a review of each theory in order to then layer them into military and Reserve contexts.

2.3.1 Maslow's Hierarchy of Needs Theory

Early researchers such as Maslow developed theories of motivation that focused on human needs (Firman 2006; Maslow 1943; Simons, Irwin & Drinnien 1987). His assumption is that there is an organised hierarchy of people's needs which ties closely with personal development. Outside forces, as well as the individual's capabilities, efforts and courage influence these patterns. Additionally, motivation comes from

within the individual (intrinsic) and therefore, imposing motivation on another (extrinsic) is not possible. Following this, the theory then assumes that motivation, as an internal process, is directed by the individual towards achieving external goals (Maslow, 1943).

There are five categories within Maslow's hierarchy of needs in priority order (see Figure 2 below). First level needs relate to physiological requirements for survival such as air, water, food and shelter. Safety needs are next in the hierarchy, which require a secure, predictable, habitable, non-threatening environment. Social needs or third level needs consist of the requirement to have friends or associate with others; to be liked and accepted. Combined, the first three needs are referred to as deficiency needs because unless these needs are met, the person will not develop in a healthy way and serves as a basis for the development and fulfilment of the next two levels. The fourth need level is esteem and refers to an individual's desire to develop self-respect and to gain the approval of others (including via recognition and reward and being given praise), whilst the fifth and highest need is self-actualisation where one is able to develop to one's highest potential. Maslow states that a lower level need must be met before a need at the next level can be attained (Maslow 1943).
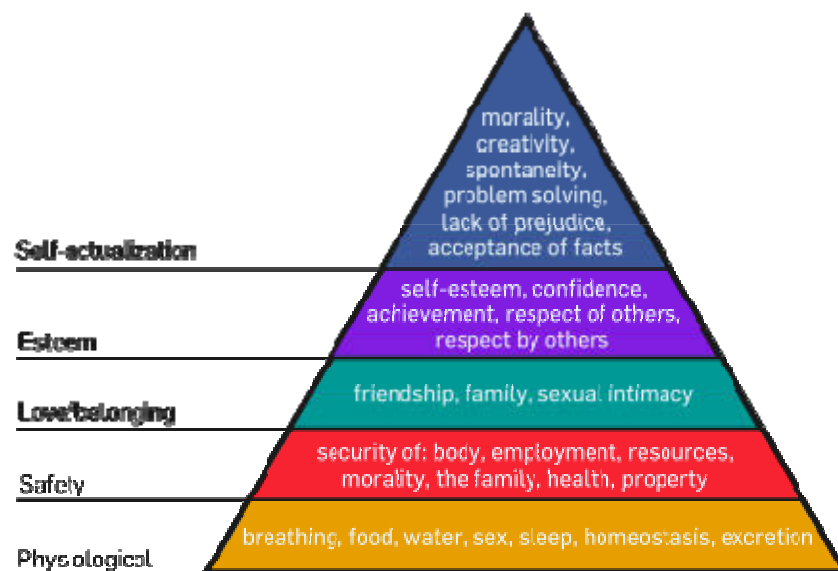
Figure 2: Maslow's Hierarchy of Needs (Simons, Irwin & Drinnien 1987)

From this, Maslow (1943) sees motivation as a sequence of stages that are progressive and dependent upon fulfilling the prior stage before starting on the next stage. This may be achieved in modern times through attaining employment to pay for physiological and safety related needs. The sense of belonging may or may not be achieved through employment, but could be attained through hobbies or other interests and so on.

2.3.2 ERG Theory of Motivation

Alderfer (1972) built on the work of Maslow by grouping the hierarchy into his ERG Theory (existence, relatedness and growth) but this theory focuses on goal-oriented behaviour. Alderfer categorised Maslow's lower order needs (Physiological and Safety) into what he termed the 'existence' category. Alderfer's 'relatedness' category held Maslow's interpersonal love and esteem needs whilst the 'growth' category contained the self-actualisation and self-esteem needs. More importantly, contrary to Maslow's idea that there was a hierarchy to accessing or fulfilling these needs, Alderfer indicated that his categories were of equal importance, however if a higher order need is unfulfilled then a person would return to a lower level. This is referred to as the frustration-regression principle as shown diagrammatically below.
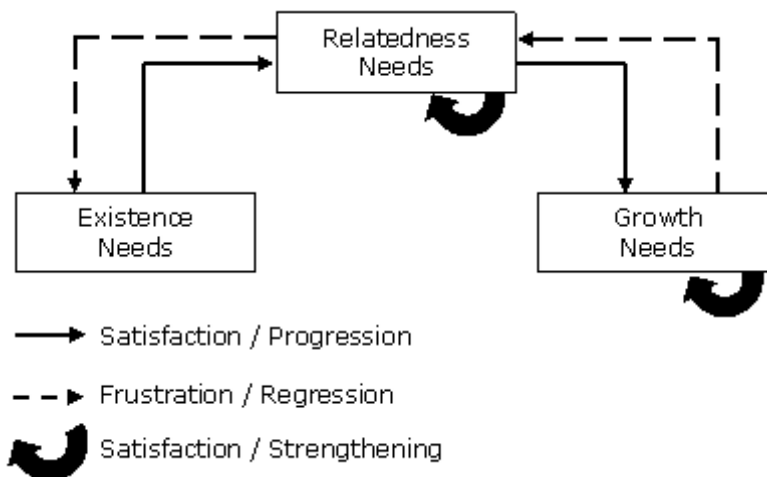
Figure 3: Alderfer's Frustration-Regression Principle (Alderfer 1972)

Other theorists produced models in which the influences on motivation and retention infer the two are not necessarily intrinsically linked.

2.3.3 Herzberg's Two Factor Motivation and Hygiene Theory

Herzberg's studies focused on understanding employee attitudes and motivation through the lens of the employee's workplace; specifically, how the work environment causes satisfaction or dissatisfaction. Through this study, he discovered that motivation (job satisfaction) had different triggers to dissatisfaction – that is, the two are not necessarily intrinsically linked. He developed the motivation-hygiene theory to explain these results.

The two-factor theory differentiates between:

1. '**Motivator** factors that are intrinsic to the job are: achievement, recognition for achievement, the work itself, responsibility, and growth or advancement' (Herzberg 1987, p.9); and

2. **Hygiene** factors that are extrinsic to the job include: company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security' (Herzberg 1987, p.9).

Herzberg reasoned that because the factors causing satisfaction and dissatisfaction are different, the two feelings are not linked or opposite:

> Dissatisfaction and satisfaction are not opposites, but rather extremes of separate continuance constructs experienced as different emotive states where a lack of dissatisfaction serves as a gateway for the state of satisfaction to begin occurring; thus not being dissatisfied leads to the ability to be satisfied, but does not necessarily assure it. (Shuck & Herd 2011, p.164)

Whilst markedly different from Maslow in some ways, Herzberg contested that two independent human needs were evident. First, physiological needs are satisfied by external tangibles such as money to purchase food and shelter. Contrastingly, psychological (internal) needs are driven by the need to participate in activities that enable personal growth and achievement. Fundamentally, to ensure a worker is not dissatisfied, hygiene factors are necessary. To motivate an employee to higher performance, motivation factors come into play.

Whilst the Maslow, Herzberg and Alderfer models primarily focus on factors outside the self for motivation, Bandura's self-efficacy model is significantly more focused on the 'self'.

2.3.4 Bandura's Self-Efficacy

'Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives' (Bandura 1994, p. 71). In effect, those who believe they will perform well in a specific situation are more likely to attempt and/or master a task than avoid it. 'Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes' (Bandura 1994, p. 71).

There are many benefits of high levels of efficacy, which enhances human achievement and personal happiness. Those who have high levels of confidence in their capabilities perceive challenging activities as ones to be perfected rather than evaded. Positive approaches promote inherent interest and profound engagement in tasks. Further, their outlook is such that they plan demanding goals, uphold fervent dedication to achieve them and push themselves harder if failure appears imminent. Impressively, people with high self- efficacy who have felt failure, quickly recover; reinstating their high efficacy swiftly. These people credit failure to a lack of knowledge, skill or effort that they do not currently hold but is attainable. Fearful circumstances are approached with a sense that they are able to control the situation and as a result, their 'overall outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression' (Bandura 1977).

The opposite is true of those who have low self-efficacy – avoiding difficult tasks, having low aspirations and weak commitment to personal goals. With a generally negative outlook, they focus on those skills, knowledge or experience they lack to complete tasks and are unable to find ways to overcome difficulties, often withdrawing or leaving tasks incomplete. Their efficacy takes a beating on failure and as a result they tend to suffer stress and depression easily (Bandura 1977).

Unlike Maslow and Herzberg and to some extent, Bandura, Vroom does not focus on needs, but rather concentrates on outcomes.

2.3.5 Vroom's Expectancy Theory

Vroom espouses that motivation is borne from a link between **effort, performance** and **motivation**. However, three variables affect this:

> **Expectancy** is the belief that increased effort will lead to increased performance;
>
> **Instrumentality** is the belief that if you perform well a valued outcome will be received; and
>
> **Valence** is the importance that the individual places upon the expected outcome. (Droar 2009, para. 23)

Conceptually, the links and the variables are equally as important in the effect they have on motivation. Vroom indicates that a person modifies the degree of effort in alignment with the value they place on the result or process and on their perceived importance of the links between exertion and result (Robbins et al. 1994). Importantly, individual perceptions are critical in expectancy theory. In the instance where employees are given the same opportunities and/or rewards as each other, it does not actuate the same response across employees (Stone 1995).

2.3.6 Discussion on Motivation Theory and the Military

Behavioural scientists generally concur that expectancy theory 'represents the most comprehensive, valid, and useful approach to understanding motivation' (Green 1992, p. 8). The previous theories do not accommodate people's individuality to the same degree. The earlier theories suppose that workers are fundamentally the same. Expectancy theory considers ones' perceptions and experiences, thus presenting many diverse possible responses.

The theories mentioned above play a pivotal role in understanding motivation to participate in any work activity. The theories in practice can result in HR teams devising policy, coupled with supporting processes and procedures that assist in supporting employees in their work, with a view to ongoing motivation to participate and perform (Shuck & Herd 2011). However, with the increase in, and variety of, the ways in which

employees are employed (such as full-time, part-time, casual and volunteer to name a few), the models then need to be layered by the employee type. Research shows that motivation between worker-types varies for a range of reasons, which will now be explored.

Naturally, there are a great many researchers in the military arena (particularly full-time) who have drawn on civilian models of retention and theories of motivation. Handke (2008) discusses the works of Herzberg and Vroom to provide suggestions to leaders on how to ensure job satisfaction amongst the ranks, whilst much earlier a team of presenters referred to Maslow's work in reviewing personal needs against a military backdrop (Taylor et al. 1972). McBey and Karakowsky (2001) review Jackovsky's Integrated Turnover Model, which draws on the motivation theories of ERG and Herzberg, in the context of male Canadian Army Reservists.

The above are just a few examples of how military researchers have applied civilian sector models and approaches to their research; however, others argue this may not be appropriate in a military context (Randall 2006; Weiss et al. 2002). Capon, Chernyshenko and Stark (2007) indicate there has been little work reviewing the:

> applicability of civilian retention theory in the military [citing]
> unpublished studies by Walker (2003), Schreurs and Lescreve (2001)
> and Van de Ven (2001), who examined the relationships between
> retention and variables, such as "met expectations and job
> satisfaction". (2007, pp. 50-51)

Of note is the view that using civilian models resulted in highly predictable outcomes in a military setting and is therefore not pertinent for use, without modification, in a defence environment.

Randall (2006) cites an unpublished 2002 work by Bolton who argues that naturally a military setting is different to a civilian environment and therefore alternate models must be used. He argues that the nature of lawful command and the legalities of following orders by superiors, results in military leaders believing that there is no requirement 'to motivate troops to perform their functions; they simply must obey' (Randall 2006, p. 41). Whilst this is true to a point, Reserve soldiers will vote with their

feet (Knowles et al. 2002) and this is particularly true in the ARes context for which there is no return-of-service obligation (Department of Defence, 2013a).

2.4   Employee Categories

Numerous employee or worker-types are mentioned across the myriad of literature regarding employees, soldiering, careers, volunteerism and human resource management. These include full-time and part-time employees, contractors, casuals and volunteers. The following describes the generally accepted definitions within the literature of these worker-types.

The full-time employee is a person who participates in work for a nominal 38 hours or more a week and is paid by one employer for that work (Workplace Relations Act 1996). A part-time employee is a person working less than 38 hours a week, and is paid by one employer, however, a part-time or full-time worker may engage in other part-time work with subsequent employers (Workplace Relations Act 1996). Contractors are engaged and paid by an employer to complete a particular piece of work for a fixed period of time (Office of Human Resources – Murdoch University 2006). Negotiation is utilised to determine the hours per working week, as is the length of the contract. The contractor usually receives an hourly or daily rate as payment and often forgoes full-time entitlements such as sick leave or annual leave, however, the payment may include a nominal allowance to compensate for forgone entitlements (Fair Work Ombudsman 2012). Casuals are generally hired to fill labour gaps although there is no set definition that constitutes a casual employee (Jackson 2003). Similar to contractors, casuals often forego leave entitlements and receive hourly rate payments; however, casuals and employers have an ongoing work agreement unlike contractors that have fixed-term employment. Finally, a volunteer is a person who partakes in 'an activity which takes place through not for profit organisations and is undertaken to be of benefit to the community and the volunteer', and for no financial payment (Volunteering Australia n.d).

Defining the difference between worker-types not only explains the monetary and flexibility-at-work benefits for the worker and employer alike, but also shapes the motivations of the employee in which worker cultures are borne. The interlinked nature

of HR policies within Army between ARes and ARA requires a review of each worker-type in detail before addressing attitudes, motivation and the differences between each.

2.4.1 Full-time Employees

Full-time employees provide most organisations with the majority of their people power. Often considered the backbone of an organisation, these people learn and know the enterprise, are the mechanics that keep the organisation running and are the most common type of employee (Vounteering Australia 2006).

People choose full-time employment for a number of reasons and have certain expectations of their employer. In Maslow's Hierarchy of Needs schematic (Firman 2006), the majority of people who are in full-time employment do so to meet the fundamental need of 'body' or 'physiological'. Whilst all work to afford food and shelter, there is an attempt to find employment that meets higher ranking needs such as social or ego and self-actualisation (Simons et al. 1987).

There is much literature referring to finding and retaining the best people in organisations and much of this not only revolves around competitive salaries but a holistic package that meets many needs (Kickul 2001; Lesabe & Nkosi 2007; McGovern 1995; Sigler 1999; Vinas 2003). Some packages will include training opportunities, promotion or mentoring opportunities, cars, housing, health benefits, childcare and simple pleasures in the workplace such as 'play rooms' fitted with X-box, snooker tables, pin-ball machines or relaxation areas for a company's workers (Vinas 2003). In the case of Army, the salary is only a portion of the entire package for full-time members, which can also include medical, dental, rental assistance, home loan assistance, and various other allowances (Department of Defence, 2013a).

2.4.2 Part-time Employees

Service industry organisations commonly prefer to work with part-time workforces (Rosendaal 2003). As Adams (1995) indicates, organisations hire part-timers for a number of reasons; to fill awkward hours or labour shortages, or retain well-trained personnel. Another way in which an organisation will use part-timers is to cut costs.

People choose part-time work for a number of reasons. Some people are providing a second income for their family, but cannot afford to spend 38 hours per week at work. Others, due to their profession, may work in multiple part-time jobs to construct a full-time salary (Feldman & Doerpinghaus 1992). Part-time work enables some people the flexibility they need to participate in other parts of their lives, but enough organisational commitment to know their jobs are as secure as a full-time employee. Often, however, part-time workers do not feel that their organisation has the same level of loyalty to them as their full-time counterparts (Conway & Briner 2002).

In regards to Maslow's Hierarchy of Needs (1943), the fundamental body need is often attempting to be met through part-time employment with many employees fulfilling the higher order needs through other means such as family, hobbies or interests and the like (Simons et al. 1987).

2.4.3 Volunteers

Volunteering is routinely identified as work that is unpaid, that benefits other individuals or organisations, and that is taken on freely (Caracciolo 2003; Farmer & Fedor 1999; Mutchler, Burr & Caro 2003; Okun, Barr & Herzog 1998; Wilson & Musick 1997). Certain voluntary labour is comparable to paid work in as so far as it entails carrying out designated activity for pre-determined periods within the framework of a recognised organisation (e.g. an individual volunteering at the Salvos shop for one week per month). Interestingly, Wilson and Musick (1997) quote Smith in saying that at the core of volunteerism 'is not altruism but the contribution of services, goods or money to help accomplish some desired end without substantial cohesion or direct remuneration' (Wilson & Musick 1997, p. 695).

> Motivations to volunteer include anticipated benefits of the activity
> for other individuals or groups as well as perceived benefits for the
> volunteer for other individuals or groups as well as perceived benefits
> for the volunteer. (Mutchler, Burn & Caro 2003, p. 1269)

Attitudes regarding aiding others or admirable organisations are related to the inclination to volunteer (Toppe, Kirsch, & Michel 2001). Volunteering also benefits the volunteer (Mutchler, Burn & Caro 2003). Heightened health and life satisfaction (Van

Willigen 2000) improved self-esteem and psychological well-being and benefits to longevity (Toppe,Kirsch & Michel 2001) are entrenched in the literature. Other literature indicates that volunteerism is an enabler in developing social systems and support networks. It is likely that the desire to volunteer is supported by the perceived benefits they receive (Caracciolo 2003).

In this regard according to Maslow (1943), non-volunteer means must be used in providing the 'body need' (Firman 2006; Maslow 1943; Simons, Irwin & Drinnien 1987) as no financial means are being provided through volunteering. However, when determining what need in the hierarchy is being met by volunteerism, it can vary from person to person. Each individual could find one or more need being met, ranging from social through ego to self-actualisation.

2.4.4 Casualisation

Casualisation is the emerging popular approach addressing supply and demand of employees, but it has two principal definitions. In international literature, it frequently infers poor industrial relation conditions such as employment insecurity, irregular hours, intermittent employment, low wages and an absence of standard employment benefits (Basso 2003). In Australia, it has a more definitive meaning, albeit only slightly. As Australian labour markets include a notable form of employment which is termed casual, 'casualisation in the Australian literature usually refers to a process whereby more and more of the workforce is employed in these "casual" jobs' (May, Campbell & Burgess 2009, p. 1). According to the Fair Work Ombudsman, casual employees:

> aren't usually entitled to a set amount of hours of work and don't usually accumulate paid leave. Instead, casuals are paid a higher hourly rate of pay to compensate them for not getting these entitlements. Casuals can work regular hours, but that doesn't mean they are permanent employees. (Shomos, Turner & Will 2013, p. vii)

Casual jobs are typically understood to lure workers due to their relatively better hourly rate (compared to full-time counterparts) however, they lose many other rights and benefits, such as notice to separation, redundancy pay and many forms of paid leave

(annual leave, public holidays, sick leave etc.), that are normally 'associated with "permanent" jobs for employees' (May, Campbell & Burgess 2009, p. 1).

Employing workers on a casual basis is often considered a more economical, effective and/or 'productive' way of hiring labour. The reality, however, is that significant anomalies and contradictions are associated with casual employment in Australia. Research indicates that these paradoxes reveal casual employment can deliver short run gains for employers. This arises from their ability to deploy labour in ways, which reduce the obligations they owe to it. Conversely, there are long-term losses, particularly pertaining to workplace safety (Wilcox & Lowry 2000).

As Wilcox and Lowry (2000) discuss, the HR approach to the casual worker can be 'harder' than to that of other workers within the organisation, such as the full time employee. The framing of activities such as downsizing or choosing to schedule or not schedule shifts for casual workers, is seen through the Hard HR approach as justifiable (and even 'good practice') (May, Campbell & Burgess 2009)

Interestingly, whilst there is a plethora of research on the financial and business benefits of casualisation, there is very little peer-reviewed research that specifically reviewed casual employee motivation (compared to that of the part-time employee).

It is evident from the above that ARes members are not full-time staff. However, the unique nature of the employment 'contract' of Reservists is such that the worker-types of part-time, casual and volunteer are potentially relevant. The following section reviews the literature regarding attitudes, motivation and differences between employee categories.

2.5   Attitudes, Motivation and Differences in Employee Categories

There is a multitude of comparison options regarding the motivations of employee worker-types, which can be formed in order to review the respective literatures. The following will review attitudinal differences between full-time and part-time employees, and part-time employees and volunteers. Regrettably, due to inconsistencies in the terminology of 'casual employee' between countries and the extremely limited research

literature in this area, I have consolidated casuals and part-timers for the purposes of studying their attitudes.

2.5.1 Attitude Differences between Full-time and Part-time Employees

There is much research investigating the differences between full-time and part-time employee, attitudes and psychological profiles. Older research indicated that there were many differences between the two worker-types. For example:

> Hall and Gordon (1973) surveyed college-educated women with varying work and home roles. Part-time employed women expressed less career satisfaction and more role conflict and overload than did women employed full-time. The researchers suggest that the difference between part-time and fulltime employees was as distinct as that between those who were employed and those who were not … Part-time employees were less satisfied with work, benefits, and the job in general. (Eberhardt & Shani 1984, p. 893)

To further amplify the differing view of motivation, Farrell (2001) referencing Mullins utilises a useful three-fold categorisation for describing work motivation:

1. economic rewards;

2. intrinsic satisfaction;

3. social relationships.

Continuing, Farrell (2001) contrastingly indicates that Heyel reconfigures Herzberg's satisfiers as:

1. achievement:

2. recognition:

3. work itself:

4. responsibility:

5. advancement;

6. growth.

and the dissatisfiers as:

1. salary;

2. company policy and administration;

3. supervision;

4. working conditions;

5. interpersonal relations. (Farrell 2001, p. 124)

McBey and Karakowsky (2001) examine sources of influence on employee turnover in part-time workers using male Canadian part-time army members. The authors believed that the sources impacting turnover in part-time employees differed from those of full-time employees and therefore, required their own research. The theoretical background they drew from is based on full-time employment and utilises Jackofsky's 1984 Integrated Process Model of Turnover:

1. Push factors;

2. Pull factors;

3. Individual characteristics;

4. Individual job performance measures.

A number of articles discuss the Push/Pull Factors at work in the retention of employees both full-time and part-time. McBey and Karakowsky (2001) analyse the push/pull phenomenon within the Canadian Reserve Army context, whilst Jones, Murray and McGavin (2000, p. 15) describe them as 'useful to view existing internal labour market institutions in terms of "pull" factors (the attractions of civilian life) and "push" factors (the disadvantages of service life)' and analyse these factors in a Regular Army context.

Research that is more current shows there is very little variation between part-time and full-time employee motivation, career desires, organisational commitment and the like. These studies show that part-time and full-time employees share the same views in

relation to expectations of their employers. Thorsteinson (2003, p. 151) states, 'there [is] very little difference between (FT) and part-time (PT) employees on job satisfaction, organizational commitment, intentions to leave and facets of job satisfaction.' However, he goes on to say that:

> [t]he results of Feldman and Deorpinghaus (1992) support the view that PT workers generally use other PT workers as referents. If PT workers compared themselves to FT workers, we would expect them to feel less satisfied. Thus, although potential differences between PT and FT workers may be due to the use of different frames of reference, this does not appear to the case in general. (Thorsteinson 2003, p. 171)

In some research cases, such as one using hospitals as the site of research, the:

> part-time employees had more favourable attitudes towards the organizational structure, policies, and reward systems; the level of trust among organizational members; and the distribution of power … than did their full-time counterparts. Part-time employees also reported higher levels of overall job satisfaction. (Eberhardt & Shani 1984, pp. 896-897)

Some researchers claim that this can be dependent on the level of bureaucracy within the organisation. Stamper and Van Dyne (2003) suggest 'there is a greater difference in the citizenship behaviour of full-time and part-time workers in cultures that are less bureaucratic than those that are more bureaucratic.' (Stamper & Van Dyne 2003, p. 41)

Interestingly, those researchers that cite slight differences in attitudes between full-time and part-time workers can also show there are differences between the types of part-time employee. A part-time employee, who chooses to be in part-time employment, will have a different response to their work than a person who is involuntarily taking part-time employment because of factors beyond their control such as a lack of full-time employment in their area of expertise. Thorsteinson (2003) states:

> that voluntary PT employees [are] more satisfied than involuntary PT employees. This also provides support for the person-job fit, in that

> individuals desiring PT work and working PT … are more satisfied
> than those desiring FT work but working PT. (Thorsteinson 2003, p.
> 171)

Whilst many employers feel that part-time workers mean part-time commitment, there is evidence that indicates the contrary. Adams states (1995) that 'the lower pay, status, and security of secondary part-time jobs may elicit less committed quality work' (p. 23). Rosendaal (2003) demonstrates that a shorter working week appears to improve performance, however employer or organisational satisfaction remains unchanged irrespective of hours worked. He suggests that there is little ground for the fear that part-time workers are less valuable employees, compared to their full-time colleagues. Additionally, as Jacobsen (2000) states, 'affective commitment decreases as the hours worked approach that of a full-time job' (Jacobsen 2000, p. 187). Finally, part-timers do not show less job satisfaction, commitment, or productivity and often show better job performance than their full-time counterparts (Jacobsen 2000).

If one was to consider that ARes members, as part-time or casual employees have the same commitment, motivations and the like as the ARA, it could be concluded that retention figures / percentage would be similar. However, retention in the ARes, (17% turnover per year) (Auditor General 2009), is significantly worse than in the Regular Army which was at 10% in Jul 2009 (Australian Army 2009; Johnson, Guilfoyle & Cameron 2000; Joint Standing Committee on Foreign Affairs, Defence and Trade 2000). Whilst some of this could be attributed to Return of Service Obligations and other retention benefits for ARA, it does not fully account for the significant difference between the ARA and ARes soldiers. Therefore, it is worthwhile investigating the attitudinal differences of paid and volunteer workers to identify differing attributes that might highlight the retention issue with regard to ARes members.

2.5.2 Attitude Differences between Paid Employees and Volunteers

Paid employment and volunteering are, by nature, different processes and the motivation to do either require differing psychological approaches. As Laczo and Hanisch (1999) state:

Volunteering is a distinct form of work because it is an act of free will, is not contingent upon the expectation of monetary reward, and the opportunity for advancement may either be absent or may come in the form of being delegated more work. Volunteer workers are not economically tied to the organization or agency that they donate their time to, whereas it is costly for paid employees to leave or reduce their involvement in an organization because the element of pay in a job represents economic necessity and is a form of recognition. While many opportunities to join other organizations exist for volunteer workers due to the great demand for the services, paid employees must actively search out and compete for alternative employment opportunities, and immediate replacement of a job is often a key factor in a paid employee's decision to quit. (Laczo & Hanisch 1999, p. 459)

Although there is a significant portfolio of research regarding employee job satisfaction, there is comparatively very little research interest in the satisfaction of unpaid volunteer work (Galindo-Kuhn & Guzley 2008). The main reason for interest in job satisfaction is that it has been found to have linkages with both organisational and personal goals. On example is that satisfaction is closely linked to retention and turnover (Seashore & Taber 1975; Spector 1997).

Much of this ties in with the Maslow (1943) theory discussed earlier, that full-time workers are meeting their 'body' needs while volunteers are generally unable to meet 'body' needs but are meeting higher needs in Maslow's hierarchy. Maslow's hierarchy (Firman 2006; Maslow 1943; Simons, Irwin & Drinnien 1987) is important to understand in the volunteer context because if a volunteer's circumstances change, their ability to provide unpaid service may be constrained. Caracciolo (2003) states that 'individuals considering whether to serve in an unpaid position often face difficult choices. Changing age-related interests, expanding demands on families and the mounting pressures on personal and professional live affect an individual's choice' (Caracciolo 2003, p. 9).

Much research shows that volunteers tend to be drawn from a different demographic than people doing the same job for pay. The levels of volunteering increase with economic status (Australian Bureau of Statistics 2005), educational attainment (Okun,

Barr & Herzog 1998) and age (Bussell & Forbes 2002). This is currently true of the ARes who are statistically older, more educated and in higher paying jobs (when comparing full-time employments) than their Regular counter-parts (Reich et al. 2006). The phenomenon, where people use one activity (such as volunteer work) to compensate for those satisfiers they do not receive in other aspects of their life, is referred to as Compensation Theory by Piotrkowski (1979) which was further developed by Lambert (1990).

Laczo and Hanisch (1999) established that unlike the part-time vs. full-time worker commitment to organisations being of similar nature:

> volunteer workers generally have stronger feelings towards an
> organization than paid employees (i.e. organizational commitment),
> they are less likely to disengage themselves from work tasks (i.e.
> work withdrawal) or from the organization itself (i.e. job
> withdrawal). Conversely, as paid employees are not as committed to
> the organization, they are more likely to exhibit acts of organizational
> withdrawal in an effort to remove themselves from their work and the
> organization. (Laczo & Hanisch 1999, p. 471)

Liao-Troth (2001) confirms some of these finding but argues that the extent of the differences are not as extreme as suggested by Lazco and Hanisch (1999). He indicates the differences are only found within 'psychological contracts, organizational commitment, and organizational justice' (Liao-Troth 2001, p. 435).

Volunteer workers do not perceive each other as competitors for positions or engage in organisational politics that impact as negatively as do their paid counterparts. Again, Laczo and Hanisch (1999) state:

> volunteer workers were happier with their fellow volunteer workers
> than paid employees were with their fellow paid employees (i.e.,
> intra-group co-worker satisfaction). This result suggests that
> volunteer workers, as a whole, may have more positive feelings
> towards other volunteer workers because they acknowledge the fact
> that their fellow volunteer workers are pursuing similar interests in

terms of organizational goals and values. Paid employees, however, may not always have the same organizational goals and values in mind, thus, they may not view their fellow co-workers in as positive manner as do volunteer workers. (Laczo & Hanisch 1999, p. 471)

Complementing this is the work of Frey and Goette (1999), which indicates that when rewarded, volunteers work less. These findings align to literature in social psychology highlighting that external rewards can undermine the intrinsic motivation for an activity.

Of importance to the ARes context, in which all part-time members are working with or in regular contact with full-time members, is the impact that interrelationship has on an ARes member's decision to remove oneself from the organisation, but not the job role, due to a poor relationship with a Regular.

While the interrelationship between volunteer workers and paid employees influenced intentions to disengage oneself from the organization (i.e. job withdrawal), it did not influence the act of disengaging oneself from work tasks (i.e. work withdrawal). This suggests that when volunteer workers and paid employees do not perceive one another in a positive manner, these perceptions are manifest as intentions to leave the organization or to transfer to a different position within the organization. (Laczo & Hanisch 1999, p. 472)

Douglas (2012) argues that:

a more accurate picture is gained of Reservists if we conceive of them not as employees but as volunteers. This reconception provides a more realistic picture of the potential and limitations of our Army Reserve while prompting us to abandon the unhelpful belief that we can treat Reservists in the same way as members of the Regular Army. (p. 14)

Douglas uses volunteerism as a narrative in comparison to conscription and the full-time soldier's compulsion to work. His article misuses the term "volunteerism" in the ARes construct as he draws wholly upon unpaid workers (volunteer research) to support

his argument without the appropriate caveats that indicate that Reservists are paid, and thus his article, whilst highly engaging, is lacking some logical threads. That being said, his article does note the differences in the nature of Reserve service, the increasing requirement for integration of ARes with ARA, and the challenges of meeting full-time competence within a fraction of the work time.

Any of the aforementioned workers have particular attitudes that affect their motivation. One particular area of note is the psychological contract that is formed between organisation and worker, which has its own field of research. Psychological contracts, their formation and adherence to the aforementioned motivation theories and that suppose that external factors influence employee actions, are highly likely to impact the retention of Reserve soldiers.

2.5.3 Psychological Contracts

Psychological Contract Theory was first developed and used to describe the relationships between the employer (organisation) and the paid, full-time employee. However, researchers have used the concept to explain various employment relationships including the relationship among workers (McLean Parks, Kidder & Gallagher 1998), among middle managers (Hallier & James 1997) and between employees and customers (Koh, Ang & Straub 2004).

The construct of a mutual agreement is at the foundation of a psychological contract. Psychological contract theory espouses that employers and employees behave in a manner based on the supposed fulfilment of promises made between the organisation and the employee (Hallier & James 1997). Further, employees' psychological contracts with the organisation vary from person to person and as such have different degrees and types of expectations of their employer; that is, a psychological contract is personal and subjective (Chang & Hsu 2009). However, shared psychological contracts or normative contracts (Ho 2005) are those where people from situations that are similar, be it team, organisation or context, tend to build similar psychological contracts to other like-minded individuals. These may be formed due to their similar values, job-descriptions, employment conditions or the like. Nevertheless, individuals will still interpret the employer promise (e.g. job security, salary, commission, and holidays) in unique ways

based on historical norms of what they have already received in return for work or service (Kim et al. 2009; Rousseau 2001).

There are generally considered to be two types of psychological contract: transactional and relational contracts (Kim et al. 2009). Transactional contracts are fixed on economic or benefit exchanges, which are finite, constant, observable, and tend to be short-term interactions. Employees' efforts are traded for salary and/or benefits, a safe working environment, and a guarantee of employment (albeit short-term). Comparatively, relational contracts include those tangible exchanges in conjunction with socio-emotional exchanges, which are subjective, founded on relationship and trust, extended tenure, and dynamic. Relational contracts are more likely to be an 'open-ended relationship focusing on mutual satisfaction, loyalty, and commitment of both sides' (Miles 2012, p. 209). Raja, Johns and Ntalianis (2004) found that relational psychological contracts were positively linked to emotional commitment and job satisfaction and negatively linked to attrition, while transactional psychological contracts were negatively associated to emotional commitment and job satisfaction whilst positively related to attrition.

Violation of psychological contracts, the consequences of violation and linked responses are significant academic foci (Coyle-Shaprio & Kessler 2000; Herriott, Manning & Kidd, 1997; Robinson & Wolfe Morrison 1995). In brief, different employees with varying psychological contracts will respond differently to perceived violations of those contracts and with change. Further, whilst unmet expectations result in negative attitudinal and emotional responses, the response is more intense with violated psychological contracts. Importantly, psychological contracts may be objective or perceived, and the implications for the organisation and worker not having aligned contracts, can be significant in the mistrust or loyalty it can bring (Rousseau 2001).

Employee psychological contract research is far more exhaustive than for volunteers. The review of literature found only a handful of articles pertaining directly to the effects of psychological contracts on volunteers. The following provides a sample of the range of content.

An early review of the validity of psychological contracts with volunteers was by Farmer and Fedor (1999) in which they found that volunteers do develop contracts with

the organisation they are working for, but the way in which these contracts are met or violated can differ from employee psychological contracts. Further, those volunteers whose expectations were being met and who felt supported, participated more in their volunteer work with the organisation. Importantly, intentions to withdraw only partially aligned to the psychological contract construct, as perceived organisational support had an impact on withdrawal intentions, but expectations being met did not.

Liao-Troth (2005) researched psychological contract creation through the effect of individual traits. His findings included that there was no connection between motives and psychological contract formation, noting however that this finding may only be restricted to 'highly structured organizations, as an effect was found for functional motives on the transactional psychological contract' (Liao-Troth 2005, p. 511). He also found that psychological contract formation and personality are intrinsically linked. The implications of this may relate to how volunteer organisation recruit and the personality traits they look for in a volunteer team member.

Taylor et al. (2006) reviewed the psychological differences between organisers and volunteers in a sporting context. They found that volunteers consign different importance to the 'transactional, assurance of good faith and fair dealing, and intrinsic job characteristic components of the psychological contract' (Taylor et al. 2006, p. 123). Notably, volunteer administrators held significant expectations of volunteers in relation to adherence to corporate governance requirements (such as legal and regulatory standards). Conversely, the volunteers were mainly focused on doing rewarding work in an enjoyable, social environment which did not conflict with other commitments in life (e.g. work, family, study etc). The implications of these findings for volunteer management processes and practice are that policies and procedures need to be in place to ensure satisfaction amongst volunteers. Further, it highlights the challenge and importance of understanding the differing nature of paid employee and volunteer psychological contracts.

Lanfranchi, Narcy and Larguem (2010) indicate that the International Social Survey Programme data on work orientations shows that more than 25% of workers regard the fact that their job 'allows [them] to help other people' and 'is useful to society' as very important job values (p. 75). Their hypothesis was that the perception of job social usefulness leads to a significant number of workers being greatly motivated by moral

considerations, coupled with personal interest, when deciding between job offers. Their results found that those who deemed their work more useful to society were more intrinsically motivated and were happier to take a lesser wage to perform the duties. Importantly, those who perceive their work to be of value to the broader society develop an unwritten clause of loyalty with their organisation.

Psychological contract research in Defence organisations is sparse but does exist (Chambel & Oliveira-Cruz 2010; Thomas & Anderson 1998; van de Ven 2004). The Australian example (Schmidtchen 1999) provides no reference to the Reserve mindset and I was unable to identify any other research pertaining to part-time army psychological contracts, demonstrating that there could be less concern regarding part-time army member psychological contracts, than that of full-time counterparts.

2.5.4 Current ARes Survey Data

Defence has conducted a range of surveys looking for what Reservists think about Reserve service (Barton 2003; Brooks 2001; James 2000; Lyons 2001; McKinnon & Lyons 2002a, 2002b, 2002c, 2002d; Mitchell 2009; Wainwright 2002; Waters & Osei 2001a, 2001b, 2001c; Zambelli 2002). These cover the motivation for joining, intention to stay (or leave), management and the like.

The reasons that people join the ARes are interesting. The statistics show that ARes members do not perceive they are employed in a second job, as the 'money for the basics' is rated ninth and 'extra spending money' is rated at seventh. The top 10 factors influencing members' decision to join the Reserves were:

1. Doing something different;
2. Doing something for my country;
3. The challenge of military training;
4. Develop new interests;
5. The opportunity for self-development;
6. The physical activity;
7. Extra spending or savings money;
8. Making new friends/social life;
9. Money for the basics;

10.   The discipline. (Waters & Osei 2001c, p. 39)

Notably, the 2009 survey (Department of Defence, 2009b) similarly reported the main reasons for serving included 'to do something worthwhile' and 'to serve my country/community'. It was noted by Smith and Jans (2011) that the Reserve motivation to serve was stronger than their Regular counterparts, 'as captured in a simultaneous parallel survey, at 52 percent and 43 percent, respectively' (p. 310).

In the Australian Bureau of Statistics (2005) report on Volunteerism, the following motivations were given for volunteering:

1.   To help others or the community;
2.   Gain personal satisfaction;
3.   To do something worthwhile;
4.   Stemming naturally from involvement in an organisation;
5.   Personal or family involvement as a reason, i.e. tasks for their church, sports team, or their child's school;
6.   Others related their voluntary work to religious beliefs;
7.   Social contact;
8.   To use skills or experience;
9.   To be active;
10.   To learn new skills;
11.   To gain work experience.

By comparing the two lists of reasons for participating, the top eight reasons for joining the Reserves are closely aligned with those reasons for conducting formal volunteer work, suggesting in many ways that Reserves do not view themselves as part-time employees but as volunteers.

Importantly, organisations who consider volunteer needs in equal measure with their own, result in developing a strong volunteer partnership. Advocacy for this theory is derived from Ellis (2002), who laid claim to the phrase 'exchange volunteering' (p. 22) – when the giver and the receiver both come away with something positive.

Successful recruitment and retention of volunteers is underpinned by understanding motivation. Volunteer opportunities are a sweet diversion for some, when not fulfilled

at their workplace. Motivation can also be borne from altruistic aspirations and social cause concerns. In some environments, altruism may interface with more self-satisfying sources of motivation. There are a number of theories that relate to the satisfaction of individuals based on their needs and wants (Meneghetti 1995).

When looking at why volunteers leave voluntary work, a number of reasons are cited. Merrell (2000) found in her research that volunteers leave because of (in order): paid employment, family commitments changed, further or higher education, deteriorating health, moved away from the area, felt unsuited to the work, or no reason was given. This research also found that volunteers described occasions when they felt they were 'being put upon', meaning that volunteers perceived that there was an imbalance in the give and take of volunteering – too much time, for little in return. When looking at how serving members perceived influencing factors that would cause them to leave the ARes (Waters & Osei 2001c), significantly heading all other factors surveyed was time conflict with their civilian job and time conflict with family carer commitments. Further to this, an increasing frustration is the perceived lack of understanding by ARA counterparts for notification of tasks and requesting tasks during civilian work hours (Smith & Jans 2011).

Contrastingly, there is evidence that part-time employment is becoming more acceptable and viable. 'A distinctive feature of the change in work patterns over the last few decades has been the significant growth in part-time and casual employment.' (Productivity Commission 1998, p. 54)

The literature commonly agrees that external and economic factors impact the desire to take part-time work. Figure 4 shows the rapid growth of part-time employment (less than 35 hours of work per week) since the early 1970s. Notably, between 1970 and 1998, part-time jobs quadrupled, contrasting with a growth of about 30% in full-time employment. Consequently, the percentage of part-time workers increased from about 10 to 26 per cent over the period (Stone 1998).
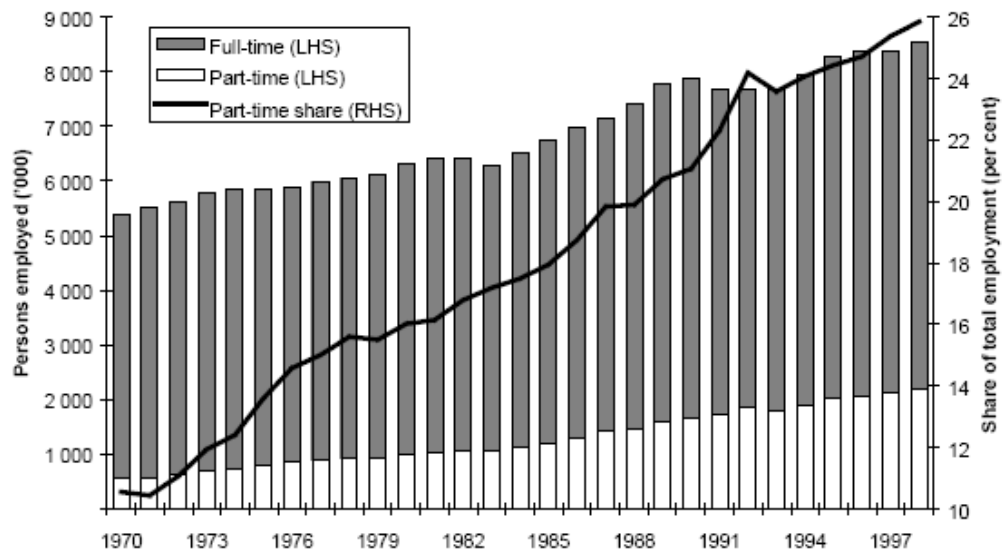
Figure 4: Part-Time Employment Growth in Australia (Australian Bureau of Statistics 2010)

More recently (2005-2009), the total number of people employed grew by 9.8%, comprised of an increase of 9.2% in full-time employment and an increase of 11.5% in part-time employment. Importantly, part-time employees now contribute 40% of the total workforce (Australian Bureau of Statistics 2010).
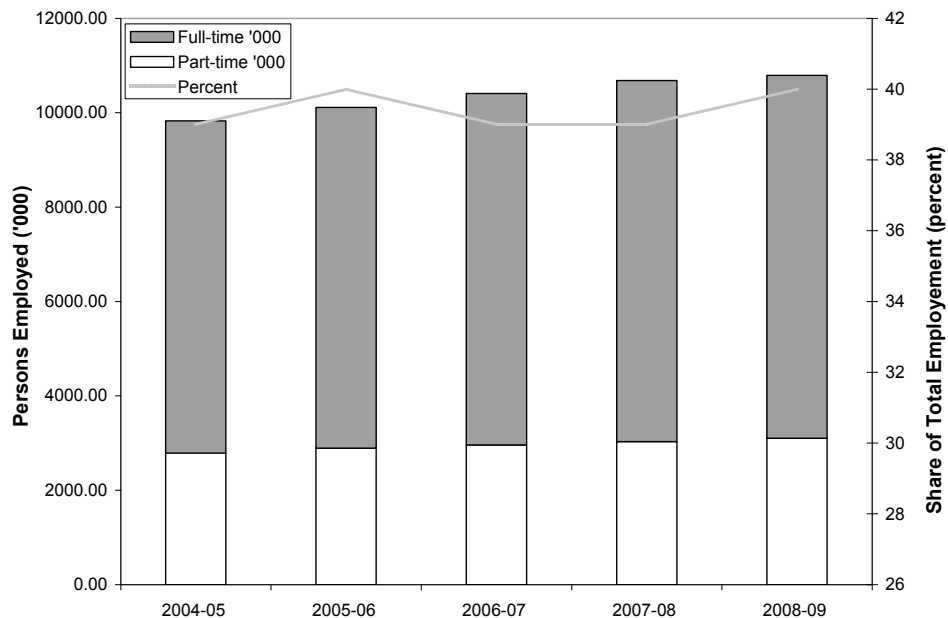
Figure 5:   Part-Time Employee Comparison against Total Workforce in Australia (Australian Bureau of Statistics 2010)

Due to this, and Stone's (1998) notion that national and economic factors influence the desire of employees to stay or leave an organisation, I completed an analysis of ARes personnel numbers against possible external factors that may have influenced changes in those personnel numbers (see below).
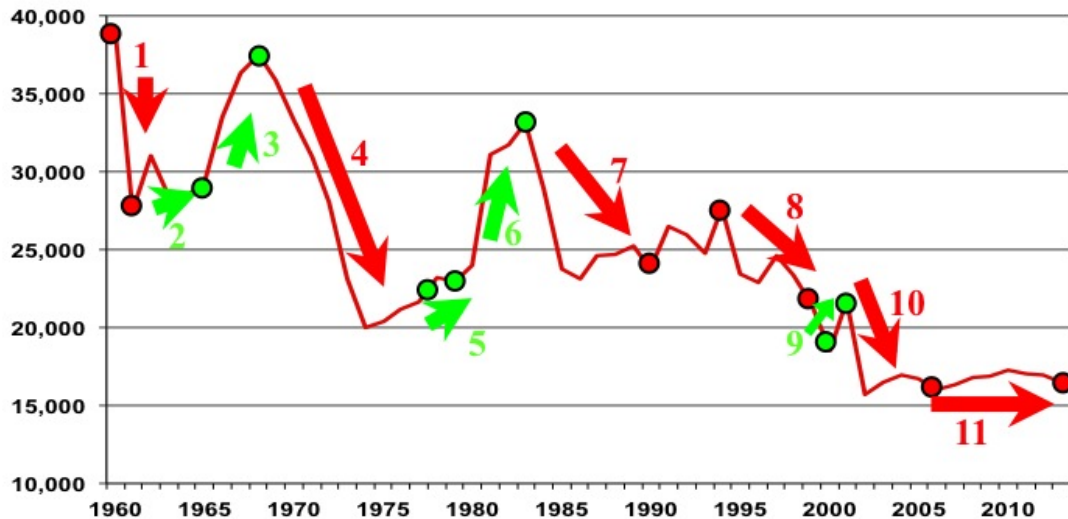
Figure 6: Analysis of ARes Numbers over Time (Lording)

Analysis of the above numbers against other national/external events shows possible structural factors in the ARes decline. There is an evident correlation between the influence of social and external factors and the number of people serving in the Ares, and these influences are listed below, coded in accord with Figure 6:

1. 38,644 – 27,532. End of National Service.
2. 27,532 – 29,221. Pentropic Organisation – Structuring the Army into units based on five capability bricks. Previously three or four sub-elements had been preferable. Unsuccessful, the Army subsequently returned to previous structures in early 1965 (Australian Bureau of Statistics 2010).
3. 29,221 – 37,523. Conscription for Vietnam Conflict (Department of Defence 2004).
4. 37,523 – 23,119. Post War/Anti-war sentiments (Department of Defence 2004).
5. 23,119 – 23,986. Millar Committee Report – the capstone document in developing the 'total force' concept. The underpinning principle was the complimentary virtues of Reserve and Regular soldiers. This report

recommended that the title CMF change to the Australian Army Reserve (Department of Defence 2004; Millar 1974).

6. 23,986 – 33,131. '1812 Overture' recruiting campaign (Department of Defence 2004).

7. 33,131 – 23,722. Taxation of Reserve Pay.

8. 26,485 – 22,928. Ready Reserve Scheme (Coates & Smith 1995).

9. 18,900 – 22,928. East Timor Crisis/Sep 11 World Tower collapse (Australian Army History Unit 2004).

10. 22,928 – 16,700. Introduction of the One Army scheme, increasing training time for Reservists and other longer training course (Australian Army History Unit 2004).

11. 16,700 – 16,700. Numerous policy changes. ARA policy to transfer to ARes or SRes on leaving FT Service. ARes deployments in lead role to East Timor and Solomon Islands. RRF and HRR implementation.

Whilst the general economic state of Australia shows an increase in part-time employees, the downturn in the ARes causes concern over the internal factors influencing people to join or remain in service. Even at a glance, the graphs show a significant decline in ARes numbers against the general upward trend of part-time workers in Australia.

Whilst the organisation may have little or no influence on some of the aforementioned external impacts, some areas are within organisational control and retention is highly reliant on creating a motivating and engaging workplace and/or minimising attractiveness of other workplace options. Further, the decrease in motivation and increase in employee fatigue cause staff resignation rates to increase exponentially (Dornstein & Zoref 1986; Egan, Yang, & Bartlett 2004; Firth & Britton 1989; Inge, Janssen, Jonge & Bakker 2003; Maertz & Griffeth 2004). Low morale and low job satisfaction are '"cancers" to an organization and must be contained or retention of employees will become very difficult.' (Randall 2006, p. 40). Therefore, concentration on developing retention strategies is pivotal. Ashton and Morton (2005) argue that employee retention 'has become a strategic imperative' and that managers view retention as a 'top priority' (p. 28).

2.5.5 Work-life Balance

Individuals perform different roles within their lives, such as the employee role, the parent role, the marital role, the leisure role, and the home management role (Small & Riley 1990). Historically, work-life balance research has concentrated on the tensions between work and family, where the stress caused due to this tension can result in 'physical' and 'physiological' outcomes (Adams, King & King 1996, p. 411). Greenhaus and Beutell (1985) studied work-life balance under three interlinking conflict fields in the work-life context: 'time based, strain based, and behaviour based' (p. 77). Further studies look at both positive and negative impacts between family and work in a two-way interaction, where the focus of these studies is on negative and/or positive work to family and/or family to work tensions (Grzywacz 2000; Grzywacz & Marks 2000). Certainly, there is research on the importance of family support (Ames et al. 2011; Hodge 1997; Rabb, Baumer & Wieseler 1993; Rosen, Moghadam & Vaitkus 1986) and employer support (Forte 2007; Gates et al. 2013; Hisey & Kotrlik 2010) for Reserve members.

More recent work in this area is Border Theory, which is a 'new theory that improves the work-family theories' (Chen et al. cited in Lavassani & Movahedi 2007, p. 1). The premise of this theory is that work and life/family are two separate domains, which affect one another. 'This theory focuses on identifying the factors that create work and family conflict, and tries to find ways to manage these two spheres and the border between them, in order to reach a balance between work related roles and family related roles.' (Clark 2000, p. 767). The additional work commitment of Reserve service, even if it is part-time, is another role which the member performs and therefore adds another border into the equation.

In their interpretation, Lavassani and Movahedi (2007) advance five major theories for explaining the work and family relationship: 'Structural Functioning, Segmentation, Compensation, Role Enhancement, and Spillover' (p. 2). The five theories are explained below.

Structural functionalism theory refers to a separation between workplace and home life. Underpinning this theory is the premise that institutions (home or work) operate unsurpassed 'when men and women specialise their activities in separate sphere,

women at home doing expressive work and men in the workplace performing instrumental tasks' (Lavassani & Movahedi 2007, p. 3).

Segmentation theory suggests work and home life are experienced independently of each other and therefore do not affect each other (Kingsbury & Scanzoni 1993). Compensation theory on the other hand views employees as people who are 'seeking out greater satisfaction from their work or family life as a result of being dissatisfied with the other' (Lambert 1990, p. 242) and for the first time, recognises the positive influences between work and home life.

Role enhancement theory explores where 'multiple roles bring rewards such as income, heightened self-esteem, opportunities for social relationships, and the experience of success' (Barnett & Hyde 2001, p. 785). This theory states that 'participation in one role is made better or easier by virtue of participation in the other role' (Crone cited in Lavassani & Movahedi 2007, p. 4). Furthermore, this theory recognises the negative effect of the work-family relationship. At the higher range, overload and distress can occur; however, at the core of this theory are the positive outcomes of the work and family relationship, such as resource enhancement (Kirchmeyer 1992), work-family success or balance (Glowinkowski & Cooper 1986), positive spillover (Milkie & Peltola 1999) and facilitation (Frone 2003).

The process of spillover is where 'an employee's experience in one domain [of their life e.g. work/non-work] affects their experience in another domain' (Hart 1999, p. 567). Revered as the most popular view of the relationship between work and family, Spillover describes multi-dimensional aspects of the work-family relationship. Negative and positive spillover arises when the events or activities of one domain affect the other (Garza 2007, p. 191). As discussed in Lavassani and Movahedi (2007), Kinnunen, Feldt, Geurts and Fulkkinen's four-factor model looks at the positive and negative interrelationship between home and work. These researchers proposed the four-factor model that included negative work-to-family spillover, negative family-to-work spillover, positive work-to-family spillover, and positive family-to-work spillover. The diagram offered in Lavassani and Movahedi (2007) follows in Figure 7:
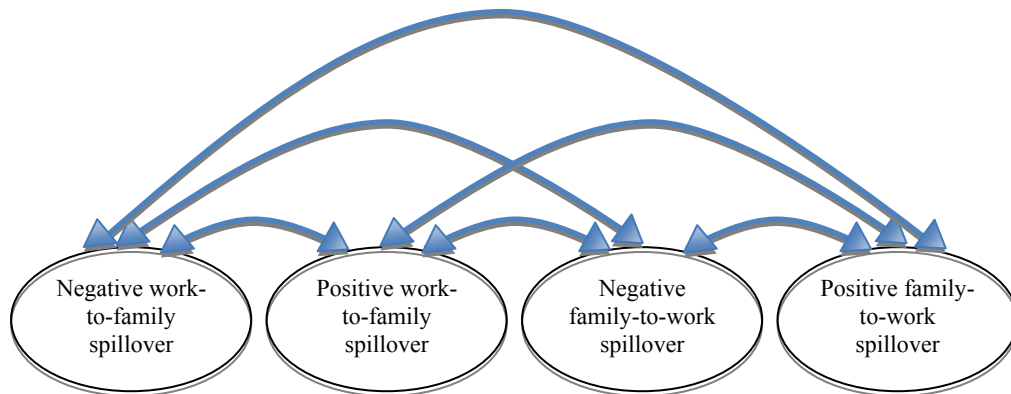
Figure 7: **Kinnunen, Feldt, Geurts and Fulkkinen's Four-Factor Spillover Model (Lavassani & Movahedi 2007, p. 6)**

Some of the ways in which spillover may occur, is through the way in which Reservists act in each location; they may be 'more military' in their civilian job, and more 'civilian' during their military duties. The culture of the military that shapes personal behaviour is therefore a consideration to examine.

2.5.6 Organisational Culture and the Military

The organisational structure and related culture appears to be impacting the desire of part-time civilians/part-time soldiers to stay or leave the service. As highlighted earlier, Randall (2006) refers to Bolton, who notes that the nature of the military is unique due to commanders having the lawful right to state orders that must be followed, in lieu of motivating and inspiring employees to achieve organisational or team goals. Scheers (2003) makes an interesting account of hierarchical versus flat organisational structures and how this is being instigated by management either wishing for employees to be more empowered or by management wanting to hand over some level of responsibility. This is pertinent because of the inherent hierarchical structure of military organisations.

The Army is currently struggling with the changing work environment as discussed by Scheers (2003). Such studies are forcing some armies to look at how well the hierarchical system works in both non-warlike situations and whether its soldiers are willing and able to work in a non-democratic environment. If, indeed Army attempted to adopt 'collaborative practices' as suggested by Scheers (quoting Gee), there are likely to be impacts on current practice in non-warlike and warlike situations. I believe that

collaborative practices would ultimately have to affect command and control on the battlefield.

While some could consider the hierarchical work structure of the Army to be extreme, the extent to which communities appear outside work teams should not be underestimated. There are many instances where peers, similar ranks or trade-related groups come together to discuss issues, training, or other relevant topics. Scheers (2003) states that 'Community-forming is thus argued to be an essential ingredient of the contemporary workplace…' (p. 333) and this is recognised and mirrored in the Army.

Both internal and external communities to the Reserve, shape the views that Reserves and Regulars have about Reserve service. Walker (1992) suggests that there are also unique sub-cultures between Regulars and the Reserve. He states:

> Regular officers do not understand Reserve forces, because they have been socialized into a Regular Army culture. For example, that culture perceives that soldiers are interchangeable among units. This is an ideal that nicely fits battlefield needs but does not permit the Regulars to understand the peculiar way that Reservists are recruited and retained. The allegiance of Reservists is to their home unit or their state, and interchanging soldiers destroys the very basis of Reserve units, whose heritage and cultures are deeply imbedded in local communities. (Walker 1992, p. 309)

Old and new work orders (e.g. directive vs collaborative) are therefore important for consideration against a military backdrop. Scheers quotes Child and McGrath in discussing the old and new work order:

> Instead of employees being expected to respond to hierarchical authority and perform well-defined jobs, in the new [work order] paradigm the value of engendering employees' commitment and contribution as trusted organizational members is emphasized. (Scheers 2003 p. 333)

This concept of members of the ARes attending a 'new work order' civilian workplace, then attending the ARes 'old work order' environment may have an impact on their ability to connect to the Army culture. Is there a tension between Reservists being

required to move between the two work orders, and not knowing which work order is in play at any given time? Is this resulting in immense frustration by all affected by new and undefined ways of working, and therefore affecting retention of ARes members?

Scheers (2003) touches on this issue when describing her factory case study. She states: 'But there are struggles evident here. One struggle is concerned with moving from the factory floor discourses to the meeting room discourses.' (p. 335). It is indeed difficult to play different actors within discourses. This is particularly relevant to ARes soldiers, who work in a vast variety of industries and employment contexts. The ARes soldier is required to work in the discourses of their industry and employer during the day, then to work in the discourses of the Army and Corps on parade and training days. Observation and experience shows that this does not come easily to many.

While switching discourses may be difficult and draining, there are certainly benefits to the individual and the organisation alike. An individual may learn from others' experiences, flexibility, and communication. As Scheers (2003) eloquently asserts, 'members come together from different areas of the workplace and thus they hold, and can contribute, different kinds of knowledge to the team meeting' (p. 336). Organisationally, as Belbin (1993) has shown, diversity in teams consistently produces more effective, creative and innovative solutions.

An article titled 'Reserve Soldiers as Transmigrants: Moving between the Civilian and Military Worlds' (Lomsky-Feder, Gazit & Ben-Ari 2008) is the first real attempt to describe the complexity of living or moving between the Reserve and the civilian world. This article presents an innovative viewpoint for exploring the specific social and organisational qualities of military Reserves and the unique experiences of serving as a Reservist. The theoretical model used to describe this phenomenon is to liken them to transmigrants and as such, understanding Reserves requires viewing them as social/organisational 'hybrids or amalgams', where they are both soldiers and civilians; belonging and yet not fitting in the military system and are 'invested in both military and civilian spheres', the metaphor being that they are on a continual journey as migrants between military and civilian spheres. This differentiation allows society to 'examine different patterns of motivation, cohesion, political commitment and awareness, and long-term considerations that characterize each segment' (Lomsky-Feder, Gazit & Ben-Ari 2008, p. 609). This article is pivotal in justifying this research

into the lived experience of Reserve life and subsequent retention, as the nature of Reserve service is increasingly evident as highly unique and unable to be pigeonholed into an existing suite of theoretical models.

In summary, the Reserve components of defence forces have specific needs that, although shared by their active component counterparts in some cases, are exacerbated by the very nature of a Reserve force (Randall 2006). In line with their full-time counterparts, the nature of Army work is inherently dangerous and it is the nature of Defence work that some argue, makes civilian motivational theory irrelevant (or less relevant) in military contexts.

2.5.7 Reserve Identity

Work being conducted by Griffith in the US (Griffith 2005, 2009, 2011a, 2011b, 2011c) discusses the effects of identity on Reserve soldiering and in particular how the identity has changed in recent years due to changes in role and structure. His focus on identity is driven by his view that military literature offers little or no identities of Reserve soldiers. What literature exists has assumed that all Reservists' identities revolve around a stable core or has focused on one universal kind of soldier among Reservists. As a result, his historical study sees emergent identities including the 'obliged-conscripted, citizen soldier, weekend warrior, instrumental volunteer, identity seeker, soldier warrior, and conservative ideologue' (Griffith 2011c, p. 626). The importance of role and policy changes on Reserve service cannot therefore be underestimated (Smith & Jans 2011).

Griffith's work shows that Reserve identity can have positive and negative effects on the motivation of a Reservist; a Reservist may relate to more than one identity and these identities can complement or contradict one another (Griffith 2011a). If this can be understood, then Reserve identities can enable HR policy and procedures to be suitably developed and layered on each of the identities that are engaged. This may be as simple as understanding what type of soldier a Reserve organisation wants, then recruiting to that identity type/s (Griffith 2011c).

The military is in a position to actively shape Reservists' identities to meet the current and future demands of Reserve military service. Studies support the notion that

identities increase individual and unit combat effectiveness either directly or indirectly (Manning & Fullerton 1988; Vaitkus & Griffith 1990). Identities were established through unique selection and training but also *esprit de corps* means the wearing of berets, unit patches, and other group identifiers. Once defined, identities can be changed by policy. The greater the match between attributes of individual identity with those perceived of group members, the more likely the individual will join Reserve military service, will remain in Reserve military service, and will form cohesive bonds with group members, contributing to readiness and offering a buffer against stressful situations such as combat (Haslam et al. 2005).

2.6 HR Practice and Reserve Soldiering

Through participation in Reserve service, a Reservist is exposed to the Defence way of managing its Human Resources. These policies and practices can have a large impact on the psychological contract made between the organisation and members. In formal ways, this is through policies such as remuneration, allowances, service-type transfers, performance management and other formal mechanisms. Many of the policies shape the way Reservists view themselves as contributors to Defence, and conversely, how Defence is able to manage the Reservist. A review of formal Reserve HR is important at this point, to provide further understanding and context for the reader who may not be familiar with Australian Army Reserve HR, with a particular focus on those areas, which may become relevant in the data review and analysis later in this research. It is also important to be able to understand some of the underlying assumptions of ARes members.

There is no doubt that being a Reservist is some form of employment with the exact worker-type to be determined. The remuneration packages that Reservists receive form part of the psychological contract a member has with the organisation. However, the remuneration packages across Reserve organisations are not identical. Further, comparison of remuneration packages between Reserves and Regulars show differences in the work conditions between employee-type. The following will review key aspects of conditions of service across the ARA, ARes and TA in order to understand the context of Reserve work and interpreting the interviews.

2.6.1 Remuneration

Reservists are in paid employment with the exact worker-type to be determined. The remuneration packages that Reservists receive form part of the psychological contract a member has with the organisation. However, the remuneration packages across Reserve organisations are not identical. Further, comparison of remuneration packages between Reserve and Regular show differences in the work conditions between employee-type. The following will review key aspects of conditions of service across the ARA, ARes and TA in order to understand the context of Reserve work and interpreting the interviews.

2.6.1.1 Work days

Reserve service is performed in addition to other forms of employment for most Reservists. In order to participate, Reserve service is most commonly conducted on one night a week for three hours, a weekend a month from Friday night until Sunday afternoon and one two-week block of training per year. This is common across most of the ARes and TA; however there are exceptions in both instances (Fisher & Stewart 2007).

Some areas of the ARes enable Reservists to participate in Reserve service more frequently. For example, some Reservists are able to work during normal business hours during the week at their unit alongside their ARA support staff (Defence Force Recruiting 2011). An additional example is in those units who have operational responsibilities in the defence of Australia and will patrol borders for weeks at a time. In that instance, Reservists will work for the required/extended period in support of the operation. The flexibility in work patterns is changing (i.e. increasing) but is currently still the exception rather than the rule for Reserve work.

The TA has specialist units that draw on members from across the UK resulting in people travelling extremely long distances to attend. As a result, there is no requirement for these members to work a night each week but these units still require members to attend weekend and block training (Ministry of Defence 2006).

The structure of ARA service varies greatly depending on the posted unit, of the member. One example is where an ARA member posted to an ARA-only unit that is in

preparation for deployment, is frequently required to exercise in the field for long blocks (upwards of three—four months) at a time. This can be very strenuous on the Regular soldier and family. After participating in such activities there is a range of conditions of service leave options available to ensure suitable provisioning of rest to the soldier (Department of Defence 2013b).

Generally, ARes members do not witness exposure to this aspect of ARA service. Instead, ARes members are exposed to the service conditions of the ARA members serving as support (cadre) staff within an ARes unit. Within an ARes unit, ARA members have a program of hours to align to ARes attendance. The exact program varies from unit to unit however; generally, the hours worked per week are approximately the same. On non-ARes attendance days, the hours are generally 0800–1600h. On the day in which ARes night attendance is scheduled, the unit may start at 1000h and finish at 2200h with suitable lunch and dinner breaks within. To compensate for the late evening, there may be a half-day's leave later that week. Any weekend worked could result in awarding either one or two days of time-in-lieu, using what is termed 'short leave' (Department of Defence 2013b).

In any case, acknowledging the ebbs and flows of various postings, the average working year in the Regular Defence Force is '200 working days per year after normal adjustments for weekends, leave et cetera' (Senate Foreign Affairs, Defence and Trade References Committee 2005). This is approximately 26 working days less than the average civilian whose working year (having considered weekends, public holidays, annual and sick leave) is 226 days per year.[1] In real terms, this is a five weeks difference between Regular Army and civilian forms of work.[2]

The UK's Regular Army members who support TA units do not move their work times around TA attendance. They work five days a week during standard 'office' hours. The TA leadership is required to ensure they make themselves available during those hours

---

[1] 365 days per year, minus 104 weekend days, minus 10 public holidays, minus 10 annual leave days, minus five sick / carer days. This totals 236 working days, noting different States and employers may have other leave provisions.

[2] 236 (civilian work days) minus 200 (military work days, totals 36 days. 36 days divided by five work days per week equals ~seven weeks.

to receive any pertinent information from the Regulars prior to the conduct of any activity, or relating to soldier management.

2.6.1.2 Pay

The ways in which Regular, ARes and TA are paid differ significantly. Pay for the Regular Army is in the form of a taxed base salary that is determined by rank, trade, and experience. In addition to this salary, entitlements also include superannuation (or pension depending on date of enlistment), and some other allowances only available to Regular members, such as language proficiency, for which there is no pro-rata Reserve payment option for Reservists with recognised language skill (Department of Defence 2013b).

There are some similarities between ARA and ARes pay and a striking number of differences. The ARA equivalent rank/trade annual salary forms the basis for the calculation of ARes salary. The salary is divided by 365 days[3] of the year that determines a 'daily rate' of pay for Reservists. Those members who have not attained full-ARA competency or qualifications are on a 'discounted' rate of pay, which is 85% of the 'non-discounted' daily rate. As discussed in Chapter 1, the amount a Reservist earns during an attendance is calculated on blocks of two–three hours, three–six hours or six+ hours to determine whether an individual gets one-third, one-half or a full-day's pay for attendance. Reservists also earn a service allowance of $12.83 per day although how this figure was derived is unknown, as a daily calculation of the ARA service allowance would result in a daily amount of $34.05 ($12,431/365 days per year). Reservists do not accrue superannuation but are entitled to some forms of allowances that are paid on a daily basis such as field, separation, or hot conditions allowances. Reservists receive an attendance allowance based on zoning between home and place of attendance, determined as 'the crow flies' (Department of Defence 2013b).

The TA salaries identical the Regulars, even though they are trained to a lesser standard and TA members pay income tax on these earnings. The equivalent of attendance

---

[3] There is no adjustment for leap years.

allowance for the TA is called travel allowance for which they are paid per kilometre for travel to and from their unit.

2.6.1.3 Other remuneration comparisons

The ARA has a number of other elements that are packaged into the overall remuneration. Such benefits members are, or maybe, entitled to, include free medical and dental, which includes attending appointments during work hours without losing leave entitlements. Further, ARA members are entitled to unlimited sick leave, physical training during work hours, subsidised rent (where applicable), and in some cases retention bonuses of up to $30,000 for five years.

Reservists who attend during the week may be able to participate in physical training with their ARA counterparts. ARes receive a $600 bonus towards health requirements (on meeting certain conditions) and as discussed in Chapter 1, a small number of members who belong to the HRR or RRF may be entitled to bonuses ranging from $700 up to $15,000 tax-free.

The TA have similar discrepancies in their package pertaining to medical and dental but in most other areas, the remuneration packages are aligned including a superannuation system. Important to note against the ARes example, the TA are paid one-quarter of a day's pay for an evening attendance. However, there are interesting benefits to TA participation. TA members have the opportunity to earn an increasing-scale annual bounty for staying active in the TA. This bounty increases per year, plateauing at five years, where the top annual bounty payment is £1674 (approximately AU$2700 and noting this amount is extant in 2013). This is paid once TA members meet minimum service requirements of 19 or 27 days per year (based on skills provided to Army) and passing their annual deployability tests such as fitness tests and competent weapon handling/firing (Army 2011).

2.6.1.4 Superannuation

Other areas of package inequity, as stated in the Annex of the 2001 Survey Report (Robinson, Robb & Crossfield 2001) and is the case with the TA also, is the lack of superannuation contribution. Under employment legislation, part-time employees receive superannuation whereas casual employees do not. This raises two issues. First,

this suggests that Reservists are in-fact casual employees in terms of employment law. Second, Reservists who are committing upwards of 100 days per year across long Reserve careers are not receiving any type of superannuation or pension at the end.

2.6.1.5 Commentary on remuneration

The issue of remuneration is important. Army is currently marketing the Reserves as part-time employment. Using statements such as, 'Imagine doing a part-time job that you actually enjoy…' (Defence Force Recruiting 2011) and 'The Army Reserve is a part-time job. In fact, you can work as few as 14 days, to as many as 150 days a year' (Defence Force Recruiting 2011), suggest that the remuneration must be comparable with other part-time employment opportunities. As Robinson, Robb and Crossfield (2001) state:

> present rates of pay at the base level do not compare favourably with rates available in other areas of part time employment. There is no extra compensation for evening or weekend attendance when most Reserve activities are conducted. Also, Reserves are not eligible for superannuation or paid holidays. (p. 129)

If a person compares their daily rate to other forms of employment such as part-time work in retail or extra hours in their current Award-based job, around $130 per day (six hours – 24 hours) is not an enticing proposition for Reserves.

In very recent times, considerable effort by the ARes (and other ADF Reserve stakeholders) has been dedicated to establishing the ARes within the Army's 'Total Force' concept. This work has been conducted in collaboration with the Australian Regular Army and the Australian Public Service. The result of this effort is Plan Suakin.

Publically available information regarding Plan Suakin indicates that it is designed to develop the Reserve workforce for the future and to maximise ARes capabilities towards Force 2030. Underpinning this work is a sophisticated Personnel Cost Model and a Predictive Behaviour Model that facilitates accurate costs for operations, and determining what incentives best motivate different skills groups for specified tasks. 'These decision support tools will be an essential part in progressing the Army Reserve

components of Plan Beersheba and integral to designing the Army Reserve of the future' (Australian Army 2013, para. 10).

Plan Suakin's aim is to develop a contemporary employment model with associated conditions of service based on the concept of an ADF career as a career for life – more assimilation by unifying the Reserve pay and conditions of Reservists and Regulars (Douglas 2012). The conditions of service are to 'attract retain and support the type of people, and the level of availability, that the services require to deliver capability, cost effectively, conformably to expected cultural standards' (Brereton 2011, p. 15). The product of Plan Suakin will be a:

> suite of employment models that better match the changing work-life
> needs of the current and future Reserve Component workforce,
> compete attractively in relevant labour markets, attract and retain
> personnel with desirable characteristics for Reserve service, and
> support their availability for training and deployment regimes that
> contribute to capability outcomes. Additional features will include
> simplified and streamlined transferability between the Permanent and
> Reserve Components, and increased opportunities for utilisation of
> Reservists' military and civilian skills. (Brereton 2011, p. 15)

The main effort of Plan Suakin is to develop a contemporary employment model with associated conditions of service based on the concept of an ADF career as a career for life. For this to be achieved there are six complementary components:

> Service Spectrum or continuum of expanded Service Categories
> (SERCAT) and Service Options (SEROPS) which involves adding
> two new SERCATS, namely "Non-permanent Part-time" and
> "Permanent Part-time". This is the core element of Plan Suakin.
>
> Remuneration Reforms to support the above SERCAT's and
> SEROPS.
>
> Simplified Transfer Processes to facilitate ARA members moving
> across the SERCAT's of the Spectrum as their career and life needs
> change.

Improved Career Management and opportunities for Reservists.

Develop a Whole of Defence Employment Offer that offers flexible opportunities to serve in different SERCATs throughout one's career and life stages.

Establish an internet based e-Portal specifically for the Reserve community to receive and/or deliver information and services. (Barry 2012, p. 6)

The implementation of the above components is still in its infancy. Whilst some components are well underway in implementation, others are yet to be piloted, tested, evaluated and assessed against the proposed outcomes (Smith 2012). Whilst The Plan appears to support progression towards a modern HR policy and practice, there is a Reserved scepticism towards yet another program that is perceived to offer much, but similarly perceived to deliver little in meaningful change for Reservists

2.6.2 Training and Development

Conduct of training and development across Defence is under the auspices of the Australian Quality Training Framework, a competency-based framework that is the 'national set of conditions and standards which assures nationally consistent, high-quality training and assessment …' (NSW Vocational Education & Training Accreditation Board 2011). As a result, the Australian Army is a recognised Registered Training Organisation (RTO) able to conduct training, assess and award qualifications, and wherever possible, align its needs to existing standards within the framework. In the instance that this is not possible, qualified Training and Development personnel create Army-specific competencies within the framework to complement existing qualifications or courses. This means that members of Defence can attain civilian-recognised qualifications or competencies by participating in ADF courses (Department of Defence 2013c).

Best practice for conducting this training has changed over the past years. Twenty years ago, Reserve training was conducted within two weeks or a series of two-week modules, based on reduced and modified ARA courses. However, when the 'one army' policy was implemented in the late '90s, training for Reservists and Regulars was

standardised. This meant that a recruit course, for example, was extended to seven weeks for Reservists when in the past it had been two. The increased length of time now required to complete training courses, exacerbated the difficulty in attaining leave from Reservists' full-time employment to attend (Neilsen 2000). For the past three to four years, the pendulum has started to swing back. In many instances Reservists are required to meet ARA standards, however, they are able to do this within a series of up to two-week blocks. In some instances, there is a lower level required for training and again, this is also usually conducted in blocks of up to two weeks. There are some anomalies such as the conduct of a recruit course in one four-week block.

The training impost on Reservists can still be considerable. In 2006, Defence acknowledged that commitment and HR approaches to Reserve service had been declining and noting that Defence must commit to support Reserves. The impact on decreased commitment to the Reserve eats at the heart of organisational knowledge and learning, exacerbated by the increased complexity of the environment in which military members work; increased number of systems to be learned and used, and systems that are more complex in nature, resulting in increased energy to attain and maintain competence (Smith 2006a).

The practicalities of these comments result in extended time to attain qualifications. Under the guise of only being required to attend one two-week block per year, this can limit the ability of some Reservists to participate in a breadth of activities. Most units conduct Annual Field Exercises, which provide collective training opportunities in scenario-based activities pertaining to corps skills. If members have used their two-week leave entitlement in their civilian work to attend a course, they are then unable to attend the unit activity. Alternately, some promotion and trade courses are a series of two-week blocks; in some cases consisting of four modules. This means that a Reservist may only become fully qualified after four years of training after completing a recruit course. For those Reservists who are equally committed to their civilian jobs and are limited to the time they are able to take off for military commitments, they are unable to complete all the courses in a timely manner, therefore slowing down their career advancement process in the ARes.

Reservists attending integrated courses with their ARA counterparts can become frustrated by the differences in focus on the importance of time. Reserve courses have a

culture of ensuring every possible moment is utilised in the training of the soldier, particularly pertinent when time is so precious for Reservists. However, ARA courses adopt schedules that align to work practices, that being, Monday to Friday office hours. Some night and weekend work may be required on these courses. This is highly appropriate for ARA members who are attending training in their primary employment; however, this can cause enormous frustration for busy Reservists. A point in case is the conduct of the Logistic Officers' suite of courses where Reservists attend part of the ARA course. ARes members arrive on a Friday night although there are no lessons until Monday morning. Attendance on these courses is for 16 days but formalised learning only occurs on ten of those days. For Reservists who have high-pressure civilian jobs, this type of perceived 'time waste' demonstrates a lack of understanding of the unique nature of Reserve service.

While military training is competency-based and within the ATQF, the automatic issue of competencies is not forthcoming. Awarding completed qualifications requires the member to apply to the 'Defence Nationally Recognised Qualifications' team. The member is required to include evidence to assess the qualification such as course reports, statements of attainment and HR system printouts to have the qualification awarded. Further to this, where civilian qualifications align to Defence needs, the qualifications (or parts thereof) are rarely recognised by Defence which can be frustrating for qualified personnel who have to participate in unnecessary training (Lyons 2001). There are numerous frustrations for the Reservist because of this. Most want to participate in various tasks that could be on-the-job-training (OJT) but cannot due to 'not having ticks in boxes' from a formal training setting. Defence has become increasingly competency-based, but without the due recognition and legitimacy of informal learning theories (Holbert, Palmer & David 2009).

2.7   Retention

Retention of military members is problematic worldwide with indicators that 'since the end of the cold war, military forces worldwide have struggled to maintain required staffing levels' (Grieg 2001, para 1). The reasons for this are multifaceted but one possibility is that an employee views their current job against perceptions of alternatives, which then influences their intention to stay or leave (Coff 1997).

Researchers in defence retention realise that this is the case. Importantly 'military forces are increasingly forced to compete with civilian employers for talented individuals, and cannot offer the same career opportunities as multi-national organisations' (Capon, Chernyshenko & Stark 2007, p. 50). Further, there is a range of factors that potentially impact a Reservists' willingness to remain engaged in Reserve service. Lakhani and Fugita (1993) suggest that there are a number of economic and non-economic reasons impacting retention, including partner attitudes to Reserve service, the total earnings of a Reservist (and their partner), and pressures from their civilian employer to participate, as being amongst the plethora of individual influences.

The breadth of this review was to examine the literature through an HR lens, however, the state of the economy, education and/or politics are external factors that cannot be ignored in reviewing employee decision-making regarding recruitment into or resignation out of an organisation. The following discusses the known effects of economic change on employee decision-making.

In addition to economic influences, Levy (2009) researched the decrease in motivation of potential military members, based on findings from an Israel Defence Forces (IDF) 2007 report that indicated about 25% of Jewish men and 40% of Jewish women were not participating in military service. Levy found that sociocultural and political factors played an important role in individual motivation to serve. This included the perceived decreasing status of the IDF, due to the declining legitimisation of sacrifice and the perception that there is a decreased threat to the Israeli state. This 'systematic motivation drop' (Levy 2009, p. 136) was most prevalent in the middle class.

In removing the plethora of civilian retention literature from the available sources, the subject of personnel retention in the broader military context (predominantly full-time forces) has received substantial empirical attention in its own right. Weiss et al. (2002) suggests there are three broad categories for the types of research being conducted: Survey Research, Economic Based Theory and Individual Process Models (Weiss et al. 2002, pp. 5-9).

2.7.1 Survey Research into Military Retention

The common theme of the aforementioned research papers is that the survey approach is utilised to generate knowledge; however, there are also limitations to this form of research. Previously presented was the wide ranging survey data and reporting on Reserve service conducted by Defence (Barton 2003; Brooks 2001; James 2000; Lyons 2001; McKinnon & Lyons 2002a, 2002b, 2002c, 2002d; Mitchell 2009; Wainwright 2002; Waters & Osei 2001a, 2001b, 2001c; Zambelli 2002). Weiss et al. (2002) contend that one of the limitations of survey research currently is the lack of a theoretical framework in which the data can be interpreted, noting '[h]owever, this does not imply that the large-scale retention survey studies lack theoretical underpinnings' (p.5). They further offer the example of the development for a Marine Corps Retention Survey written by Kocher & Thomas (2000) which was underpinned by leading turnover theories including:

> Price and Muller's (1981) structural model of employee turnover, Mobley, Griffeth, Hand, and Meglino's (1979) expanded turnover process model, and Hom and Griffeth's (1991) most recent version of the turnover process model (Kocher & Thomas 2000 cited in Weiss et al. 2002, p. 5)

However, it is noted that the reports often lack statements of research paradigm, methods and frameworks, and as such, it is difficult to interpret the results, and more importantly integrate their findings with the results borne by other large survey-based reports.

2.7.2 Economic-Based Theory and Military Retention

Economic models of occupational choice have been applied by some military retention researchers to better understand personnel intent. There has been some success by researchers utilising this type of framework, which has resulted in the creation of a number of 'multivariate statistical models that can and have been used to predict the effects of large-scale policy changes on the retention behavior of military personnel' (Weiss et al. 2002, p. 6). The theory behind these models is that employment decisions are generally made by rational individuals who will seek to maximise their fiscal and

non-fiscal benefit; termed the 'utility maximizing' framework, which can naturally be applied to military personnel who are deciding to stay or leave the military. Fiscal (also referred to as pecuniary) factors include pay, bonuses and perceived opportunities outside the military. Non-fiscal (or non-pecuniary) factors are the intangible environment that aren't monetarily related such as time at work or away from family, enjoyment of work, length of service and time to travel. Individuals seek to maximise balance by choosing the occupation in which the financial and non-financial benefits provide the highest level of actual and anticipated satisfaction (Buckley 2003; Daula & Moffitt 1995; Nosal 1997).

Weiss et al. (2002) indicate that:

> one of the first multivariate models of retention behaviour to be stated on the basis of economic theory was the Annualized Cost of Leaving Model (ACOL). Conceptually, this linear model relies on the comparison of one or more likely paths regarding financial and non-financial motivators and determining a decision to either stay or leave. (p. 6)

If the benefits of the expected path of staying in the military is greater than the disbenefits expected by leaving immediately, individuals will choose to stay (Warner & Goldberg 1984).

An improvement to ACOL is the ACOL2 Model (Mackin, Hogan & Mairs, 1995) and the Stochastic Cost of Leaving model (Warner, 1981). These are improved because they allow for significantly more variants and are therefore, truly 'dynamic'. Buckley (2003) explains the difference between the:

> two models is that the ACOL model assumes that individuals calculate the value of staying in the military on the basis of a single optimal future date for leaving the military, while the dynamic programming model allows for several decisions throughout an individual's career and models the multiple associated error terms in the stochastic specification of the model. (p. 82)

Briefly, ACOL is well suited to testing low-level policy effects, whereas dynamic modelling is well suited to testing complex future policy effects (Daula & Moffitt 1995).

In general in the retention context, these models are used to analyse the effect of retention bonuses (bulk or in instalments), quit rates, policy and/or program success and changes to non-financial activities (Lakhani & Fugita 1993). Weiss et al. (2002) hold that:

> In effect, once the model has been estimated for a specific
> population, specific pecuniary and non-pecuniary factors of interest
> can be entered into the retention equation and the effect of each
> factor on retention rates can be examined. (p. 7)

One example of this is evidenced in the work of Daula and Moffitt (1995) who examined the effects of financial incentives for re-enlistment on military retention rates. After using the Stochastic Cost of Leaving models, their findings showed that the:

> military-civilian pay difference significantly affects military
> reenlistment, with potential military retirements benefits having the
> strongest influence … [Further, after using other models their
> findings] show plausible simulated effects of changes in the
> compensation schedule, noting that ACOL and TCOL produce
> implausible effects of the same program. (p. 514)

This leads to a demonstration of the limitations of multivariate model research.

Notably there are three key areas which are lacking in the use of multivariate models: rational justification of individual decision making processes, rudimentary identification of non-financial considerations, and how those non-financial considerations have been conceptualised (as if they have some relationship with financial factors). As such, if the underpinning hypothesis of the research is not valid it is hard to disprove, thereby demonstrating some flaws in the paradigm and associated techniques (Weiss et al. 2002).

2.7.3 Individual Process Models and Military Retention

Individual process models describe the final category for the focus of retention research. Much of Defence's reports are based on this form of research in parallel with surveys. For example, the Defence Personnel Environment Scan (Reich et al. 2006), which presented data regarding career decision points, was framed to be a function of demographics, experience, likelihood to resign, and civilian job opportunities. The results show that many of the factors are significant predictors of retention, but they depended upon length of service, which service one belongs to, the age of the member, the marital status of the member and the like. At the core, the paper does not discuss which model (or models) are being utilised in the analysis of the data nor conclude that there are a multitude of options available resulting in retention or an intention to quit. As discussed earlier, many military studies do not describe the theoretical underpinnings and therefore it is likely that comparisons are being made between unlike subjects, and/or utilising unrelated data.

2.8   Gaps and Tensions in the Literature

The common theme in this literature review is an emphasis on the human resource factors that influence numbers within an organisation. First, I presented different types of human resource models of employment, describing the employment types and the employer-employee psychological relationships. Second, I reviewed the literature from an HR perspective overlayed with the military, including the relevance of civilian research and motivation models on the military. A comparison of workforce numbers in the general population against Reserve trends was presented, then finally, a review of the three types of military retention research.

On reflecting on the literature, I discovered a number of gaps and tensions regarding Reserve service as a whole, and more specifically in Australia. These include:

- comparatively little focus on Reserve service, retention and motivation research in comparison to full-time service;
- language of part-time service against the accepted HR meaning of part-time service e.g. are Reservists part-time employees or casuals; and
- unique nature of Reserve service.

To commence, I will discuss the perceived lack of research of Reserve service.

2.8.1 Reserve Research

Notwithstanding Reserves continuing to contribute significant capabilities in the total forces of Western militaries, there is surprisingly modest academic thought dedicated to Reserve research (Lomsky-Feder, Gazit & Ben-Ari 2008). A review of the social scientific literature of the military shows that the vast majority of research in recent times has been conducted on full-time armies, be they Regulars or Reserves. Accordingly, in Caforio's (1998) review of the sociology of the military, he is unable to produce one article pertaining to the Reserves. Further, a search of psychology-based reviews of Reserve service motivations found the Military Psychology journal has only eight articles pertaining to the psychology of Reservists (Griffith 2005; Griffith 2009; Griffith 2011a, 2011b, 2011c; Griffith & Perry 1993; Lakhani & Fugita 1993; Sanchez et al. 2004). Notably, Reserve forces occur as part of 'total force' models appearing in discussion journals or 'many countries' debates about the costs and benefits of downsizing' (Lomsky-Feder, Gazit & Ben-Ari 2008, p. 596). Further, there are examples of published works centring on specific issues related to Reserves, such as Reserve retention after deployment, family impacts on Reservists during mobilisation, and the degree to which military leadership will accept Reserve casualties (Gorman & Thomas 1991; Kirby & Naftel 2000; Rosen, Moghadam & Vaitkus 1986); however, the comparative quantity of literature regarding Reserve soldiering as against Regular shows the scarcity of work directed to the Reserves. From this, I believed there was a gap in understanding the nature of Reserve service. What is it like to be a Reservist?

Prior to 2001, there was very little focus in Australia on the retention of members of the ARes and the data that was available lacked consistency.

> Data of Reserves are restricted by such unique problems as
> delineating between active and inactive members, difficulties in
> keeping the home address of members current and in maintaining
> other personal details. The 1999 ADF Census was the first census to
> ask questions of ARes members. Unfortunately, the response rate
> was poor and the data collected are too unreliable to be used.
> (Schindlmayr 2001, p. 90)

The first significant effort to specifically understand ADF Reserves was in a 2001 survey. Defence has produced a number of reports in the area of understanding statistical trends of Reserve attitudes from the perspective of current serving part-time ADF members. These reports (Barton 2003; Brooks 2001; James 2000; Lyons 2001; McKinnon & Lyons 2002a, 2002b, 2002c, 2002d; Wainwright 2002; Waters & Osei 2001a, 2001b, 2001c; Zambelli 2002) looked at why people joined the Reserves, what key issues were important to them and what factors might cause them to leave. Additionally, the 2001 survey looked at the patterns in experiences of active Reserves from the three forces: Army, Navy and Air Force. For the purpose of understanding the ARes (which comprised 74% of the respondents), the analysis of this report becomes challenging due to the way in which each type of Reservist initially joins the Reserve force. While most ARes have not experienced full-time military service prior to joining (20.1%), typically RAN (76.7%) and RAAF (73.9%) Reservists have already experienced full-time service (Waters & Osei 2001c, p. 13). Therefore, the analysis of the report must separate ARes data from the other two services in order to understand the specifics of the ARes. I reflected on the reports for some time. For me, the statistics provide an overview, but do not tell the person's story. Was there any qualitative research that interviewed members of the ARes? My research turned up very little. My research approach started to form.

The difficulty of reviewing Army Reservist statistics aside, this considerable volume of work did not include reviewing ex-serving Reserve members. Further there is no facility to look at why ex-members have left. The ADF commissioned a report to evaluate exit survey data to better understand separation and develop a recruitment and retention strategy (Moore 2010). Notably, on studying the contents, it was only in regards to full-time members, noting that there is no exit survey mechanism to capture reasons for Reserve separation (Moore 2010). This highlighted a gap for me; to better understand why people had actually left, rather than understanding what serving members think might make them leave in the future. From this, I knew part of my sample must include ex-serving members. I started to ask myself, what factors would improve ARes service from the perspective of a person who has left and what were the trigger points for retention or resignation that can only be identified post-service?

The Department of Defence acknowledges that:

> People are at the heart of delivering the Defence capability …
> Attracting and retaining the future workforce will be one of the most
> significant challenges facing Defence, and the Government is
> determined to ensure that Defence puts in place the right strategies to
> achieve the required outcomes. (Department of Defence 2009c, 113)

The 2013 Defence White Paper continues this theme by stating:

> Defence's workforce is large and complex, comprising Permanent
> and Reserve uniformed members and the civilian workforce. Success
> will depend on Defence's ability to provide a sustainable workforce
> of the right size and with the required skills. (Department of Defence
> 2013d, p. 100)

Whilst the Chief of Army indicated the importance of retaining Reserve soldiers in 2004
(Leahy 2004), and the 2009 White Paper (Department of Defence 2009) also discussed
the critical requirement to retain Reservists, it has been some time since Reserve
retention has been specifically identified as an issue in Defence or Army writings.

Assuming Reserve retention is still required, this macro view of retention fails to
highlight the impact of turnover at the local site level. At the unit level, the numbers and
experience of the Reserve soldiers who participate, significantly affect the ability of the
leaders to conduct effective, varied and interesting training (and therefore ensure 'real-
time' capability). As the length of service in the ARes is shortening, with the median
length of Reserve service dropping to only 4.3 years (from 5.0 years in 2003) (Roy
Morgan Research 2009, p. 3), the quality and level of complexity of training is being
lessened simply because less experienced Reservists are unable to cope with more
complex scenarios (Department of Defence 2009c). The impact of less experienced
Reservists performing less complex training creates what I term a 'resignation spiral'.
When training is provided by less experienced soldiers, the quality of that training is
also diminished. When Reservists do not perceive value from training, they leave to
pursue other interests. As the size of the training participant group decreases, it further
limits the type and complexity of the training that can be conducted; thereby cycling
back into the quality of the next training cycle. In many areas of the ARes, this affects

its ability to be a fully competent unit or sub-unit that could quickly and efficiently replace a Regular element in a timely manner.

Overall, there is limited research in Reserve force numbers (recruitment and retention) and there are still many outstanding questions pertaining to maintaining numbers within Reserve organisations. In reviewing the range of literature, there is evidence that a multitude of considerations or influences on personnel retention pertain to any employment status. In a military and Reserve environment, one can then add the following considerations to the list: operational tempo, over-structure and cross-levelling, and equipment (Gilmore 2007). I realised early in my research that all these considerations become exhaustive and I chose to tighten my field of reference to Human Resources.

2.8.2 Reservists are Part-time Employees or Casuals?

There appears to have been a lack of understanding as to which personnel comprise the Australian Defence Force (ADF). A glance at the Defence Annual Report (DAR) 2007-08 (Department of Defence 2008, p. 102) reveals that the strength of Defence is:

1. Army – Permanent   26,611

2. Army – Reserves   15,892

3. ADF Permanent   53,167

4. ADF Reserves   20,340

5. ADF – Total   73,507

Notably however, different numbers are cited in different publications and speeches when referring to the ADF. Most commonly, the strength of Defence is referred to as '53,000' or thereabouts. This reflects the Full Time (FT) staffing, and not the Total Force. The Defence Act 1903, the Naval Defence Act 1910, and the Air Force Act 1923 are unambiguous in their respective definitions of what constitutes the Australian Army, Royal Australian Navy (RAN) and the Royal Australian Air Force (RAAF); That is, Reserves are part of Defence. Throughout the conduct of the literature review, I continued to find documents that would refer to Army but meaning Regular Army,

whilst others would mean Regular and Reserve. This confused terminology makes me wonder whether Reservists feel like they 'belong'. What is it like to be in the Reserves? Do they identify with being part of the broader ADF or only with the Reserves or even their unit?

In the literature, I discussed different types of employees including full-time, part-time, and casuals. Noting the similarities across all three types of employment is salary and superannuation. Similarities between full-time and part-time work include pro-rata remuneration and benefits including leave and superannuation, and a commitment for the duration of your employment to a number of hours or days work per week. Contrastingly, casuals are paid for each day of work, are not granted paid leave (but should be paid a loading in lieu), and there is no contractual agreement that employees will work any specific number of hours or days per week. Casuals are generally used as a pool workforce to support the surge requirements of a business (Shomos, Turner & Will 2013).

These categories become important for understanding Reserve service. It is through the above definitions that it is clear that Reserve service is not part-time employment; but Reservists are most closely akin to casual workers. Reservists are not part-time employees because they are not working a full-time employee pro-rata week. Reservist attendance is a clear definer in these employment categories. As casual employees, Reserve attendance (shift times), duration and remuneration are variable, although most units endeavour to forecast activities well ahead. Even with the best intent, course dates and circumstances change with perhaps greater frequency than would be desired in an ideal world. The recent budget cuts however, are an example of Defence being able to reduce Reserve employment by cutting discretionary funding such as Army Reserve Training Salaries (Aldred 2010; Barry 2013). However, there are some difference between Reserve service and casual work. Reservists are guaranteed a minimum of 20 days per year, in order to meet efficiency requirements. Unlike casuals, they do not receive a loading to compensate for leave or public holiday pay; however, Reserve pay is not taxed. There is also no requirement for Defence to contribute to Reservists' superannuation.

In any case, the term part-time component or part-time army is frequently used in the spectrum of government literature, from strategic documents (such as White Papers,

2000 & 2009 (Department of Defence 2000, 2009)) through to current advertising (Defence Force Recruiting 2013). This causes a range of issues. The public messaging used to recruit the next generation of soldiers, is suggesting that the commitment of Defence and continuity of work available is as a part-time employee. However, the reality is that work can be offered in a surge and retracted in budget cuts. It calls into question the psychological contract tensions that may be inadvertently developed from the very outset of the recruiting process.

Opposing this language is other literature such as Douglas (2012) that poses the idea that Reservists are volunteers or some form of 'weekend warrior' (Griffith 2009, 2011a, 2011b, 2011c). If this is the case, then the motivations to serve are rooted in non-monetary forms.

The review of employee and volunteer motivation then becomes important. Having reviewed full-time, part-time and (the limited) casual and volunteer motivation literature, I wonder whether Reservists fit neatly into one of these categories. Motivation and satisfaction are not the same. There was considerable research on employee and volunteer motivation presented above. There is also a lot of research on employee satisfaction but there appears to be a gap in volunteer satisfaction. Are they motivated like part-time employees, casual employees or volunteers?

2.8.3 Unique Nature of Reserve Service

The casual-like nature of Reserve service discussed above is unique in itself. Arguably, receiving tax-free pay, but not receiving superannuation is unique. Serving in the military, deploying and then returning to other civilian jobs is also relatively unique. The Report of the Review into Military Superannuation Arrangements agreed:

> is the nature of ADF Reserve service a form of part-time ADF employment or a unique form of service – or perhaps elements of both? … Arguably, if Reserve service is determined to be a form of part time ADF employment, it would be appropriate to provide full time ADF conditions of service on a fair pro-rata basis, including superannuation. However, if Reserve service is determined to be uniquely different to full time ADF service, it may well be appropriate to apply unique conditions of service.

The Review team did not receive sufficient input to form an opinion on this issue and believes that it is a matter for Defence to determine. Once the nature of modern Reserve service is determined, the appropriate remuneration and conditions of service package can be determined. (Podger, Knox & Roberts 2007)

For most of their history, Reserves were considered a strategic just-in-case resource (Morrison 2012). Reserves were a mobilisation base, often with lower training and equipment levels, and a lesser time commitment required. The likelihood of Reserves being called upon was considered very low.

Over the past decade, this position has changed significantly (Morrison 2012). Today's Reservist is better trained, in many cases to the standard of their Regular counterpart. As a 'just in time' resource, Reservists are now expected to be more readily available, on a voluntary basis, to deliver operational capability to the ADF, domestically and offshore. I believe this is quite a different requirement to that of an ordinary casual employee.

Remembering, that many Reservists also have other civilian employment (or are studying), I thought about the tensions that are drawn from that. The transmigrant theory of Lomsky-Feder, Gazit and Ben-Ari (2008) resonates to me as an 'insider researcher' (Brannick & Coghlan 2007). This theory undoubtedly shaped my thinking during analysis; as did the Spillover theory of Kinnunen, Feldt, Geurts and Fulkkinen (as cited in Lavassani & Movahedi 2007).

In my reflections of their theory, which looked at family and work positive and negative spillover, I further developed their model to include part-time army service, resulting in the model becoming significantly more complex. Here, I apply the same inter-relationship with the third 'army' dimension, with the outcome resulting in this twelve-factor model:
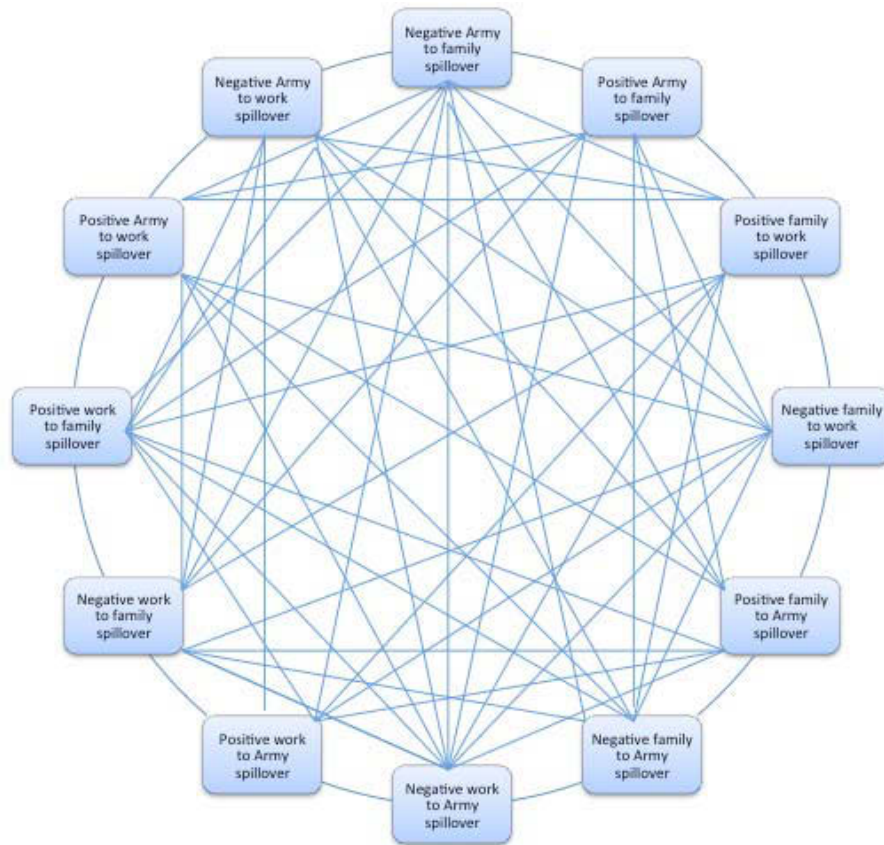
Figure 8: **Kinnunen, Feldt, Geurts and Fulkkinen's Four-Factor Spillover Model – Extended to include Reserve Service (Lording)**

Defence studies elements of each of these relationships. For example, a range of research discusses the impacts of spousal support in the attitudes of full-time military members. Interestingly, Defence, in their 2003 and 2007 census reports, have not reported on the impacts of family on service for Reserve members but has included full-time serving members and civilians who work for Defence (Roy Morgan Research 2009). This model undoubtedly shaped my thinking as the research developed, data was collected and reporting completed.

In conclusion, the literature has shaped my thinking about the problem of Reserve service, the nature of service, why people join or leave and what it is like to be a Reservist. What has become evident to me through this review is the complexity of the problem. Equally evident though is the gap in research, which looks at the retention problem from the viewpoint of the Reservist rather than that of Defence or some other external organisation. This is by far the largest gap that has shaped this methodology and the methods chosen to conduct this research.

Chapter 3 – Methodology

Determining the appropriate research tradition for learner researchers can be intimidating and overwhelming, and as such they can often fall short of 'constructing a solid research frame' (McCaslin & Scott 2003, p. 448). Researchers need to carefully and systematically examine the methodology chosen, to accomplish solid research practice. 'Authors often contradict one another, which requires that researchers need to exercise well informed choices, make their choice known and substantiate it' (Groenewald 2004, p. 2). Needless to say, I found all of these things to be true throughout this research project.

This chapter aims to walk the reader through the decisions and processes taken in the development and conduct of the research. It starts with discussing the process for determining a qualitative, phenomenological approach to complement existing military research into Reserve service and retention. It discusses the various views of phenomenological practice and positions this research in the lived experience, descriptive empirical phenomenology approach. It then uses a structured method as described by Aspers (2004, 2009) to move through the research conduct process.

3.1　Research Tradition

Frequently, military research investigations do not describe the research tradition in which their research is bound and as McCaslin and Scott (2003, p. 448) state, 'the best studies have a strong enquiry procedure'. It is very important to me that this research project complements existing research, but it must do so with a clearly articulated research tradition.

In his article, Five Traditions in the Study of Practice, Kemmis (2000) states that utilising multi-paradigms produces a closer representation of the 'truth', than by using only one paradigm. Both Rhodes (2000) and Kemmis (2000) make similar claims, that the use of one paradigm will only reveal information that the assumptions and claims enable to the researcher to make, therefore multi-paradigmatic research enables knowledge gaps to be filled:

> Multi-paradigm research, then, focuses on integrating paradigms by ignoring differences or by paradigm crossing where different paradigms are used to do research, by using the paradigms to inform one another, or by using different paradigms in parallel, or by using different paradigms in contrast to each other. (Rhodes 2000, p. 10)

From the above, it became evident to me that my research needed to complement the research of Defence and other academic part-time army retention efforts. This led me to realise that a qualitative approach was required. By doing so, this research would fill gaps in knowledge the military empiricist and quantitative approaches are unable to see – this literature has gaps and is not telling the complete, detailed story of the life of Reserve service. As such, a qualitative approach was selected as it offered an opportunity to draw meaning from deeper and richer data than would quantitative approaches.

Initially, this project was to be conducted under the 'generic qualitative research' model, in that it did not adhere to any specific qualitative research tradition. Further reading quickly indicated that a lack of 'allegiance to an established qualitative approach presents many challenges' (Caelli, Ray & Mill 2003, p. 1). Importantly, in

order for research to be perceived as credible, generic qualitative research finds it difficult to meet or address four key areas:

- 'the theoretical positioning of the researcher;
- the congruence between methodology and methods;
- the strategies to establish rigor; and
- the analytic lens through which the data are examined'. (Caelli, Ray & Mill 2003, p. 5)

Combining the above commentary with my desire for this research to be deemed credible and complementary to Defence work, I concluded that this project must sit within a prescribed theoretical position. There are numerous frames of reference within the qualitative genre (Maykut & Morehouse 1994; McCaslin & Scott 2003; Patton 1990) and I needed to determine which was most appropriate to use in order to complement the existing knowledge from the plethora of qualitative work.

The Five-Question Method as described by McCaslin and Scott (2003) was particularly helpful in determining the research tradition from within the five major traditions of qualitative research design for this project. By reviewing the Five Questions of McCaslin and Scott (2003), I found Question Two to resonate the most, this being: 'If I could discover the shared lived experiences of one quality or phenomenon in others, I would want to know about' (McCaslin & Scott 2003, p. 450). From this, I was able to determine that I wanted to know about the similarities and differences of the lived experience of Reserve service, retention and resignation. Through rhetorically asking questions of the problem of Reserve service and retention, I could easily see that I viewed the members of the ARes as individuals, not as a mass of people who have completed survey data, and that to add to the existing knowledge of retention in Reserve armies, a different approach to that research must be conducted. Through this process, I learned that the research tradition in which my research lay was phenomenology.

There are numerous variations of phenomenological philosophy within the wide-reaching movement (Moran 2000), and equally numerous approaches to the practicalities of research. The competing views of phenomenology are borne from disparate philosophical values, theoretical preferences and methodological procedures. Thus, the term phenomenology can cause confusion. It has been described as a

philosophy (Crotty 1996; Patton 1990; Wertz 2005); an approach (Crotty 1996; Finlay 2009; Patton 1990; Spinelli 1989); a movement (Crotty 1996; Spiegelberg 1994); a method (Crotty 1996; Lester 1999; Spiegelberg 1994); and a paradigm (Patton 1990; Sanders 1982); and has been used at different time, concurrently. Initially, phenomenology was a philosophy, but it has been under constant modification since. Even the ideas of the father of phenomenology, Husserl, have changed over time (Spiegelberg 1994).

Phenomenology is one of a number of forms in qualitative research that examines people's lived experiences. Central to its principles, 'phenomenology or "phenomena" are all the things experienced by people, whether they are formally acknowledged as "facts" or mentalistic abstractions' (Sixsmith & Sixsmith 1987, p. 315). Methodologically, phenomenology describes the human experience of lived phenomena, which in turn reveals meaningful essences. It is not simply descriptive of the world but aims to place meaning on things that comprise our experience (Sixsmith & Sixsmith 1987). The lived experience is understood through teasing out essential 'truths' or 'essences' from participants to provide a rich, textured description of a life phenomenon (McCaslin & Scott 2003, p. 449).

The term "essence" is commonly used in the phenomenological research traditions, methodologies and methods, although rarely defined (Aspers 2004; Crotty 1996; Finlay 2008; Giorgi 1985, 2008a; Groenewald 2004; Moran 2000; Moustakas 1994; Sanders 1982; Sixsmith & Sixsmith 1987; Wertz 2005). One has to delve into philosophy to find the explanation for essence. Essence aims to describe 'an *eidos* that is to be grasped in its purity. This *eidos* is a component of essential truths of various levels of generality' (Marcuse 1968, p. 40). Initially, these attributes do not appear to differ from everyday definitions of essence, such as the intrinsic nature or quality of something, but within the phenomenological context, essence is quite different. It is 'the sphere of transcendental consciousness "purged" of all acts intending spatio-emporal existence' (Marcuse 1968, p. 40). For the purpose of this research, however, I take Giorgi's (2008a, b) approach and prefer the use of the term "structure" over "essence", because 'lived experiences are complicated and often require multiple constituents' (Giorgi 2008a, p. 48).

Giorgi is a recent, influential thinker for phenomenology, particularly psychological phenomenology. His work has shaped more empirical forms of phenomenology. Giorgi (1985) starts with indicating particular core characteristics that are consistent throughout phenomenological variations, namely the research is interpretive, explores the intentional relationship between persons and situations, uses phenomenological reductions and provides knowledge of psychological structures of meanings existing in human experience through imaginative variation. Later, Giorgi (1989) amalgamated all forms of phenomenology to establish four core characteristics. The research is meticulously descriptive, utilises phenomenological reductions, investigates intentional relationships between people and circumstances, and reveals the meaning structures of human experiences through the use of imaginative variation. Further refinement occurs where Giorgi (1997) argues that the 'phenomenological method encompasses three interlocking steps: (1) phenomenological reduction, (2) description, and (3) search for structures' (Finlay 2009, p. 7).

Many different research methods and techniques are practised under the banner of phenomenological research. What are the boundaries, the defining characteristics, of phenomenology? What distinguishes our work from other variants of qualitative research that focus on subjective meanings? (Finlay 2009, p. 7). In part, the research subject/topic shapes and informs the underpinning approaches so that rather than being fixed, the approaches are malleable and undergoing continuous improvement as the field of qualitative research evolves. 'The flexibility of phenomenological research and the adaptability of its methods to ever widening arcs of inquiry is one of its greatest strengths' (Garza 2007).

This work is described as being both lived experience (derived from lifeworld) and descriptive empirical phenomenology. Lifeworld research is about collecting and analysing interview data, which then focuses on existential themes such as the person's sense of value through Reserve service. A variant of lifeworld research is a reflective and practical focus on *lived experience* adopted by many in the pedagogic and health care fields (Finlay 2009, p. 9). I see that this view of *lived experience* is applicable to understanding the phenomenon of Reserve service, rather than a philosophy about it. A descriptive empirical phenomenology project is where the research compares the responses offered by participants about Reserve service and attempt to identify the

essential or general structures underlying the phenomenon. The underlying notion of using empirical phenomenological research was intentioned for the 'development of theory, concepts and processes involved in human science inquiry' (Moustakas 1994, p. 11). As such, descriptive empirical phenomenology that focuses on the lived experience is considered relevant.

Particularly important to me within this research tradition is that these phenomenological research approaches adopt systematic approaches to data collection and analysis. Whilst phenomenology does not treat its subjects in the same way and it is expected that each subjects' experiences will differ, the systematic collection and analysis of narrative material, utilising methods that ensure credibility of both the data and the results, should also appeal to military organisations, in particular the Army Reserve.

Worthy of discussion at this point is that many believe that empirical and phenomenological approaches cannot be reconciled in a single project, by being 'antithetical' (Sixsmith & Sixsmith 1987, p. 313). Both Sixsmith and Sixsmith, and Finlay argue that these approaches can be brought together through the 'attitude or orientation' of the researcher (Finlay 2008, 2009; Sixsmith & Sixsmith 1987). Sixsmith and Sixsmith cite Sardello in noting that 'as long as an empirical orientation is understood as an attitude, a perspective, a way of looking, such an orientation is not antithetical to phenomenology'. This is important when I describe my methods later in this chapter as I apply an empirical orientation rather than forming a single theory to prove development.

Empirical phenomenology assumes that scientific explanation must be based on the meaning structure of those studied. This means that the start point for analysis is the participant's subjective view. The second assumption is that the 'social world is socially constructed, an argument which is generally accepted in contemporary social science' (Aspers 2004, p. 2). This means that the researcher plays an important role in understanding the social aspects of the experience. This becomes evident in my research methods as I have a two-staged approach to analysis. First, individually analysing each person's response for themes and issues before then looking for generalisations, whilst being open to the individuality of my participants' experiences through my own

'empirical orientation'. It is at this point, where I now review the positioning of my role within the research.

3.2   The Role of the Researcher

There are numerous debates regarding the role of the researcher in phenomenological research. In fact, many recognise that '[t]here appear to be as many arguments for outsider research as against, with the same issues able to be raised in support of outsider research, as against it' (Dwyer & Buckle 2009). At one end of the debate are those who argue that researchers having an in-depth knowledge of the research topic and research site tend to be problematic. Insider research, as it is frequently termed, can be excluded from knowledge contributions, as it does not meet standards of intellectual rigour, due to the researcher's emotional and personal interest in the context. Reid et al. (1998) states that the problem of representing a research site is that 'data' is often taken for granted and cannot be read to represent 'reality' or 'truth'.

Conversely, others indicate that the role of the researcher and their own life experiences should not be undervalued in their influence on their research. 'Behind the theory, method, analysis, ontology, epistemology, and methodology of qualitative research "stands the personal biography of the researcher, who speaks from a particular class, gender, racial, cultural and ethnic community of perspective"' (McCaslin & Scott 2003, p. 453).

Insider researcher refers to someone who studies a group to which they belong (i.e. a Reservist conducting research about the Reserves), while outsider researchers do not belong to the group being studied (Breen 2007, p. 163). The insider researcher shares an identity, language, and experience with the study participants (Dwyer & Buckle 2009). This is certainly true of my own relationship with the research, being actively engaged in the research site of Reserve service. My opinions and beliefs are framed by the social constructs (both explicit and implicit) bound by this site. Overlaid with this, is my understanding of HR theory and practice which I am interpreting (as a participant within the Reserves) and the tensions and cohesiveness between military objectives and HR policies and practices. This world has a:

particular meaning and relevant structure for the human beings

living, thinking and acting therein… [I] have preselected and

preinterpreted this world by a series of commonsense constructs of

the reality of daily life, and it is these thought objects which

determine their behaviour, define the goal of their action, the means

available for attaining them. (Carr & Kemmis 1986, p. 292)

Further to this, only a very small component of my knowledge is self-derived, it is developed in the social realm and communicated via numerous interactive means.

The insider position gives researchers a certain amount of legitimacy and/or stigma (Adler & Adler 1987). Being an insider often results in the insider role status allowing researchers more speedy and unreserved acceptance by the participants. This results in a greater richness of the data being gathered, due to the willingness of participants to be more open and transparent. Finally, it can make interviews and engagement easier due to the shared language and understanding of contextual nuances (Dwyer & Buckle 2009). In the case of this research, I found that building rapport and interviewing was certainly easier than other forms of interviewing in which I have participated in the past. There was an unspoken acceptance that I knew the language, the terminology, the experience, the highs and lows of Reserve service. I found that participants were willing and trusting to share some challenging situations and stories with me that I doubt would be shared with an 'outsider', although this of course cannot be proven. Certainly, if I were acting in a participant role and talking to an independent researcher who did not share military or reserve service, I would not share the stories my participants shared with me.

As an insider to the research, I also found that I stumbled across information or data regularly. I have been engaged in conversations about the research for the length of the work and whilst the finished analysis is my own, those conversations and other data have undoubtedly shaped my thinking, prompted more meaning structures and debated tensions, much more so that a lone effort. Every moment, I am a Reservist, but I am also a researcher: switching hats between Reservist and researcher is not wholly possible (Schostak 2002). Instead, I see the role of Reservist and researcher being a continuum in which one role weighs or holds more focus than the other at different points through the research journey. This can be purposeful or unconsciously achieved and both have

played a part in all aspects of this research (Giorgi 1989, 2008b), and will be discussed in more depth during the later analysis in this chapter.

The challenges of being an insider are equal to the benefits (Brannick & Coghlan 2007; Breen 2007; Dwyer & Buckle 2009). Being familiar with the field means that it is sometimes easy to overlook aspects of the data that an outsider would have acknowledged. This very familiarity with the surroundings also tends to encourage researchers to take things for granted in terms of observation. Aguilar (cited in Kanuha, 2000, p. 443) also suggested that the biases or predispositions that are often attributed to insider research might well be sources of insight.

Due to the researcher's familiarity with the research context, insider research is regularly faulted for inevitable bias in the interpretation of data (Brannick & Coghlan 2007; Dwyer & Buckle 2009). Subjectivity, whilst considered to be inherently problematic, can be addressed through the use of mechanisms to enhance rigour in research claims and counter claims that personal experience of a phenomenon does not negatively affect research results (Caelli, Ray & Mill 2003; Dwyer & Buckle 2009; Maykut & Morehouse 1994). In my case these mechanisms include: insider status transparency and potential for bias; choice of descriptive empirical phenomenological methods; self-reflection, Regular supervision; and structured documentation and tracking.

I agree with Dwyer and Buckle's sentiments (2009) by saying, I do not believe being an insider makes me a better or worse researcher; it simply makes me a different type of researcher.

3.3　Method

Giorgi (2006) states that the:

> phenomenological method is descriptive … because its point of
> departure consists of concrete descriptions of experienced events
> from the perspective of everyday life by participants, and then, the
> end result is a "second order" description of the psychological
> essence or structure of the phenomenon as experienced by the
> consciousness of the researcher. (p. 82)

In determining the method for this research, a range of research positions was considered. Husserl states that phenomenological methods should be: 'pre-suppositionless, non-speculative, descriptive of phenomena as they are experienced, empirical and scientific as a method and generalizable across situations' (Sixsmith & Sixsmith 1987, p. 315). Similarly, Moustakas (1994, p. 103), highlights the importance of structured, organised, disciplined methods and procedures to ensure a structured approach to phenomenological investigation.

Key to my research was the descriptive nature of Reserve service and retention, but coupled with an empirical and somewhat generalisable outcome. Aspers (2004, 2009) states that empirical phenomenology approaches should consider seven steps, of which not all parts are necessarily required, and those steps adopted will occur in an iterative manner. The Seven Steps are described as:

1. Define the research question.

2. Conduct a pre-study.

3. Chose a theory and use it as a scheme of reference.

4. Study first-order constructs.

5. Construct second-order constructs.

6. Check for unintended effects.

7. Relate the evidence to the literature and the field of study. (Aspers 2004, p. 6)

These steps resonated most with the research questions posed. The following describes how I used and modified these steps as a method for conducting this research.

3.3.1 Step 1 – Define the Research Question

The researcher is the one who decides the problem. In my case, it is the problem of understanding the nature of Reserve service and the issues that bring about people remaining in, or leaving, the service. The research objective becomes a quest to better understand the shared and individual lived experience of active Reservists joining,

serving and leaving the Reserves. The research needs to complement the myriad of Defence survey reports that have already been conducted.

Always keeping in the back of my mind that 'a phenomenological study…is one that focused on descriptions of <u>what</u> people experience and <u>how</u> it is that they experience what they experience' (Patton 1990, p. 71), the research questions were not concrete from the outset and went through numerous iterations throughout the project. The challenge in developing these questions was to understand the question/s from both a descriptive empirical viewpoint and a lifeworld (lived experience) phenomenologist perspective. The main research questions are posed from the phenomenological position of the 'how' a phenomenon occurs (Patton 1990). The research questions are as follows:

8. <u>How</u> do Reservists experience and view their Reserve work?

9. <u>How</u> does Defence HR policy and practice impact the lived experience of Reservists?

10. <u>How</u> do Reservists experience resignation and their decision to stay or leave?

To support the three main questions, I developed supporting questions, which are the 'what' is occurring within the phenomenon. These questions were designed to shape the analysis in answering the above research questions:

1. Is serving as a Reservist unique, and if so, <u>what</u> is unique about it?

2. <u>What</u> model (if any) can be developed to represent the shared, lived experience of Reserve service?

3. <u>What</u> sorts of event or events cause a Reservist to resign?

4. <u>What</u> HR actions can organisations take to create conditions and a work environment that will enhance the retention of Reservists?

3.3.2 Step 2 – Conduct a Pre-study

This step of the process determines if it is possible to address the question/s. As an iterative process, the question/s may change, as might any underpinning theory that is shaping the research. This confirms the most suitable methods (Aspers 2004). During

this step, the researcher interacts with people in the field (i.e. Reservists and Reserve research) and reads academic and non-academic texts. The researcher may also conduct some interviews. Importantly, this is about the researcher understanding the field they are researching (Aspers 2004, 2009). As an insider researcher (Brannick & Coghlan 2007; Breen 2007), I already had a good understanding of the field of study, however, I increased my focus on retention, resignation, HR policies, and searching for stories about relevant experiences that Reserve soldiers have had. In the UK I was able to spend approximately the first week participating in TA service prior to commencing the interview stage of the research.

3.3.3 Step 3 – Choose a Theory and Use it as a Scheme of Reference

Given Aspers (2004, 2009) states that not all steps are required in his empirical phenomenological approach, this step of the process was not so much about choosing a single theory in empirical terms, but to select the use of the empirical attitude as suggested by Finlay (2008, 2009). 'Theories guide the researcher and tell the student which aspects of a topic are relevant to study, as one cannot possibly study the first-order constructs of every topic' (Aspers 2004, pp. 6-7). The nature of phenomenology is that it is disposed to discovery through a logical and iterative process. I anticipated that throughout the research project, I would discover the unplanned and unforeseen. This is mostly because phenomenology develops knowledge, but it is 'always incomplete and open ended' (Goulding 2003, p. 301).

Phenomenology enables unexpected things to emerge and holding to a single theory would possibly restrict 'seeing' new possibilities to understanding the lived experience of Reservists (Aspers 2009). With this in mind, I decided to focus the research through an HR lens and not attempt to prove a single theory, for example, *HR policies cause Reservists to leave.* In my mind, selecting a single theory such as the one just discussed, is somewhat incongruent with the aims of phenomenological research.

Instead, my theory, or more specifically the context, that I wish to better understand was the layering of HR onto the lived experience of the Reservist. My 'theory' is that HR policies, processes, practices, programs and organisational HR philosophies impact the Reservists' lived experience – positively, negatively and in neutral ways. Using this

lens, the research will look at the experiences, how and what happens to the Reservists due to Army's HR actions and describe them.

As witnessed in the literature review, the influences on Reserve life are particularly complex and the theories about Reserve service, motivation, retention and other HR inputs are vast. The HR lens was developed to seek insights into, or to view, the participant experience. Having been shaped by the literature review, the lens included but was not limited to:

- Human Resource context;
- Employee (Worker) Type context;
- Motivation Theory context;
- Military/Organisation context;
- National context.

Importantly, these various contexts in which people live and work can create tensions between them. Operating in such a complex context creates synergies and tensions, which need to be understood in the context of the role they play in the lived experience of Reservists. The data analysis therefore looks at the Army Reserve context literature and the HR construct overlaying one another, as depicted in Figure 9.
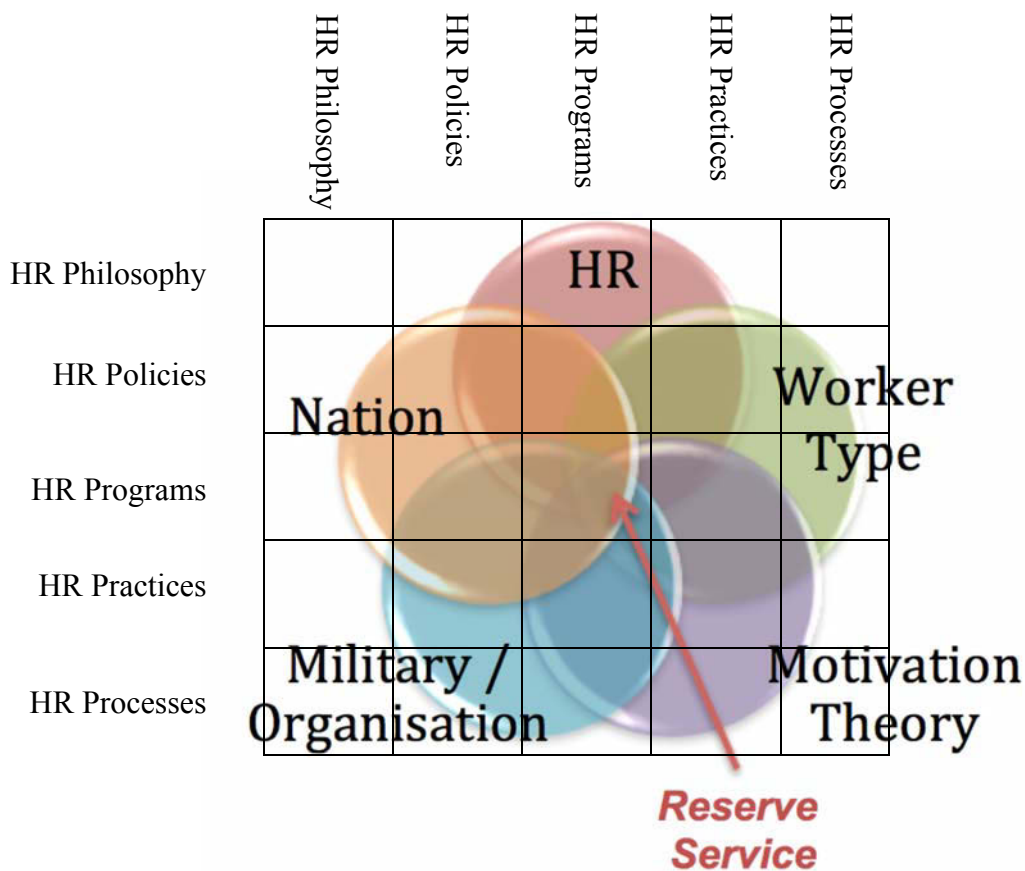
Figure 9: Diagram Layering Context with HR Construct

Another theory that arose after the conduct of the interviews was the theory of transmigrants (Lomsky-Feder, Gazit & Ben-Ari 2008). I had many discussions with others in my field (Reserve service) with whom we discussed the transmigrant concepts and this enabled me to consider their theory in the context of the interviews. I decided not to re-interview participants for two reasons. First, I could not devise any meaningful way in which to re-interview the participants that would enable them to describe their lived experience of Reserve transmigrant theory. Second, all the ways in which I thought I could conduct such interviews would potentially influence their responses. However, it is important to note that analysis was able to consider this theory and this will be discussed in step 5 – second order analysis.

3.3.4 Step 4 – Interview Preparation and Conduct

Gathering qualitative data can be performed via many methods, although some are more suited to phenomenology than others. The most common methods used include the use

of narratives in interviews, diaries, observation, and reflective diaries or researcher's own introspective accounts (Finlay 2008).

From this, I selected interview as the data gathering method, as I believed that interviews were the most appropriate form by which to obtain the lived experience from participants. For example, I determined I was unable to obtain that type of data from observation alone, as I could not also examine and make inferences about participants' opinions and experience from their behaviours. Further, I could not examine the meaning their Reserve service had for them from observation alone. I needed to access their personal perspectives on Reserve service so that I could understand their experience and then generate descriptions of them (Patton 1990).

There are various types of interview approaches that can be used. Patton (1990) describes three forms of interviews being the informal, conversational interview; the general interview guide and the standardised open-ended interview types. Similarly, Fontana and Frey (1994) also describe three types being structured, group and unstructured interviews. Others commonly use the terminology structured, semi-structured and unstructured, with the preferred type for qualitative interview being semi-structured (Aspers 2009; Fontana & Frey 1994). Therefore, my approach for this research project was the semi-structured interview. I selected this approach because it provides focus and structure for a novice researcher but also provides enough flexibility to be able to delve into responses when required, or follow a line of discussion that the participant initiates. I note that my novice researcher position is countered by the extent to which my prior knowledge of the field from direct immersion, uniquely qualifies me to add value to the research process. Semi-structured interview is a form of interviewing that enables the researcher to participate in the conversation including careful comment and self-disclosure. This enables a better rapport to develop between the researcher and the interviewee and supports the development of a partnership between the two who are contributing to the dialogue (Aspers 2009; Fontana & Frey 1994).

3.3.4.1 Development of interview guide

The aim of the interviews was to delve into a deep discussion of lived experiences, perceptions and views of Reservists regarding Reserve service generally, and HR related impacts on Reserve service, recruitment, retention and resignation. The

interviews elicited stories about how HR policies and practices were lived in individuals' experiences.

Interview preparation started with an analysis of the key themes from the literature review and the HR context described in Step 3. From this, questions were developed as a starting point for interviews.

For this research project, I conducted multiple practice (or preliminary) interviews, where the results were not included in the research. I conducted it with a colleague who was interested in the research and wanted to assist with my preparation. I practised with this colleague, different ways of asking the questions and the degree to which the question guide could be followed. I also asked the colleague to change their responses each time we practised, so that I was not surprised by opinions or experiences that were different to my own. This became particularly important during the analysis phase and being able to 'bracket' (Aspers 2009; A. Giorgi 1989, 1997, 2008b; B. Giorgi 2006; Groenewald 2004) preconceptions about the phenomenon, which I will discuss later.

3.3.4.2 Ethics

There are a number of ethical, privacy and security issues, which were major considerations in this project. They ensured that a 'matter of principled sensitivity to the rights of others is upheld' (Cohen & Manion 1996, p. 357). As a Defence member, I also had to consider the security implications of my research and how these can impact upon political and security issues for the country.

In order to ensure ethical research, I made use of informed consent (Kvale 1996). Participants were informed about the research objectives and purposes before collecting data. Gaining the trust and support of research participants is critical to informed and ethical academic inquiry and phenomenological research (Patton 1990; Seale 1999; Strauss & Corbin 1998). Each participant was provided with a hard-copy of the consent form and research description letter prior to their interview. Each participant was required to sign the form, acknowledging their understanding of the research, and providing their consent and willingness to participate in the research.

The purpose of the informed consent form was to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by

the recipients, and describe information that participants were expected to provide (i.e. experience of Reserve service).

The informed consent form contained a declaration that the participant's background information would remain confidential and would not be released without the participant's approval. Restricted access based upon a 'need-to-know' construct, protects and secures participant information to maintain confidentiality, anonymity, and to ensure that all responses are secure from inappropriate disclosure to enhance reliability and validity of data. Identities were coded throughout the process and the documents relating to their identities are password protected. If their data or identities are jeopardised in some way, the participants will be notified.

Participants were provided with a letter that contained all the relevant information about the study and their options as participants. This letter also indicated that participants could withdraw from the study at any time without fear of reprisal, providing a reason for withdrawal, or contacting the interviewer directly. Participants could either contact the interviewer directly to request withdrawal from the study, or alternately, contact the university. To my knowledge, no participants contacted the university to withdraw.

The risks associated with the study were minimal, as I am the only individual who has access to the research data. All information related to the study was immediately secured in password protected files and systems. Hard copies of data are stored in a locked safe in which I am the only individual who has access, and I periodically check to ensure it is secure and no files are missing. In the event that the research information becomes jeopardised, participants would be notified immediately.

A copy of the research data was stored in a secondary location in case of a natural disaster. Again, I am the only individual who has access to the data. If a significant disaster occurs where all copies of the data is destroyed, I undertook with the participants to confirm that the information has been destroyed and none of its content can be used or reviewed.

In addition to the considerations of the study relating to the ethical participation of the Reserve members, I had to consider security implications for the Australian and UK Defence Forces. Both Defence Forces have requirements for some information to be restricted from the public arena in order to protect its sovereignty and interests. During the

research, and in particular the literature review processes, I discovered a great deal of information that would have been beneficial to include and consider. However, in order to ensure this thesis could be marked and released by non-serving military personnel, I had to ensure that I only referenced public domain and unclassified information.

All of the above ethical and security implication, mitigations and approaches were presented to the university ethics group prior to the conduct of the research. The ethic approval for this research was granted by the university (UTS HREC 2005-046A).

3.3.4.3 Sample Size

Sample size is a common concern for qualitative researchers. It is difficult for people to accept that a 'single-figure sample is valid' (Lester 1999, p. 3). The size of the sample relates to the extent in which the research wishes to generalise the claims it is making.

The literature shows there are three overlapping views regarding qualitative research being generalisable or not. The first view is that qualitative research does not aim to be generalisable, particularly in the research approaches such as heuristic phenomenology which aims to interpret rather than describe, however there are good reasons for employing a qualitative research approach (Brannick & Coghlan 2007; Finlay 2008). The second view is that qualitative research can be generalised, however cautions regarding the degree to which it can be generalised should be noted (Marshall 1996). This view somewhat accepts the empirical paradigm rules and constructs regarding 'good research'. The third view is that qualitative research, more specifically in this instance, descriptive forms of phenomenology, such as the ones developed by Husserl and Giorgi, are generalisable (Aspers 2004, 2009; Finlay 2009; A. Giorgi 1989, 1997, 2008b; B. Giorgi 2006). My view is that qualitative research can be generalised in that it can explore or describe phenomenon beyond the sample and may have wider applicability than the particular case/s studied (Aspers 2004, 2009; Finlay 2009; A. Giorgi 1989, 1997, 2008b; B. Giorgi 2006). As such, my sample had to reflect the group of people who had shared forms of Reserve service.

The sample size was nine people from the three data collection groups, being current serving ARes members, ex-serving ARes members, and current serving TA members. Finlay (2009) cites Amedeo Giorgi by indicating that descriptive forms of

phenomenology require '[a]t least three participants … because a sufficient number of variations are needed in order to come up with a typical essence' (Finlay 2009, p. 9)

Selecting the participants was primarily conducted using a Convenience Sample technique, which involves the selection of the most accessible subjects. It is the least costly to the researcher, in terms of time, effort and money. It is a commonly used sampling approach in many qualitative studies (Marshall 1996, p. 523) as 'it is not usually possible to "do" phenomenology with a lot of people' (Sixsmith & Sixsmith 1987, p. 317). However, the selection of participants was not wholly convenience and there was an element of purposive selection, in that I had to ensure that I had representation across serving and ex-serving members.

The participants volunteered to participate following either a direct approach by me or having heard that the research was being conducted. The Australian participants represented both serving and ex-serving members and in one instance, a member resigned from service after the initial interview. The conduct of an additional interview occurred with this member to focus on resignation events.

Chapter 4 discusses the demographics in detail; however, it is important to note that due to privacy concerns, I was unable to interview ex-serving members in the UK as there was reluctance by the Ministry of Defence to make ex-serving member details available. Prior to arriving in the UK, the hope was to interview between 5–10 participants however, in practice, access to willing participants and the willingness of the Ministry of Defence to give access fluctuated. However, the Ministry of Defence was particularly helpful in providing access to a range of subject matter experts regarding recruiting, training and retention processes and documentation regarding conditions of service. This greatly assisted in understanding the UK context better. Ultimately, the four UK participants were all volunteers and openly indicated that they were willing to participate.

The nine-person sample size provides a convenience sample of two country's Reserve forces, and also provides insights into the different and shared lived experiences of Reserve service. To a limited extent, generalisation and development of lived experience structures can occur because all members have participated in Reserve service and represent a wide range of units, corps (trades) service length and experience.

If the convenience sample all came from the same unit, trade and had completed the same length of service, then the generalisability of their stories would be significantly decreased.

3.3.4.4 Interview conduct

The study consisted of two phases; first, the interviews with members of the UK's TA, then an interview schedule with Australian Army Reserve serving and ex-serving members. The interview process with the participants took place over approximately one year.

Whilst I had a list of specific questions for participants to answer, the manner and order in which the questions were asked varied between interviews. I also had the freedom to ask additional questions if I believed it would clarify responses, elicit more meaningful data or to follow an unexpected line of enquiry. Often additional questions would include, for example: 'Could you give me an example of when XYZ happened?' or 'How did that event affect you?' I wanted participants to have some freedom to talk about experiences and perceptions of Reserve service. I found that having spent much time in preparing the questions and rehearsing the interviews, I was not reliant on the question sheet and was able to follow the participant's line of thinking throughout the interviews.

In this instance, data collection was achieved through semi-structured face-to-face interviews. Plans were made for subsequent interviews being face-to-face or via phone conversations due to distance; however, an additional interview requirement was limited to one return interview.

The semi-structured interviews were informal which gave the interview 'an open situation, having greater flexibility and freedom [than structured interviews]' (Cohen & Manion 1996, p. 271). This enabled the full-range of beliefs, attitudes and experiences to develop from the respondents. If follow-up interviews were required, a more structured, formal interview style would have been used in order to elicit specific information, particularly where gaps in knowledge or interpretation were unclear. A follow up interview was conducted in one instance where a serving member had resigned. The purpose of the follow up was to compare the participant's views pre- and post-resignation and a structured formal interview enabled topics to be re-visited.

Whilst there are many similarities between the ARes and the UK TA, during the interviews I found some terminologies and questions challenging. I found a couple of questions consistently elicited unexpected answers in that the data did not relate to the question being asked. I was unable to drastically change the types of responses I received for those questions during my time in the UK, so on return to Australia did considerable rethinking about what it was I was trying to understand from those problematic questions.

With Australian interviewees, after the first round of interviews, it was determined that only one further interview was required. This was due to an interviewed participant who was serving at the time, subsequently resigning from service.

3.3.4.5 Data collection

Kvale (1996) emphasises that the environment in which an interview is conducted is as important as the interview itself, as the environment can affect the interviewee's responses based on their sense of comfort, while sharing their experiences and emotions. With this in mind, wherever possible, interviewees were asked to select the interview locations. Further, I tried to set up the interviews to minimise interruptions (for both myself and the participant) so that interviewees felt that they were participating in a conversation and had some flexibility in their responses and consequently provided quality answers (Kvale 1996). In each interview the interviewee was given as much time as required to assist in instilling a sense of ease and conversational approach.

With the consent of participants, all interviews were recorded on an iPod™ with recording attachment, which greatly assisted in minimising the risk of missing important themes or data and possible misinterpretation at a later date. It also meant that I did not have to manage tapes or writing notes during the interviews, which assisted greatly in continuity. I tested the iPod™ for clarity at the beginning of every interview, but after that initial test, was able to ignore the device and simply have a conversation with the participant.

The shortest interview was 20 minutes, which was with the most inexperienced participant. I assess that this was simply because the participant had less lived experience in the Reserves than other participants. Most commonly, the interviews

lasted approximately 45 minutes to an hour in length. In some instances, the participants felt they had finished, the recording would be turned off, and they would think of something else they wanted to say. With their permission, I would start recording them again. The longest single interview was nearly one and half hours, whilst the participant I interviewed twice totalled over two hours of interview time.

Each interview was subsequently transcribed as soon as possible after the interview, in order to increase accuracy of the transcription. Kvale (1996) maintains that transcription is highly important to the reliability of the data. In a couple of instances where interviews were conducted in more public places, some unexpected background noise interfered with the quality of the interview transcription but overall, this had a minimal impact on the research data.

3.3.5 Step 5 – Study First-order Constructs

Phenomenological researchers rely heavily on the reflection process to analyse the data. However different methodological variants favour either systematic procedures or creative intuition to materialise themes or knowledge throughout this reflection process. In this research, using the analytical methods suggested by Wertz (1983), Giorgi (1985) and Aspers (2009), systematic readings of the transcript were performed by first reflecting on the individual (first-order constructs) meanings and phenomenon, then moving into researcher interpretation across all the data (second-order constructs) which reveals structures and is where a degree of generalisation can occur (i.e. tags and/or recurrent topics). Initially, interviews are analysed individually, then in this research, further textural descriptions are attained through analysis across interviews (Moustakas 1994).

The nature of phenomenological research is that is commences with the first-person descriptions in everyday language of the lived experience. It initially avoids generalisations and any intellectual abstractions at this point (Finlay 2009). The first element of understanding comes from 'first-order' constructs in which the researcher aims to understand each individual participant's experience and meaning (Aspers 2004, 2009). The analysis of each transcript was approached from a lived experience phenomenological stance, with critical questioning of any major theme to emerge. The researcher did this by reflecting and analysing the participant descriptions first and

looking for themes and meanings in each interview. The researcher aims to delve beyond initial meanings to read:

> "between the lines" to access implicit dimensions and intuitions. Importantly, the phenomenological researcher aims to go beyond surface expressions or explicit meanings to read between the lines so as to access implicit dimensions and intuitions. It is this process of "reading between the lines" which has generated uncertainty. (Finlay 2009, p. 10)

In this research, I analysed and reflected on individual data over many transcript readings and through listening to the interviews repetitively, to not only understand the stories and views at a surface level, but to start to identify individual participant themes and structures. Each individual expressed countless diverse types of information, such as feelings and emotions, knowledge including specifics and personal views, evaluations such as judgments and also lived descriptions. The objective was to learn something about the participant's world (Smith & Osborn 2003, pp. 51-71). In essence the 'participants are trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world' (Smith & Osborn 2003).

It is at this point, that some researchers aspire to '"bracket" previous understandings, past knowledge, and assumptions about the phenomenon' in order for the phenomenon to appear in all its manifestations (Finlay 2009, p. 12). Instead of attempting to ignore bias, bracketing involves a process where 'one simply refrains from positing altogether; one looks at the data with the attitude of relative openness' (Giorgi 1994, p. 212). Bracketing has been frequently described as to avoid bias in research, but as an insider researcher (Brannick & Coghlan 2007), it seems that such an approach is difficult to adopt. Finlay (2009) continues to suggest that throughout the process, the researcher should shift back and forth, by concentrating on personal bias and then viewing participants' experiences in a new way through the researcher adopting a 'phenomenological attitude' (Finlay 2009, p. 11). The researcher strives to adopt an attitude of being open to other experiences and views, and to attempt to see the world in a different way. The 'phenomenological attitude' has been variously described as 'disciplined naïveté, bridled dwelling, disinterested attentiveness, and/or the process of retaining an empathic wonderment in the face of the world' (Finlay 2008, p.12).

I noticed during my individual evaluations, that the phenomenological research orientation enabled my beliefs and assumptions to be openly challenged. When unanticipated data appeared, I was forced to reflect on why I was surprised and 'what did this mean?'. New data that was not aligned to my prior assumptions seemed out of place. The process of being confronted with misaligned data with prior assumptions enabled unpredictable data to be closely examined and placed in context. It seems to me to be a challenge to concurrently accept, be open to and aware of contradictory views between your own experiences and beliefs, while interacting with research participants and their own experiences.

3.3.6 Step 6 – Construct Second-order Constructs

As a human *science*, phenomenology aims to be systematic, methodical, general, and critical (Finlay 2009). The second-order construct is the interpretation and reflection of data, across the participant experience by the researcher. The second-order constructs communicate in two directions. In the first instance, the constructs (or themes) must be presented to the members of the field (Reservists) in a way that they can understand. Second, the constructs or themes must be connected to the existing research and theory and understandable to other researchers (Aspers 2004, 2009). The researcher is responsible for managing this delicate balance of distilling lengthy interviews, determining individual meaning types to then describe the shared experiences through generalised structures of the experience (McCaslin & Scott 2003). In essence the 'participants are trying to make sense of their world' (Smith & Osborn 2003, p. 53); the researcher is trying to make sense of the participants trying to make sense of their world' (Smith & Osborn 2003).

With descriptive, empirical phenomenology, researchers aim to reveal essential, general meaning structures of a phenomenon. They stay close to what is given to them in all its richness and complexity, and restrict themselves to 'making assertions, which are supported by appropriate intuitive validations' (Finlay 2009, pp. 10-11). I align myself to the view of some scholars who see a continuum between description and interpretation where specific work may be more or less interpretive (Finlay 2009) and used my HR lens to assist with that description and interpretation of the lived experience.

The adoption of the disciplinary, phenomenological attitude ensures the appropriate sensitivity is applied to the analysis whilst also providing a way in which to make data manageable. The data will always be richer than the perspective brought to it, but it is the latter that makes the analysis feasible. 'Without the strict application of a delineated perspective one can be pulled all over the lot' (Giorgi 2008b, p. 2).

At this stage of the analysis, the researcher is 'constantly on the hunt for concepts and themes that, when taken together, will provide the best explanation of "what's going on" in an inquiry' (Srivastava & Hopwood 2009, p. 77). Using my HR lens, I looked for similarities and differences regarding the participant experience. Importantly, in this analysis, all statements are considered equal or of 'equal value', which is known as horizonalising, where all relevant statements relating to the topic are listed. They are then grouped, tagged and categorised into themes, removing any duplicate statements. These then develop into the 'textural descriptions of the experience' (Moustakas 1994, p. 118).

During the horizonalising process, striking themes or experiences that appeared important to me were noted and related to the literature and the HR lens. In many cases, lived experiences related to more than one theme or topic and were noted accordingly. Placing related information together assisted with the emergence of themes. Initially there were 'proto-themes' for grouping and categorisation of data and information but as the analysis continued, these were re-examined for unexpected themes to be revealed.

Coupled with the HR lens which was used in this analysis, was the important theory of transmigrants (Lomsky-Feder, Gazit & Ben-Ari 2008). This research forced me to consider alternative ways to look at motivation, belonging and organisational culture. This theory was tested against my data, which was found to be evident in my illustrative sample group, and as will be detailed throughout the remaining research, shaped another new way of viewing Reserve service – the paid volunteer.

The iterative process of these steps meant that the theories and concepts being tested against the data appeared malleable, so an additional exploration from raw data occurred to determine if any new information could be revealed or other information overlooked. The iterative process also assisted with fully determining the emergence of the themes. As description and researcher interpretation took place, my focus would

change. Sometimes such change would be by reflecting and imposing my own experience onto the participant experience, whilst at other times it was through the surprise revealed by the stories of the participants, and subsequent themes that evolved. When relating the themes or tags to each other, I observed the causes of one pattern relative to another, the properties in relation to another, the aspects relating to the other groups, the associations of them together, which theme or tag resulted in another theme or tag, and the similarities and contrasts of each against the others.

3.3.7 Check for Unintended Effects

Commonly, social sciences are concerned with the effects of unintended consequences (Aspers 2004) which are described as the unplanned effects resulting from actions. These effects can be positive, negative or neutral. Aspers (2004) offers an example of unintended consequences in descriptive, empirical phenomenological research, being 'a consequence, which the actors see as uninteresting, may be very interesting to the researcher, because actors and researchers have different horizons of interest' (Aspers 2004, p. 8).

Merton (1936) popularised the concept of unanticipated consequences where he attempted to address the issue of unexpected effects borne from deliberate acts that aimed to bring social change. He proposed a structured analysis to attempt to identify unanticipated consequences prior to their effect. He highlighted that motives drive actions and consequently, a choice is presented and selected between alternatives (Merton 1936).

The law of unintended consequences has recently become an adage to represent any interaction in complex social systems that is likely to have unexpected outcomes (Aspers 2004). As a result, I have had to consider the impact of my research on the behaviours and beliefs of the participants. As noted earlier, one participant when first interviewed was a serving member of the ARes but resigned and was re-interviewed. I had to consider whether discussing Reserve service, retention and resignation had an impact on his desire to continue to serve. The participant indicated that this was not the case, but relied wholly on his ability to reflect and self-analyse his motivations during the process and afterwards. It is also quite possible, that he did not want to inform me that my research made him reconsider his motivation to serve by bringing it into his

consciousness. This process of reflection causes me to ask: 'Does a focus on the lived experience cause people to recall negative experiences that cause a negative effect?' In short, 'How can one conduct phenomenological research without having unintended consequences?'

Having revisited these questions numerous times, I know that I do not have the answers to these questions, other than to ensure that I follow sound research procedures and support participants through the process.

3.3.8 Relate the Evidence to the Literature and the Field of Study

Aspers (2004) indicates that descriptive, empirical phenomenology is different from other kinds of phenomenology because it considers existing theory in its analysis. Giorgi's (2008b) view is not as concrete as Aspers, when he says that phenomenology is not against empiricism, but it is broader than empirical philosophy. The reason for this is that the phenomenological method, questions phenomena that are not reducible to facts but aims to describe the perspectives of those who live the phenomena (Giorgi 2008b). In this research project, the lived experience coupled with an empirical attitude, results in this research being presented in such a way that it equally expresses the participant voice (first order construct), whilst benefiting from researcher insight (second order construct) and draws upon existing theory to illuminate participant lived experience. It also then aims to find or identify new ways of viewing the Reserve experience.

Throughout Chapters 4, 5 and 6, I not only present the participant and research voice, but also refer to theories and concepts presented in the literature review. I concur with Finlay (2009) who states that presenting research needs to be done with the audience in mind. Reporting research must be done to have the most relevance and impact. Finlay states: 'broader political, instrumental, or strategic interests cannot be ignored and it behoves phenomenologists to be reflexively aware of the issues at stake when they are presenting their research' (Finlay 2009, p. 15). As a result, I have had to be highly cognisant of the two audiences for whom this research is intended. First, this research must address the audience of the markers who will determine the validity of this research to meet the requirement for a doctoral award. Second, this research must also have meaning to military (particularly Reserve) readers. This has influenced the way in

which the data is presented and the way in which I have drawn upon extant theories and concepts.

In the following chapters, the first order construct of using the participant voice means that this research report contains raw data, such as participants' quotations. Finlay (2008) indicates a benefit of this is that it provides an opportunity for readers to judge the soundness of the researcher's analysis. In Chapter 4, the raw data of the participant voice through quoted excerpts is often presented in order to show the shared lived experiences and the difference in participants' experiences. At the end of each section within Chapter 4, I present the researcher voice or second order construct that draws on my analysis and interactive reflection of the data. By doing so, I have attempted to align to the thinking that 'the best phenomenology highlights the complexity, ambiguity and ambivalence of participants' experiences' (Finlay 2008, p. 7).

Chapter 5 is wholly presented from the perspective of the researcher's voice, and with an 'empirical attitude'. This chapter draws together the data interpretation from Chapter 4 and the literature from Chapter 2, to view the phenomenon of Reserve service, recruitment, retention and resignation in new ways. The iterative nature of the research and writing process has assisted with being constrained by existing theories. As a result, Chapter 5 not only draws upon previous theories and discussion, but due to this research proposes a new way of thinking about Reserve Service – the Paid Volunteer.

Chapter 4 – Phenomenological Data and Interpretation

This chapter aims to present the participants' voices and the researcher analysis in equal measure. It attempts to illuminate HR theory in the Army Reserve context, by drawing on participant experiences and perceptions, and also consider where possible the implications for wider considerations such as a unit, brigade or even more broadly, Defence. Each section presents the participant's voice first, grouped by second-order themes and reflections. An observer's own life experiences, which may or may not include Defence service (Regular or Reserve), may give rise to agreement, disagreement, or a question as to the statements made by the participants. This is their lived experience and their perceptions of being a Reservist. Each section concludes with a 'review of' the topic/s. This is where the researcher's interpretations, analysis and reflections are discussed to draw out the concepts, themes, meanings and implications from the participants' expressed thoughts. This is where the structures of the experience are presented.

This research has captured the lived experiences and perceptions of a sample of Reservists at a particular point in time, against a backdrop of policy, process and procedure that has subsequently changed since data gathering. All efforts have been

made to present the data against the backdrop of the policy at the time. As some policies have changed, the implications for broader Defence may be lessened. What is not lessened is the importance of the participant experience and understanding that experience, which in turn enables reflection on ways to improve the Reservist lived experience in the future. This research gives the participating Reservists a voice. Their experience and perceptions are as equally likely to be different to other Reservists as they are to be similar. Similarly, Regular members, ex-serving members and other readers of this work may or may not identify with their experience but may be enlightened by its presentation in the dissertation.

Before embarking on the story of the participants and discussing their perceptions and experiences, I must first describe who they are and where they have come from. This illustrative sample group consisted of nine serving and ex-serving part-time soldiers and officers from the UK's TA and the Australian ARes. I asked them a range of demographic-type questions to assist with better understanding their backgrounds. A description of each participant's demographics is listed below in order to better understand the context of their responses later in the chapter:

Table 1: Table of Participants in Interviews

Code	Country	Rank	Serving / Ex Serving	Yrs of Svc	Corps / Trade	Gender	Civilian employment
UK1	UK	Captain	Serving	11	Infantry	M	Solicitor
UK2	UK	Sergeant	Serving	30	Infantry	M	Self-employed
UK3	UK	Lance Corporal	Serving	5	Logistics	F	Police Officer
UK4	UK	Private	Serving	½	Logistics	M	Student
AS1	Australia	Major	Ex Serving	25	Armoured and Specialist	M	Business owner
AS2	Australia	Major	Ex Serving	17	Armoured	M	Senior Corporate Executive
AS3	Australia	Captain	Serving	17	Ordnance	M	Full-time service (consultant)
AS4	Australia	Warrant Officer Class 2	Serving	32	Armoured	M	Bank worker
AS5	Australia	Corporal	Serving then Ex Serving	20	Ordnance	M	Police Officer

The composition of the overall group is important because it informs how much of the data, analysis and interpretation can be generalised in accordance with descriptive phenomenological methodologies and what information can only be illustrative. All members of this group have experienced Reserve service. Some had experienced leaving the Reserves. Of note is that all TA participants were in service at the time of their respective interviews. As mentioned earlier, interviewing ex-serving UK members was not possible due to the concerns of the Ministry of Defence regarding the legalities of privacy.

Contrastingly, the Australian representatives consisted of both serving and ex-serving Reservists. Initially, the Australian group contained only two ex-serving members. However, AS5 left the service approximately one year after his interview and I asked that we conduct another interview, to which he agreed. The importance of being able to compare his before and after resignation responses provides insight, in his example, of intuitively knowing what will cause resignation.

The range for the length of service varies greatly. I found it difficult to find Australian participants who had little experience and were willing to participate. I perceive this may have been due to the more senior rank I hold within the ARes and therefore reluctance for young Reserve soldiers to speak to an experienced 'superior', which can influence the findings. However, as this research is focused on the lived experience, then length of service is not necessarily problematic for this research; arguably, those with longer periods of service have more experiences upon which to draw for this research. Similarly, as members volunteered to participate in the research, they are more likely to share experiences regardless of perceived or real rank hierarchy tensions.

The participants' corps (which is likened to a specialisation or trade) is listed and during the interview stage, attempts were made to ensure there was sufficient variety in the types of jobs people perform. This was purposeful. In being able to generalise more, it was important that the Reservists had very different experiences. This was more likely if they came from different specialisations. My assumption that many infantry Reservists will experience similar activities as each other, and similarly logistics Reservists will experience similar activities as each other, but overall there are more likely to be different experiences recorded between infantry and logistics Reserve soldiers. Similarly, the participants had served in different units from one another. I

arranged this because I believed it would be likely that Reserve service would be viewed similarly by people with similar trades or units because their experiences would be similar. Whilst there are duplicates of corps amongst the participants, they served in different units and performed different roles, thereby contributing different experiences to the research.

I have included the participants' civilian careers because their civilian life-experience could influence their perspectives on military service. The civilian experience varies greatly and the list contains a student, blue & white-collar workers and one participant, AS3, performing full-time service with a Reserve unit at the time of interview, but comes from a consulting and logistics background. One member of the TA, UK2, had been in the UK Regular Army prior to transferring to the TA.

Finally, all the participants were volunteers – they are primarily an illustrative, convenience sample containing some representation across the spectrum of part-time soldiers, however the limited sample size means that this study is not necessarily representational of all Reserve personnel. Due to the purposive selection of a broad cross-section in this group, it can be said that they are illustrative of Reservists' experiences; however, it may not be that that their opinions are representative of all Reservists. The descriptive, empirical phenomenological approach to the research can claim some generalisations of the Reserve experience, but it cannot be deemed representative of all Reservists. Nevertheless, this research provides illustrative insights into the lived experiences of Reservists and therefore is able to heighten awareness of issues that may affect Reservists beyond this sample group.

The literature review in Chapter 2 discussed motivation theory through the lens of the paid and unpaid worker. As the interviews progressed and then the analysis reflection process commenced, it became clear to me that knowing how a Reservist perceives themselves against these motivation theories will assist in better understanding retention and the lived experience of Army's HR policies, procedures and practices.

4.1 Psyche of the Part-time Soldier – Volunteer or Paid Employee

The individual participant, the sample group and then the researcher interprets the lived experiences of the Reservists through the first and second order analysis. The generalisation that can occur, at least within the sample group, is where shared experience or perceptions align.

There was evidence from the literature review that indicated the motivations for full-time employees, part-time employees and volunteers differed greatly. Additionally, in the literature review, I concluded that Reservists do not neatly fit into the part-time employee, casual employee or volunteer definitions; however, Reservists most closely align to 'casual employees'. As a consequence, participants were asked during the interview to define themselves as either a paid employee or a volunteer. I generally asked them, 'Do you see yourself as a volunteer or a paid employee?' and then I would explain my definitions of volunteer and paid-employee in accordance with the industrial relations definitions described in the literature review. Unexpectedly, the responses typically resulted in indirect or shifting replies, both within the response to the question directly and throughout the whole of each individual's interview.

In the first-order construct analysis (single participant analysis), if a participant stated that they perceived themselves as a volunteer, then in my reflections of their transcripts, I looked for evidence throughout the rest of the interview that demonstrated lived experiences, emotions, beliefs and actions that aligned to the theories of volunteer motivations. I also looked to see if there was evidence of experiencing employee motivations through the experiences, feelings and perspectives of the participants.

During the second-order construct analysis (researcher interpretation), by using various HR lenses and the transmigrant theory to overlay all the interviews, it emerged that Reserve service feels and is experienced by the participants as both a volunteer and employee experience. The participating Reservists' perceptions of themselves as workers was an interesting second-order construct lens in which to review the participants responses because there was commonality across most regarding the uncertainty of their employment type.

Whilst I attempted to 'bracket' my assumptions regarding the outcomes, I had believed that the participants' experiences and responses would be consistently aligned to either an employee or a volunteer throughout the interview. My analysis indicated that my assumptions were incorrect, and that seven of the nine participants' experiences, responses, beliefs and perspectives swung between both volunteer and paid employee worker-types. The results that follow use the thematic development of second-order construct analysis to frame the experiences, feelings, perspectives and narratives of the participants' Reserve service.

4.1.1 Part-Time Employment

When asked 'do you see yourself as a volunteer or a paid employee?' only one participant indicated definitively that they saw Reserve service as part-time employment; this was UK4 – the university student. He said 'this is my only source of income, as I'm studying, it is definitely part-time employment … I know people moan quite a bit about it but I see it as part-time employment.' When asked if he would work in the TA without a salary, again his response was decisive:

> No, absolutely not. I wouldn't put my body through this if I wasn't
> getting paid for it. Certainly doing the recruits course was quite hard
> work. I don't think that if we didn't get paid for it, anyone would join
> the TA. (UK4)

His response clearly shows that he believes his Reserve service is a form of paid employment. From this, a number of assertions could be made:

1. The view that he is a part-time employee will frame all other responses from this participant.

2. He is likely to feel less satisfied in his work than do full-time counterparts (Thorsteinson 2003).

3. His motivation for work is within the lower orders of Maslow (Maslow 1943), and ERG theories (Alderfer 1972) whilst the hygiene factors of Herzberg (Herzberg, Mausner & Snyderman 2009) are also relevant.

4.   Retention strategies for this member, therefore, would need to be based on theory and practice of retaining part-time employees.

In reviewing UK4's interview with various employment lenses, I found that unless specifically asked about volunteer-type motivations, his responses appeared to be borne from the employee mindset. This is somewhat understandable given his life experience and personal circumstances at the time of interview. UK4 was a university student who was studying full-time. His TA employment was his primary source of income whilst studying, so it is possible that his circumstances shaped why he saw the TA as a job, more so than the other participants. By contrast, AS4's experience of Reserve service was the polar opposite of UK4, offering an opposing view of worker-type in his response.

4.1.2 Volunteer

AS4 was unquestionably confident in viewing his participation to be volunteer-based. When asked if he would be in the Reserves for no pay, he decidedly indicated, 'Yeah. I would.' He qualified this by stating that if the cost of being in an unpaid Reserve job became prohibitive, he would have to reconsider:

> If it was costing money to be in it, you'd take a very long hard look
> at [it]. If it was a bit here or there, fine, but if it came to the stage
> where I was self-employed and it was costing hundreds of dollars to
> go away [with the Reserve], then I probably wouldn't. (AS4)

From this, the deduction made is that AS4 perceives himself as a volunteer and his other answers throughout the interview should be witnessed through this lens. The way in which he should then be motivated to stay in the Reserve, is via retention strategies applicable to volunteers.

Both AS4 and UK4 were unique in their views. A correlation between their lengths of service is drawn here. AS4, being the longest serving member, has a volunteer mindset whilst UK4, being the shortest serving member, was employee focused. These two members are the exception from this small, illustrative sample group; however, their experiences and descriptions, although less generalisable to the Reserve experience, are still important stories to hear.

The remaining seven participants had greater difficulty determining how they viewed their Reserve service.

4.1.3 Bit of Both – the Paid Volunteer

Through the process of my second-construct analysis, I discovered that the remaining participants' initial responses to the question 'Do you see yourself as a volunteer or a paid-employee?' varied in their certainty. Those, who at first appeared confident in their answers, soon displayed wavering views about the motivations to serve and the 'worker-type' they placed themselves within.

The 'old days' seem to have been the driving impulse for these participants indicating that they might have initially elected to serve for no salary or viewed their early service as volunteerism. AS1 indicated that he would have worked voluntarily in the old days. 'The job was so much fun, and I loved it and, I was doing far more work than I was ever getting paid for'. However, over the past ten years, as the implementation of changes to the role, structure and responsibilities of the Reserve have occurred:

> it got to be a bit more of a job, and things [became] more
> professional and I guess I was doing work that was quite a bit closer
> to what I was doing at [my civilian] work – I was working in the
> office and stuff like that. No, I would not have chosen to be a
> volunteer. (AS1)

AS5 had a similar change in view across the years when he stated:

> Initially I would have said volunteer but I am paid employee. I joined
> when I was young and naive and patriotic – I would have said I was a
> volunteer. In fact, when I go back through some of my old writings, I
> know that I wrote that the money doesn't matter … These days I'm
> more … there for the camaraderie but the money helps a lot as well. I
> guess that is because of the changes that have occurred with the
> Army and with the changes in my attitude … it's a bit of both.

When asked if he would serve for no remuneration, he responded:

I couldn't afford to spend the time as an unpaid volunteer. I used to do the Bush Fire Brigade. I used to work for a charity organisation and I used to be a Venturer leader at the same time as keeping a full-time career and being in the Reserves and I reached the point where I couldn't do it all anymore so I cut everything down to two things – my career and the Reserves. (AS5)

AS2 states with some initial certainty that:

for me, [it was] very much a volunteer. I didn't need the part-time income from joining the Reserve. It was always nice to have it at the end of the month or when it would come through, but I joined the Reserve, because I was interested in doing it.

Interestingly though, he relates doing Reserve service to being a part-time component of the full-time army, which is of course, paid employment:

It was almost like volunteering to join the Regular Army, but without doing that as a chosen profession … They're joining because they want to do it, but there is an expectation that they'll only continue to do to it that so long as they are continuing to get something out of it … The remuneration part is just one component that gives it some attractiveness. (AS2)

AS3's response leans more towards a paid-employee in that he would not do the work for nothing, but he would not say that he considered himself as 'an employee as such'. Instead, he called himself:

a career Reservist … because an employee tends to infer that you just work for the money. The reason that I have phrased it that way is specific, because some people see themselves as an employee, whereas I have two careers. My part-time career, which just happens to be in the army, and I have my full-time career, which just happens to be in consulting and logistics. I happen to be paid to [do] both.

Being in the Reserves for no salary was not acceptable because:

> If I wanted to be an unpaid volunteer, I would be in the State
> Emergency Services … I wouldn't see myself as volunteering for no
> money whatsoever, although I do enjoy the company, and I do enjoy
> the training and everything else, but I would hope and expect to some
> extent that payment would be made for work. (AS3)

UK1 initially sounds definitive in his response, and then quickly clarifies with a contrasting view:

> Volunteer first and foremost, because I get to choose when I want to
> work. Of course, I'm a paid employee. Would I do it if I wasn't a
> paid employee? I would really, really have to consider that, because
> one could view the TA as a hobby, and a paid hobby. Now, would
> people do that hobby if they weren't going to be paid for it? It's a
> tricky one.

UK2 provides the most interesting insight into the psychology of the part-time soldier as his response flits back and forth between the constructs of employment and volunteerism. He starts:

> Now there's a question, 'cause I am being paid but as far as I'm
> concerned I am a volunteer because I haven't been told "you must do
> this, you must do that." Whereas as an employee you're told, you
> must work Monday to Friday, 9 to 5. Whereas, as a volunteer if I
> can't on a weekend 'cause I'm doing something else, I don't go. So, I
> would class myself as a volunteer although I am getting paid.

When asked if he would participate for no salary, again, he finds the question interesting:

Now there's a question. Yes, I would consider it. Personally, because of my army history and I've done it all my life basically, but I don't think there are a lot of people who would do it. There are some that would turn around and say although they don't do it just for the money, if they weren't, if they didn't have any financial incentive at all [they wouldn't do it]. (UK2)

This member has the second longest service, which might have an influence on the internal conflict he shows here in his response.

UK3 also states:

> I don't know, I suppose it's both [volunteering and employment]
> really. It's a volunteer in a way I suppose because you volunteer to
> come and do these things. You get to do it on your own – it's you
> that decides whether you want to do these courses or do this camp.

The seven participants who were unable to neatly place themselves in a 'worker type' of employee or volunteer provide an illustrative example of the challenges that Reservists have in positioning themselves as a worker. There may be many Reservists who do not clearly understand their own motivation for participation and cannot definitively describe their worker-type. The following makes comparisons and describes the impact of the Reservists' self-perception of worker-types.

4.1.4   Review of Employee or Volunteer Perception

My reflection on these three perceived types of Reservists; the employee, the volunteer and the 'bit of both', noted that tensions are created between the Reserve experience and the theory. The experience of seven of the Reservists, drawing on volunteer motivations at times during their service and at other times are motivated in ways that are reminiscent of being an employee, creates a tension in how they view their service and this emerges throughout the remainder of this research.

Two participants were able to definitively place themselves in the worker-type mindset. When reflecting on their individual interviews, I identified that they had less contradictory stories and themes emerging than the participants who were less able to position their work-type mindset. The employee mindset for UK4 was consistent in his discussion regarding remuneration and expectations of the organisation. Additionally, his psychological contract with Army was from the perspective of an employee (McLean Parks, Kidder & Gallagher 1998). His psychological contract determined acceptable behaviour by the organisation towards him, the salary amount and frequency of payment, supervision and management style and the like.

Similarly, the volunteer mindset of AS4 was consistent when discussing motivations to serve and themes around community and service. His expectations of the organisation should also neatly fit into the mindset and motivations of a volunteer (Farmer & Fedor 1999; Kim et al. 2009). This participant discusses his opinions of paid employee related concepts but experiences his Reserve service differently; through the motivations of a volunteer.

The literature review discussed the ways in which the motivations of the full-time employee, part-time employee and volunteers differ (Adams 1995; Eberhardt & Shani 1984; McBey & Karakowsky 2001; Stamper & Van Dyne 2003; Thorsteinson 2003). Noting in this illustrative sample group that there are differences of degree between the motivations of worker-types, the impacts are problematic for those who do not neatly 'see themselves' as a paid part-time employee or a volunteer. When thinking about Reserve service though a worker-type theoretical lens, it emerged that the tensions between the motivations of worker-types could adversely impact the lived experience of these Reservists and therefore influences the ways in which Defence and managers engage with these Reservists.

The blurring of worker-types will affect the expectations of the member, not least of which is the tension between the motivations of each worker-type. Undoubtedly, the participant will experience internal conflict regarding their expectations and motivations for participating in part-time service. Similarly, if it is not easy for the individual to define their worker-type and therefore their expectations of an organisation, then the organisation cannot effectively develop recruitment or retention strategies to reflect the psyche of its participants (or future participants), such as looking at how individuals can contribute to the organisation, rather than requiring all members to conform.

The discussion about the 'old days' being akin to volunteerism and more recent changes reflecting an attitude or approach aligned to an employee, suggests that there has been an underpinning change to the Reserves. This highlighted to me that perhaps the culture had changed with the Reserves over the years, and this has influenced the way they classified themselves within the worker-type spectrum. As such, the next theme for review will therefore be the changing culture of part-time service through the lens of the volunteer and the part-time employee.

4.2   Part-time Soldiering Culture, Identity and Motivation

This theme of the changing culture of part-time service was initially revealed through a variety of individual (first order construct) themes, including *culture, identify with, professional/professionalism, volunteer, club, association/associate with, group of people, together, alienate, views, attitudes, ethos, and identify/identity*. From this assortment, a number of themes regarding part-time army culture and identity were distilled during my second-order construct analysis, including *esprit de corps, life balance, engagement, and being set apart from Regular and civilian life*.

Unique 'part-time service' themes relate to how individuals identify themselves as being part-time soldiers. This seems to arise when they compare themselves to full-time soldiering or civilians with no service history. Importantly, some themes emerge which may be experienced by other types of workers or volunteers but it is not the individual theme that is important in describing Reserve service; instead it is the collection and interconnection of these themes that makes Reserve service unique to the participants.

One of the recurring themes was the often career-long ties a Reserve member has in belonging to a specific unit, as was discussed by Walker (1992) – unique because, generally Reservists (particularly non-commissioned soldiers) are not 'posted' or transferred to different units as frequently as their full-time counterparts. In fact, some Reservists can serve with only one unit for their entire Reserve career and as such, there was a strong theme in the interviews of an *'esprit de corps'* and the sense of belonging to a unit.

4.2.1 *Esprit de Corps* for the Unit or Regiment

Four participants specifically discussed the sense of belonging whilst others only touched on the topic. Those who spoke of *esprit de corps* all have/had long service careers. These four provide useful insights into their thinking and experience affiliation with their respective Reserve army.

The UK participants in particular, expressed a deep resonance with the uniqueness of being a TA member. Both discussed the importance of the distinctive features of their uniform that identifies them as Reserve. UK1 said:

it's quite easy because belonging to the London Scottish, we have a different cap badge and different rank slides and different sets of uniforms which identify us as being TA. We have no Regular counterpart that wears the same uniform that we do.

Although, belonging to a different unit, UK2 also stated the importance of his unique hat badge by saying:

I wear the Fusilier cap badge, so as far as I'm concerned I'm a fusilier. I still have my regimental identity at the moment but if we do change cap badges, that could affect my identify 'cause they don't have Regular Mercians, so in that respect we would then be definitely classified as being TA personnel and easily identifiable by the cap badge.

Some Australian units also have hat badges and unit embellishment that infer they belong to the Reserve, as AS2 states, 'you wear regimental or unit embellishments, [so] you start to identify with the unit or subunit.' There is a sense the belonging is symbolised by the images of the hat/cap badge and the accoutrements that participants wear. It is fair to say, that Regulars also have a sense of belonging to their Regular units who may wear common (to Army) or unique (to the ARA) hat badges and accoutrements.

The Reserve was described by AS1 and AS2 as being a form of club or clique. AS2 states that 'a big part of the Reserve service is actually about association … [It] comes down to a little bit of a sporting analogy; it's almost like sporting teams' (AS2) and the bond that team members develop over time for their club. In discussing an unrelated topic, AS1 said: 'The language, the clique, the part of the club – those sorts of things help' to build the team and affiliation with the Reserves. For these Reserve members, their commentary demonstrates the strength and importance placed on unit association by some Reserve members.

Closely linked with associating in a group of people are the friendships that are forged by being in the Reserve. AS1 shows that the life of the Reservist enables like-minded people to share common interest and to form friendships. He said:

I think the centralised training [courses] makes a big difference. So

you've always got something in common, where you do a training

course and you bump into the same person. A couple of courses

down the track and you see them again in Perth or South Australia,

[it] is part of the culture as well. (AS1)

Part of belonging, particularly in the military, is the historical links that become part of the units' ancestral stories. Both UK1 and AS4 spoke about the importance of their units' history in feeling affiliated with the Reserve. UK1 said: 'the fact that we have a TA centre with a lot of history in it, and specifically to London Scottish Territorial Volunteers is again another very visual thing that we are members of the Reserve'. Similarly, AS4 stated that: 'I guess the association and history with the Regiment is probably the strongest Reserve specific thing.'

Esprit de Corps and morale in itself may not be enough to ensure attendance at Reserve activities. So this factor along with uniforms, unit histories, and friendships are not only generalisable to the Reserve, but may be symbolic of the broader Defence community. What is different is that only Reserve units have Reserve history and the like, and that experience of those factors differs from Regulars or other groups. Regardless of whether the above factors make participants feel they belong to the Reserves, Regulars or some other organisation, it is through engagement or being engaged in the work and the organisation, that members also feel a sense of belonging.

4.2.2 Engagement

Engagement was not a topic specifically discussed during the interviews. Through the first-order construct analysis of the participant interviews, the excitement in which the participants would talk about certain events, led me to investigate the concept of engagement in my second-order construct analysis. Of particular note were the conversations about events and activities that excited those who had left the service: AS1, AS2 and AS5. All of them were completely engaged in the organisation early in their careers and at some point in time, the commitment and engagement waivered to the point where the push to leave was stronger than the pull to stay.

To illustrate the above, the experience of AS2 is used. He joined the ARes because he 'met a guy who was serving in the Reserve, and through shared interests, went down to the unit he served with and eventually joined'. However, his personal motivation to join was more than simply a case of joining because his mate joined. It was 'to join the military but without doing it on a full-time basis … to get involved in military service'. Fundamentally, his motivation to join was to serve the broader community, in a similar way to the service he was providing in the police force, having 'completed my basic courses in the police force'. He later spoke of leaving the police force and working for other government agencies then moving into private corporations, and with that, the Reserve afforded him the ability to continue serving the community where his civilian job no longer did.

The opportunity to be a leader on a number of occasions within the Reserve was clearly an aspect of service that engaged him wholly. Four other participants also indicated that some of the best experiences they had were relating to a specific job they had performed – a job that was in their eyes meaningful or valued. The words on the page do not express AS2's enthusiasm, however the tone and tempo of his voice whilst he discusses the below (and related topics) showed me, how this experience kept him excited about service:

> Probably, the first one was being the troop leader in armoured corps, for a two year period. So, they were in terms of a position and the job that I did, was definitely the best job that I did. Again, probably the next best thing, without being a single instance was probably being a squadron commander.

Many of the respondents discussed, with excitement, activities rarely experienced by civilians. AS2 discussed 'adventure training type activities. Particularly doing the parachute training course and a couple of things like that', then:

> being involved in a squadron live-fire, fire and manoeuvre exercise at [location] in 1998, 97–98 was definitely a highlight. And another one was probably, coordinating the armoured component of a … brigade fire power demonstration.

Having used AS2 as an example of engagement to represent those who had left service, UK4 provides an example from serving participants. Enjoyment describes UK4's engagement with the organisation. He stated:

> firing live ammunition would be one of [the best things I've done]. That's quite a thrill. Second one would be doing cross-country driving in a Land Rover … that is really good fun. And the third is being the anti-aircraft sentry in what we call the drops trucks … with a [Light Support Weapon] …[it] is quite intense looking 'cause he does all these manoeuvres to get out of the way of the aircraft so it's quite an adrenaline rush doing it. (UK4)

He also spoke about his expectations and why he joined which included: 'I thought it would be quite fun to do it and meet some great people and I've met some great people and have had a good laugh while doing it'. The sense UK4 gives is that enjoyment enables him to engage with the organisation and whilst this continues, he will continue to participate.

4.2.3 Set Apart – Volunteer vs. Employee vs. Civilian

Reservists are set apart from Regulars, because they have civilian jobs and/or are studying. Reservists differ from colleagues in civilian jobs because they are in the military and they differ from their friends who volunteer for a local organisation because they are paid. Similarly, it is acknowledged that Regulars may also study full-time or part-time which can be seen as similar to Reservists. However, if undertaking part-time study then Regulars cannot be performing a full-time job and Reserve service (as a member cannot be both Regular and Reserve). If undertaking full-time study, then their studies and salary are paid for by the military and they should not need to find financial ways to sustain their lifestyle.

Part-time soldiers see that their motivation to serve is different to full-time soldiers. AS4 indicates:

> the difference between an ARA and [ARes] soldier [is] one has a job [and the other] … I was going to say [has a] hobby, that that's not the right word for it. Keenness. I think you can pick the difference. … I

think one is keen to get out and do something because it is an
interest, and for the other one, it is a job.

As UK2 relates:

I go in for once a weekend, and once the weekend is over I hand all
my kit in, get my stuff together, get into my civvies and go home,
then I can forget about the TA until I'm getting ready to go away the
next time.

At the same time, Reservists feel they are also at times set apart from their civilian
colleagues and friends. AS1 declares that the Reservist '[b]asically get[s] to do things
that you wouldn't get to do anywhere else, so adventure training has a strong impact on
retention, because it does engender those sorts of things.' Meanwhile, the sense of
achievement and being able to relate that achievement to those outside the system
provides a sense of identity for AS2 who states that:

It becomes a sense of accomplishment too. "What did you do on the
weekend"? "Oh, you know, we went out this weekend and we had a
range practice, and we were driving armoured vehicles." You have a
way to differentiate yourself against your peers, in civilian life and
you start to identify with that other group of people. I don't mean that
it sets you apart, although I think that for some Reservists it does set
them apart, not in an elevated [way], but certainly as in a group of
people doing a number of those [different] things. There are also
those aspects of the nature of the work that you do, and the people
that you meet etc.

AS3 relates to the activities he does being different to the activities others have the
opportunity to do by saying:

Just the heartache, blood, sweat and tears literally, because 45°C heat
at eight o'clock in the morning, dust up to your armpits, but I loved
it. It was great … People pay thousands of dollars to get there
[Northern Territory], but I'm actually paid to do it.

In some ways, being a Reservist is unique because personal time is frequently dedicated to service, and in response to that, there are opportunities to participate in interesting work. This makes Reservists more aligned to other volunteer organisations such as the SES, CFA or St John Ambulance.

Being set apart from civilians and full-time members, Australian Reservists may find they feel stuck in the middle when it comes to deployment opportunity. As AS2 indicates, the significant effort put into the Reserve was lost because he did not have the opportunity to deploy, once deployment opportunities commenced in the late 1990s (East Timor crisis). He stated: 'Had there been the prospect for me to do an overseas deployment, a real tangible opportunity, I may have extended my length of service.' He later went on to say: 'I don't think that the Army is particularly interested in Reserve officers as an example. The opportunity for them to deploy [and] … to be picked up for particular postings is almost nil.' Deployment will be discussed in more detail later when reviewing the satisfaction of Reservists.

The Reserve 'brand' reinforces that Reservists are different to Regulars, having campaigns that express Regular and Reserve opportunities separately. AS1 thinks, 'maintaining a strong advertising presence helps with it as well. Because I think when you're in, you are proud to be a part of that [Reserve] organisation.'

In terms of volunteer versus employee motivation, there are clear examples of the volunteer mindset with statements such as 'being a Reservist makes you special because you do give up your personal time to serve' (AS2), or participate in a 'hobby' (AS4), whilst contrasting with employee motivated statements such as referring to the 'nature of the work' (AS2).

4.2.4 Changing Culture

The culture of an organisation or volunteer group positively or adversely affects the motivation of participants. Whilst some organisations have fluid, rapidly changing cultures, others remain steadfast in their approach. This study suggests, at least through the eyes of these select participants, that in the case of Australia and the UK, cultural organisational change has branched in different directions between the two armies. The Australian participants indicated there has been significant cultural change in the ARes,

whereas the UK members indicated the TA culture had remained the same over the years.

The UK participants did not present a noted cultural change during their time in the service. UK1 did not think the UK TA 'has [changed] terribly much. No in short, I don't think the culture has changed too much.' Similarly, neither did UK3:

> No, the organisation hasn't changed.… I've spoken to friends from
> work and stuff that have been in the army and it just seems the same
> from them telling me the stuff that they get up to … it just seems the
> same with what I've done.'

Contrastingly, the participants from Australia have noted a remarkable change in the culture of the ARes, particularly in the area of professionalism over the past 20 or so years. AS1 does not believe it was a conscious decision to change the culture of the ARes, but it has happened inadvertently by demanding things become more 'professional including pay slips and all of those things, they are all part of the cultural change.' AS2 agrees the change in 'culture has been remarkable'. In the past, the culture of the Reserve was professional due to self-policing. He said:

> I think, a lot of the officers with whom I did service … were people
> who were naturally inclined to being professional, anyway, and
> wanted to … benchmark themselves against the Regular Army and
> say "I can do that", or wanted to be very professional anyway. (AS2)

AS4 indicated the professionalism has improved over time during his career, although the start point was not poor:

> I think the professionalism is a little bit better. Having said that I
> don't think it was bad to begin with. When I first joined, there was a
> lot of joviality to it and it was a lot less serious … It has got very
> serious in nature. I don't know how to put this. Having a laugh is
> frowned upon. Everyone likes to have a joke, but … it's not the thing
> to do.

Contrastingly, AS1 disagreed with AS2 by stating that in times gone, the ARes was not as professional as it should have been. He said:

> It's gone from almost a four-wheel-drive club in our unit, to
> something far more professional … And that includes everything
> from administration, like … with the pay, to the types of training
> activities, to the level of base training, the overhead type tasks like
> the [annual readiness tests]… and the standardisation of training …
> So, without a doubt, it has changed. (AS1)

AS3 agrees with this sentiment from the viewpoint of the Regular Army. He stated:

> It has changed from the point of "don't go near the Reserves", to
> actually being able to provide a capability on operations and the fact
> is, we were on par and in some cases better than the full-time
> members. When you put the green skin on, no one can tell the
> difference between the part-time and full-time members. And there is
> no "them and us". (AS3)

AS2 concedes the Army forced professional attitudes through its various policies and increased training requirements. This changed the self-motivated desire to be professional to the adherence of organisational standards of professionalism. Further to that, the focus from collective training to individual training has participants feeling a resulting loss of collective identity:

> You had defined identities and they would do collective level
> training. You could see them as an entity. What we're seeing now is
> that there is much more focus on individual training … And that
> changes the nature in the way that we think. (AS2)

A recent increase in legislative requirements and inherent organisational restrictive policies has limited creativity and risk-taking in training in the view of some of the participants. 'The culture of the organisation has become much more; I think there are higher levels of personal accountability throughout the system' (AS2). AS4 agrees, but emphasises the problematic nature of this change: 'Part of the problem with that is that you've got things like OHS and all this other stuff that has taken a lot of [the fun]

away.' Overall, this increased requirement to meet Defence's obligations and expectations has resulted in going from 'what was more like a volunteer-type service to a much more professionally based part-time employment (AS2). AS2 also asserts that:

> individual readiness notices, those sorts of things … It has become more professionalised and what I mean by that is that, whereas it was something that people did, and enjoyed doing and were committed to doing, it was still very much … a volunteer kind of approach to being in the Reserve. With the changes and the way in which they have done it, the professionalisation of it, the fact that there are more [governance] requirements to [be a member of the Reserve] now, and the burden of doing it is significantly greater, it has changed the way in which the organisation exists. Now, that has a significant impact on people at all sorts of levels.

Interestingly, AS1 asked himself the question: "Is it for better or for worse?" and his self-response is remarkably similar to that of AS2:

> I guess it comes back to the role of the Reserve, doesn't it? I think if the role of the Reserves was to have a big standing mass of semi-trained people, which will give you a head start if you had 365 days to train them up, it works. But that's not the role anymore. If the role of the Reserves is to round out the Regular Army now (with minimal ramp-up training), then it could be [for the] better. (AS1)

There is a clear cultural change noted within the ARes only and it is significant that the UK participants have not noted similar cultural changes, given that both organisations are increasingly being drawn upon to deploy on operations. Given the TA culture has not changed 'terribly much' (UK1) provides some contrast for the Australian experience for which there may be an explanation. At the time of the interviews, the TA training routine continued to be Tuesday nights, one weekend a month and a two-week block per year – all of which aligned to ARes training patterns. However, the ARes was still conducting formal training (i.e. courses) under the 'one army model' which meant that Reservists were completing ARA-length courses. For example, the recruit course was six weeks. Deployment readiness requirements had also increased within the ARes,

contrasting with the UK who had no changes in their readiness tests for some time. The recent ARes changes, being fresh in their mind, are likely to have contributed to the distinct view that there was a change in the ARes.

4.2.5 Review of Culture, Identity and Motivation

The foregoing section regarding culture, identity and motivation, points strongly to the volunteer mindset of Reservists, and acknowledging the change in organisational culture within the ARes. Whilst there are many external factors that could be argued as to the reasons for these changes, such as broader cultural, legislative and regulatory (OHS), economic and political underpinnings, this research is focused on the lived experience of Reservists, and so, this commentary aims to discuss aspects of psychological contracts between Army and Reservists that align to the volunteer outlook.

Esprit de Corps and unit affiliation analysis and interpretation identify many similarities between the volunteer mindset and Reserve service. The club associations, cliques and relationships developed by Reservists draw close comparisons to those who volunteer in sporting clubs or community organisations such as Surf Life Saving Clubs (SLSC) or State Emergency Services (SES). The similarities here are the often life-long ties both Reserve soldiers and volunteers have with their respective units or clubs and the pride associated with strong historical organisational stories. The club colours or unit embellishments which are recognisable by others in the broader club or Reserve community reinforces the association with the specific organisation, further instilling pride in belonging. In and of itself, this is not unique to Reserve service. Many clubs, teams and volunteer organisations instil a sense of pride within their members; however, the Reservists discuss it in terms of volunteerism, whilst contrastingly working as employees.

Unit affiliations and unique identifiers are highly valued by a Reservist in forming their Reserve identity. This uniqueness coupled with the difference they perceive of themselves against their civilian peers, having to move 'between spheres' (Lomsky-Feder, Gazit & Ben-Ari 2008) makes them feel special in some way and yet not wholly a part of either the military or civilian sphere. Part of the enticement to participate appears to come from those higher-level motivation factors (Maslow 1943) when they

discuss belonging, the tensions between civilian employment and service in the Reserve and the ways in which they engage with Reserve service.

Lomsky-Feder, Gazit and Ben-Ari (2008) indicate that the Reservist is a 'Transmigrant' where 'Reserves [are] both … social and organizational hybrids or amalgams—they are soldiers and civilians, they are outside yet inside the military system, and are invested in both spheres' (p. 593). Whilst this research is based on the Israeli Reserve experience that has significant cultural, structural and social differences to the UK and Australian experience, a number of the participants reinforced this movement between spheres and the feeling of belonging in each, but concurrently being different. The transmigrant theory (Lomsky-Feder, Gazit & Ben-Ari 2008) does not consider volunteer vs. employee motivations, but discusses the tensions between the military and civilian lived experience.

The section titled 'Engagement' highlights the enjoyment and unique ways that make Reserve service enticing beyond the pay packet. As AS2 discussed, engagement was attained by doing interesting activities rarely possible in civilian life, and the 'coordinating' roles in some of those activities. Harris & Brannick's (1999) Connection/Disconnection model argues that engagement can be attained by the relevance perceived in the job which is performed. AS2 further reinforces this theoretical framework through the engagement he felt to the broader Reserve organisation, by stating: 'A big part of Reserve service is actually about association … particularly units or subunits. I believe that that is a really important part of it.' This reinforces the clear connectedness of AS2 to his job role.

The experience of the ARes members who have served for 15 or more years, paints the story of the volunteer to employee mentality. First, the analogy of belonging to a club highlights the volunteer psyche and motivations for participation. It is clear that the Reservists who discussed the Reserves in terms of a 'club', joined with a psychological contract that revolved around a particular 'club' culture that had a balance of fun and work, responsibility and play. As the role and subsequent culture of the organisation has changed over time, realigning the volunteer-based psychological contract to a more employee-focused contract becomes increasingly important for the organisation. The importance of this is to ensure mutual expectations of inputs and outcomes, and the psychological mutual obligations to each other are aligned. However, for some

participants, there has been an increasing failure of the organisation to uphold the perceived psychological contract or inability to assist members to realign their contract in accordance with the new direction of the Army. This change in identity appears to confirm the assertions of Griffith (2011b) changing identity due to changes in policy.

The experiences of Reserve service further emphasises the importance of understanding the psychology of Reservists, psychological contracts and the sub-culture of Reserve service. The Australian view in this research shows there is a shift from being like a 'volunteer-type service' (AS2) to being 'more professional' (AS1) which in many ways implies in recent times that Reservists are increasingly viewing service with an employee mindset. The Army with increased administrative, readiness and training burdens has reinforced this. As an employee, unsavoury tasks are accepted (as long as they are somewhat balanced with other tasks), however in these examples, the participants appear to view these burdens from within a 'volunteer' mindset and is therefore perceiving these added responsibilities and activities as a break in the psychological contract.

The reference made by some to the 'one army policy' implementation suggests that there may be an unconscious lack of understanding by the broader Defence Force, on the effects of policy on the experience of Reservists. The participants' experience describes frustration and resentment beginning around that time, because the Army was attempting to make the Regular and Reserve components the 'same'. The frustration from the Reserve standpoint was that Reservists have some intrinsic differences that were no longer being recognised by the organisation and the organisation was not engaging the Reserve to ensure that change management assisted in re-aligning Reserve psychological contracts and sub-cultures. All that was unique to the Reserve: the ways of working in the organisation itself, the unit identifiers, the ARes only courses, were beginning to disappear. The participants perceived a lack of understanding of the already high tensions between work/life/Reserve service balance and they believe the organisation was asking for more. Whilst some of these demands have subsequently reverted to pre-One Army policy times, the effects of this on the members who lived through the 'one army' experience are lasting in the experiences of the participants. The lived experience is described passionately and in some cases, resulted in people leaving.

Worthy of note is the different experience described by the TA against the ARes regarding the changing culture of part-time service. The TA had adopted 'one army policies' in the 1970s–1980s, which were disregarded shortly after implementation. The TA service returned to its current form (different length courses from Regulars, Tuesday night parades, etc). As such, those interviewed had not been exposed to 'one army policy' in recent times, and therefore their lived experience is different to the Australian experience.

The motivation theoretical frameworks highlight interesting insights that reinforce the volunteer mentality for the most part. Herzberg's Two-Factor model (Herzberg, Mausner & Snyderman 2009) shows the experience of the members strongly focuses on the motivators to participate. The only hygiene factor discussed in some detail is 'status' where the uniqueness of Reserve service enables participants to attain some form of different status to the average citizen; but also distinct from Regular soldiers. Certainly, discussions of 'push' factors were minimal whilst many reasons to be 'pulled' to the organisation or continued service are indirectly identified. The growth element of ERP theory highly resonates throughout this section with participants noting the challenges of Reserve service in positive ways.

The lesson to be learned from the foregoing section is that a great deal of thought must be given to cultural, structural and policy changes that are likely to affect the psychological contract, culture and unique demands of Reserve service before their implementation, so that the impacts can be closely managed and/or minimised on the members. The foregoing section also discussed the changing culture of the ARes particularly under the One-Army policy. The following section now looks at the experiences of Reservists through a policy lens.

4.3   Experiencing Defence Policy

A number of the participants mentioned policy, and policy related issues frequently throughout the interview. The themes that were revealed included *one-army, higher readiness Reserve (HRR), Reserve response force (RRF), restructure, processes, methodology, Garde Report, strategy/strategic, government, Department of Defence, legislation, common induction training (CIT), Army Individual Readiness Notice (AIRN), readiness, fitness requirements, annual testing, medical checks, dental checks,*

initial employment training (IET). This section discusses the experiences and perceptions of the impacts of governmental and policy decisions on the participating Reservists and their view of Reserve service as a result.

4.3.1 The Role and Relevance of the Reserve

The first and second-order analysis of the interviews revealed the importance of the Reservists' understanding of the role of the Reserve. In the minds of participating Reservists, a meaningful role for the Reserve, determines how meaningful participation in the Reserve become for the individual. The Australian participants, as a collective, were unable to describe the role of the Reserve. Some believe there was no meaningful role for the ARes, whilst others indicated that the role was continuously changing.

An alarming commentary on Reserve roles, was made by AS2 who believed those making policy are to some extent doing it 'blind'. He did not believe that Defence or Army had a true sense of what they wanted from the Reserve and as a result, the frequent change in direction was fundamentally a root cause of most Reserve problems. Lack of direction and consistency had further pushed the valuable resource of the Reserve into a credibility hole. He specifically mentioned:

> the Department of Defence [has] really not come up with a valid
> construct for what the Reserve does. They have fiddled with it,
> they've talked about it, they have engaged it, but it seems that they
> have ignored, in many ways, the valuable input that the Reservists
> have poured into those forums. I don't believe that they've really
> addressed those issues in such a way that makes … the Reserve
> credible. (AS2)

> AS1 was equally unclear that broader Defence has a meaningful role
> for the Reserves when he stated: 'You see it comes back to the role
> of the Reserves. Ultimately, it comes back to that fundamental
> question, and I'm sure somebody has got an answer to it.'

Elsewhere in the interview however, AS1 indicated that the many changes to the role of the Reserve affects the psychology of the Reservists. He stated:

As it changes, you risk losing those people who joined under one

model, and you have to recruit harder under the new model … And it

becomes increasingly difficult in differentiating between those two

groups, without creating an 'us and them', so that's a real danger.

(AS1)

Three participants argued that the lack of clear direction or role meant that Defence did

not want to support a functional Reserve. Each, worded differently, that they perceive

there is no long-term plan for the Reserve and instead, Defence will continue to keep

changing roles and polices. AS2 most concisely stated:

They need to actually make a determination – do they want to have a

Reserve, and if they do want to have a Reserve, how do they actually

see it being engaged or deployed or utilised?

Conversely, AS1 indicates that there has been 'a fundamental shift in the purpose of the

Reserves' but does not describe in what ways. He indicates however, that 'if the role of

the Reserves is now as I understand it – if that's what it was when I first joined, would I

have joined? – The answer is "most likely not".'

The contrasting view to the above was from AS4 who believes that the Reserve does

have a meaningful role. He stated: 'I think we didn't have a role before but now, whilst

there is a war going, the Reserves [are] looked upon favourably.' He does not however,

further elaborate on the details of that role.

The commentary above indicates there are varying perceptions of how the Reserve is

utilised, however the theme throughout highlights the requirement for a well-described

and well-known role being communicated and adopted by the broader Defence

community.

The Ministry of Defence in the United Kingdom has published a document (Ministry of

Defence 2011a) that clearly states the three roles of the UK's Reserve component,

whereas extensive research in the public domain on the role or roles of the ARes prior

to 2012 were not located. Whilst specific roles for the ARes up until 2012 had not been

identified, directed tasks and capability, mandated within Defence literature, were clear.

The interviews were conducted during this time. However, in the past year, Plan

Beersheba was released in the public domain and now describes the role of the Reserve clearly (Australian Army 2013). Further research would be required to understand whether Reservists were aware of this new role.

4.3.2 Deploying the Reserve *En Masse*

Before reviewing this section in detail, it is important to note that over the past four or so years, Reservists (including myself) have served *en masse* in both East Timor (Timor Leste) and the Solomon Islands. The discussion here is based on the lived experience of participating Reservists, prior to those changes in Reserve utilisation occurring.

Two participants indicated that there was a perception amongst Reservists that the Government does not trust the Reserve to participate in overseas operations *en masse*. AS2 believes that the Government will not jeopardise political support by sending Reservists *en masse* to overseas non-warlike and warlike operations. In fact, the Government seems unwilling to engage its power to order individual Reservists to deploy either. He stated: 'I think it is an issue that, from a policy perspective, government needs to have a position on and they need to legislate on that intention and then support it' (AS2).

AS4 indicated that the opportunities to deploy are increasingly available, although not *en masse*:

> Nowadays, we've had guys who have been to Timor, Solomons, Commonwealth Games, Olympic Games and … chasing the bad fellas. Butterworth – one or two Reservists would go there [but] now, you stick your hand up and you can basically go. I think the changes in policy support what we are doing.

Similarly, UK2 agrees with the increase of mobilisation opportunities with commentary such as: 'One is certainly our bigger chance of mobilisation.' This is particularly of note, as both the US and UK has been deploying Reservists in collectives for many years. Since 2003, the UK have mobilised more than 27,000 Reservists (tri-service: Navy/Marines, Army and Air Force) in support of operations (SaBRE 2013).

The decision to incorporate this section, even though Australian Reservists in the past five or so years have deployed, is to highlight the varied view of Reservists at the time of interview for future insights and reflection.

4.3.3 Policy Makers who do not Understand Reserve Life

Two participants discuss the perception that policy makers do not have a good understanding of Reserve life. Firstly, AS5 indicated that Army-wide policies (for both Regular and Reserve) inhibit the ability or willingness of Reservists to participate. He uses the Army Individual Readiness Notice (AIRN), which is a metric and one of a number of qualifiers for deployment, as his example:

> They went too far with the AIRN compliancy and expecting part-time soldiers to have the fitness ability of [that is] the same as the Regular Army soldier who is getting time to do physical training three or four or more times a week during work time – who don't have to drive long distances after they've already worked a 12 hour shift to do their second job. I don't have an argument that we have to be fit … The point being is that AIRN is readiness to deploy but the Reserve, arguably has 365 days' notice to move so I imagine, given a year to focus on fitness, Reservists could easily get up to standard. (AS5)

The implementation of Army-wide policies has changed the nature of Reserve service to being more like 'part-time employees'. AS2 unambiguously states that Defence '[has] started to fundamentally change the nature of the Reserve' via policy that implies the Reserve is moving towards 'a truly part-time employment opportunity'. He said the Reserve:

> can be less of a volunteer type force and [more] of a professionally focused force, with the types of time constraints that have been put in place, [however] they will have to remunerate people a lot more, to make it a very distinct kind of organisation. (AS2)

He continued to state that Defence is looking for a part-time force that is able to provide full-time equivalent capabilities. By implementing policies that reinforce this, he believes Defence is driving out much of what the Reserve, in culture and capability, is about. He stated that the Reserve:

> is just meandering along, and I think that the Reserve [has] felt for a very long time that they know what is happening, they don't agree with it, but their voices are virtually not heard or it's ignored. (AS2)

AS4 tells a story regarding the changes to alcohol policies indicating that under the guise of being more 'professional' Defence is removing adults' decision-making process – making the 'professional' assertion moot:

> Alcohol – no booze. Now, I have a problem with that. And I did when I was at [a training establishment] and I actually had a very deep and meaningful with the RSM [there]. Staff Cadets or Officer Cadets weren't allowed to have drink. My argument to that was that I've got a bunch of "kids" (over 18s who are in training) and we teach them and we evaluate them, and how good are they at running a section and how good are they are running a platoon. What happens when night comes and it's time to stand down? Let's have a beer. Staff Cadet X went out and got absolutely blotto and can't work the next morning, so should they be in charge of a platoon? NO! (AS4)

His argument is that policies are adversely affecting the training establishment's ability to assess maturity: a highly important and regarded quality in a person about to graduate as a commissioned officer.

4.3.4 Restructuring

Decision makers who have not experienced Reserve service are perceived to be those involved in regular restructuring that Reserve forces have faced over the years. AS1, AS4, AS5 and UK1 all refer to restructuring and moving unit depot locations as problematic. UK1 states that:

The biggest thing is whenever any restructuring occurs, like what is happening at the moment in the UK, there is always the threat that some units will close … I have been in a unit, in an infantry unit which closed as result of the last restructure … so we had infanteers going to signals units, to medical units, and although they haven't got the skills, they were still welcomed as being trained soldiers and brought in for their infantry specialism in things like the recruit training of those particular units.

He then tied this back with the *Espirt de Corps* discussed earlier by saying:

But it is quite galling for guys who have served under an infantry cap badge with a big history, to have to say "right, well you've either got to change your cap badge or leave" or … that's not a pleasant decision to have to make for guys who have grown up in a system that has fostered regimental pride. (UK1)

The participants mention poorly managed restructures. A common theme is the poor change management process at the time of the transformation. Specifically, there is an expectation that Reserve soldiers will adjust with the change accordingly, however all discuss the resulting decrease in attendance numbers. AS5 discusses a company move of over 100kms, which saw the company:

having four platoons on a parade and having 60 people show up on a Tuesday night … down to six or seven people not including the Regular Army staff doing the work of a company … [which] is supposed to have anywhere up to 160 people … we've got ten.

UK2 also indicates that this is a problem by stating:

the merging of various regiments which is also something close to my heart, 'cause I used to be here and we had three battalions when I was a Regular soldier, and then we merged to two, and now it's happening within the Territorial Army. There's a possibility that we are going to be losing our history really … to me personally, that is, and the older members of the TA, a lot of people who have said that

… "if we lose that cap badge, we lose our identity, we are going to go." And to be honest, saying that I'd be here 'til the end: that is the thing that is making me think about swaying and leaving.

4.3.5 Review of Policy Effects on Part-Time Soldiering

Over the past decade the role of the Reserve has shifted to be much more operationally focused, rather than the strategic Reserve of times past. However, Reserve members indicated that the changing role of the Reserve has not been clearly communicated and change management programs have been lacking, thereby reducing programme success. The notion that policy makers are 'doing it blind' underpins the perception of the participants that higher command gives little forethought to the effect of policy or restructuring change on the nature of Reserve service or the lives of soldiers who participate in the Reserve. It is doubtful that this perception is reality, as it is likely that a great deal of analysis is conducted prior to policy change, however, importantly, Reservists lived experience and perceptions result in negative attitudes or actions, due to the lack of effective change management, change readiness and communication when changes are made.

All the participants contributed to the theme that Reservists in both the UK and Australia feel like 'lesser cousins' to the Regulars. There are a number of factors, which individually may not result in this perception, but combined, have a negative impact on the way in which Reservists feel useful within their capability. Part of this perception is borne from Chief of Army policy that states ARA members have priority for deployment and ARes members can only nominate for a deployment after the third call for nominations. Even in recent times when Reservists have had priority for deployment to fill specific roles in Timor Leste and the Solomon Islands, nominations for non-Reserve allocated positions are only allocated after the Regulars have been unable to fill them. The Australian participants, when referring to deployment opportunities stated that Reservists are not trusted to deploy. Others noted that 'they' (being the Regular components) provide the Reserve with lesser equipment in both quality and quantity, and through this action show that the Reserve is not an important component of the total force. The release of the Defence White Paper (Griffith 2011a) has promoted debate about the hard-hitting cuts on Reserve pay, ammunition allowances and training time in the public forums (Directorate of Reserve Forces and Cadets 2005). Reserve funding

cuts continue to be debated and discussed in very recent times, after significant cuts to Defence discretionary funding resulted in further cuts to the Reserves (Barry 2013).

In the instance where Defence was hoping to ensure the volunteer mindset remained in the Reserve, research findings show that even volunteers expect equal treatment to paid employees. '[V]olunteers indicated that they expected to be consulted about their positions and tasks; yet, they were rarely approached about this matter.' (Taylor, T. et al. 2006). Evidence of this mindset by the participants appears in the commentary regarding policy decision-making excluding Reservists, especially regarding Reserve conditions of employment. This is most evident as the participants, throughout the interviews, frequently utilise terminology referring to 'them' or 'they', inferring the Regular Army decision makers.

A repeated adage of 'part-time army; full-time admin' (all quoted by AS1, AS2, AS4 and AS5) throughout the interviews, is in part due to full-time policies being overlayed on the Reserve, assuming that one size will fit all. Arguably, AS5 has a case regarding the expectation of Reservists to maintain elements of their readiness (fitness) to the same standard as Regulars without the remuneration that benefit the Regulars by including fitness training as part of their working day. The example of readiness directly links to the after effect of the 'One Army Policy' adopted from the Millar Report in 1971, but the true effect was still being felt in the mid-90s, when recruit training became common between Reserves and Regulars. Subsequent analysis of this form of policy implementation has resulted in a reversal and adjustment of many 'whole of army' policies within the Reserves.

Regardless of the purposeful culture shaping from a volunteer-type culture to a professional part-time organisation, professional expectations require professionally-based policies. AS3 stated that the parallel of professionalism with professional pay is not evident. He states:

> People look at [whether] they are being remunerated appropriately,
> and [if] they are not getting the other things that they need from the
> Reserve service, they will leave. Additionally, the trends, so far as I
> can see it suggest, unless something is done [to] reverse them within
> a five to 10 year period, the Reserve numbers will probably decline

to less than 10,000 and as an adjunct, as a capability from within

defence, [it] will be almost nothing. (AS3)

AS3, under the instrumentality component of Vroom's expectancy theory (Taylor et al. 2006, p. 141), identifies that the effort of participants and expectations of Defence are interrelated; thus an increase in professionalism, commitment and effort should therefore be rewarded accordingly. Remuneration is discussed later in this thesis; however, policy regarding remuneration here highlights the perception that the imposed increased requirements for professional standards require corresponding increases in remuneration.

Contrary to the notion provided by the participants, senior Reservists, such as the Office of the Director of General Reserves does provide input into developing, revising, implementing and adjusting policy (Spence 2010, p. 6). Consequently, the reality versus the perception of Reserve influence on Reserve policy is not aligned. This is critically important. Perceptions form the lived experience of the Reservist. These Reservists do not believe that there is a Reserve voice adequately representing Reserve needs and therefore, policy makers should acknowledge and consider better methods to communicate Reserve policy decision making and utilise better change management programs to reduce the perception that only the Regulars determine Reserve policy.

Human Resource practices within the Reserves intrinsically link with overarching policy. As discussed earlier, the hierarchy of the HR 5Ps (Droar 2009) show the embedded way in which policy influences practice. The focus of the analysis will now move to understand the perceptions of HRM by the Reservists.

4.4   Experiencing the Tensions of Work/Life Balance

Significantly, all aspects of the work-life balance appeared repeatedly in a number of the longer serving members' interviews, particularly those who have left the service and much that has already been touched on in previous sections. Through horizontalising, words such as time, balance, civilian job/career, wife, partner, family, commitment, pressure, other interest, and competing priorities were prevalent and are equally important to discuss.

Participants spoke about time being important throughout the interviews, and specifically the expectations of time commitments on joining. AS5 framed it this way:

> They tell you when you join the army Reserve "One weekend a
> month, four parade nights, two weeks a year" – it doesn't work that
> way. It's things like – they expect more and more of you.

Similarly, AS2 stated:

> When I first joined … the Reserve, there was always an adage that …
> your family came first, your civilian occupation came second and
> your Reserve service came third. And there was an expectation and a
> recognition that there were other priorities in peoples' lives.

The following data indicates that work/life balance coupled with Reserve service is not as straight-forward as the adage suggests.

4.4.1 Time

Of the Australian respondents, the three who have left the service all frequently cited 'time' throughout their interviews. This included the time that service takes away from other activities, the time required to do a good job, the time wasted when activities are changed at the last minute, and so on.

By far the single issue that caused the most difficulties for AS1 was time. In fact, it was the increased amount of time demanded by his Reserve position that was the cause of his resignation. Importantly, the decision to leave was not hastily made, as he states:

> My decision to leave was made over a long period of time, and that
> was basically the amount of time it was taking up, [that] I just
> couldn't afford to dedicate [to the Reserves]. (AS1)

In AS1's instance, he indicated that whilst he used a change in his civilian work situation as the reason, it was really just the excuse he used to justify his resignation:

> I guess the pivotal event at the time was starting up my own business,
> where I knew time was going to be a demand. But to be fair, that

wasn't the real [reason] – that was like justifying it. It was always
taking up – increasingly it was taking more time as the roles got more
senior, you had to be there more, and it just wasn't possible.

AS1 makes an important observation about how time gets divided. He inadvertently
discussed the finite constraints of time in which his civilian job takes up a considerable
part of this, family and other interests require another segment of time, and the
individual requires some time (such as the weekend) for themselves: 'when you're
working really long hours in a pretty demanding job, you need the weekend to charge
your batteries, and that's exactly the time it [e.g. the Reserves] takes away from you'
(AS1).

AS1 and AS2 had similar experiences with the ARes impacting other parts of their
lives. When asked how he balanced the Reserve with other aspects of his life, AS1
indicated that:

I'm not sure that I did manage it particularly well. When I was
younger, I just kept giving time to the army, and that impacted jobs
and relationships and different things, so I never successfully
achieved that balance.

In later years, he started to try to get more balance, but that required saying 'no' to
giving time to the army. This seemed to result in his engagement with the organisation
wavering and ultimately helping in making the decision to leave:

And, in later years, that's why I decided to leave because to say "no"
to the army means you can't do this, you can't do the training
therefore you can't get promoted etc. etc., and the job [is] less
satisfying because you can't give the time it's asking for. (AS1)

AS5 also states:

So I'm spending more time doing things I enjoy doing but haven't
done in the past because I had to go to a Tuesday night parade or I've
got to go to an army weekend when friends of mine might be going
off fishing or four wheel driving.

4.4.2 Civilian Career

Due to the issue of time noted above, the participants also discussed how Reserve service influenced civilian careers, in both positive and negative ways. AS1 notes that Reserve participation does '[impact] jobs and relationships and different things' but he does not indicate to what extent he felt this was the case. Similarly UK1 states:

> At this moment, the balance is completely wrong 'cause I'm doing
> far too much TA side of things, and I feel that other aspects of my
> life are suffering as a result of it … particularly my career. Normally,
> I would say that I do have a high commitment to the TA and I do
> prioritise it up the scale, because I feel that it is important and
> holding the rank, doing the job and doing it well requires that you do
> put in the time, not just in the TA centres but you know, add with that
> answer emails, do lesson planning, lesson preparation that sort of
> thing. Do I find it encroaches? Yeah I do.

Importantly, at this stage at least, he is willing to accept the amount of time service encroaches on the rest of his life.

Contrastingly, AS4 discusses the extent to which his civilian job encroaches on his ability to serve. He humorously said:

> work has been getting in the way [of Reserves] a little bit, because
> I'm doing the job that I do … because of the start time, and then I'm
> not doing my work here [in my civilian job], so, a couple of Tuesday
> nights [at Reserves] I've missed because of work.

He perceives that Reservists should be able to plan their year when the attendance plan (called the parade card) is released, but this also doesn't always enable the Reservist to plan ahead (for work or family). He said:

> As you know the parade card comes out and says, this is what we
> want you to do for the year. So the first thing you do is go home and
> throw it in the bin, and plan for [Reserve service] every weekend and
> the ones that you get off is a bonus. (AS4)

One person, AS3, indicated that he has not had a problem managing Reserve service with his civilian career. He stated that 'I've been able to manage it quite successfully, to maintain my Reserve capability and output as well as my private life, my social life, as well as my corporate life.' Interestingly, this person was the participant who was completing continuous full-time service at the point of interview. Approximately six months after the interview, he attained a corporate job for approximately a year but subsequently left (mutual agreement between himself and the employer) and returned to full-time Reserve service. One year ago, this participant transferred to the ARA.

4.4.3 Family

The impact of Reserve service on family and partners can be very intrusive. Two of the participants indicated that Reserve service contributed to the breakdown of long-term, serious relationships. Others intimated that service had caused friction with loved ones previously.

The two who had relationship breakdowns were AS2 and AS5. AS2 indicated that:

> I had a young family when I was a troop leader, and while my
> marriage eventually broke down, I wouldn't say that the Reserve was
> the cause of it, but it was certainly a contributing factor.

AS5 similarly stated:

> back in 1995 I was engaged to this woman and I put the Army first
> and my mates first – I didn't realise it at the time – she pointed it out
> to me and she gave me the heave-ho. And it took me another 12 or 13
> years to realise – no one ever said I was smart.

This is a significant insight story when considering the mindset of Reserve service as volunteer, or part-time, employment. Whilst not being unique to Reserve service, losing a significant relationship due to participation in part-time service is concerning. From a volunteer mindset, did the participant continue to serve because he was drawn to the higher order motivators of Maslow (Firman 2006; Maslow 1943; Simons, Irwin & Drinnien 1987)? Alternately, did this participant need the money to live and therefore was motivated like a paid employee? In analysing his story, at this time, he had earlier

indicated that he was in a volunteer mindset; suggesting that he had placed more significance on 'volunteering' than on his relationship.

In a similar story, AS4 discusses how Reserve service was challenging when his wife was pregnant with a prior history of miscarriages. He said:

> When my wife was pregnant with our now 22 year old, she had three miscarriages. So, she was told the next time she got pregnant, as soon as she found out, she had to go to bed. So, she spent 16 weeks in bed … in the bedroom, and a bed in the lounge room, and the only place she could go was the toilet. So I used to make a thermos of tea, thermos of coffee and sandwiches, and she sat and watched the Olympics. And that's all she did. So, I had to juggle [Reserve] weekends and bits. (AS4)

Again, the mindset of service (not necessarily unique to Reservists) is such that the commitment to serve is stronger than priorities in other aspects of their life. This participant had a full-time job at the time, but is also the member who perceived himself as a 'volunteer' and would do Reserve service for no pay. This story highlights that the motivation to continue to serve during his wife's challenging pregnancy is complex. As a 'volunteer' mindset, he had previously argued that he does not serve for the money. He had to juggle Reserve service in addition to attending his full-time job. Reserve attendance may have provided him with some normalcy during this period or continued to meet higher order motivation factors (Firman 2006; Maslow 1943; Simons, Irwin & Drinnien 1987).

The participants who did have family support intimated that they were not in long-term relationships. For example UK2 stated:

> my family don't have absolutely no problem at all. Now, I don't live close to my family so I'm only in phone contact most of the time. Um, but they're most happy because they know that I enjoy it.

Similarly, UK 3 said: 'family and friends know what I'm doing in the TA and are all for it.

4.4.4 Review of the Impact of Work/Life Balance in Reserve Construct

My second order construct analysis makes me reflect on the tension that pulls and pushes these Reservists between each of life's 'spheres' (Lomsky-Feder, Gazit & Ben-Ari 2008). Reserve life is unique and in some ways is transmigratory as Lomsky-Feder et al. suggest. The section shows how the participating Reservists are frequently attempting to balance the competing priorities within their lives, which is not only balancing work/study and family, but the additional component of Reserve service.

Certainly, reinforcing transmigrant theory is the assertion of the participants to balance demanding civilian jobs, personal lives (including partners, children, study and other interests) and part-time service. This unique challenge is one way in which Reservists feel they can only empathise with other Reservists. This sense of belonging and only being understood by other Reservists, is also evident in the attitudinal differences (Conway & Briner 2002; Eberhardt & Shani 1984; Liao-Troth 2001; Thorsteinson 2003) that are perceived by Reservists between full-time members, part-timers and non-service civilians.

Noted throughout this section are the participants who referred to the importance of time and the lack thereof. At the beginning of ones' career, they believe they are able to manage the time commitment of Reserve service. The explicit psychological contract or expectation from within the Reserve was that family and civilian work were to be a higher priority than Reserve service, was discussed by some of the participants. Across the longer serving members, most found the increasing amount of time required of them over the duration of their service across all areas, such as attending courses to being available outside 'Reserve time' (in his/her personal time) and doing tasks that they perceived as secondary to their main role, decreased their connection to the Reserve and it became unmanageable. Most importantly, work/life balance is skewed when the time commitment required in the Reserve becomes a contributing factor to the demise of important relationships as we saw with a number of participants. By way of example, it is common for mid-level and senior Reservists within Australia to attend every weekend, back to back for weeks (AS1, AS2). By logical extension, the impact of Reserve service on other components of life can be detrimental. For example, after working a number of weeks without a break, the impact on the Reservists of being overtired, irritable, or lacking focus is not the problem of a civilian workplace or partner

to manage. A civilian boss may have no sympathy for their employee's exhaustion when derived by choice in participating in alternate activities on the weekend; Reserve or otherwise. More importantly, an employee must still be able to perform in their civilian job safely, notwithstanding part-time service.

Some Reservists can face an unenviable conflict with their employers (and sometimes colleagues). Underpinning this is the inordinate amount of time doing Reserve service and the impact on the civilian organisation and work colleagues in doing so. The continuing trend to increase course length (in some cases to make Reserve training comparable with Regulars) causes career development roadblocks and problems. The difficulty for Reservists who aspire to success in their Reserve service (i.e. promotions) whilst also holding meaningful civilian careers, is finding the time to participate in career development courses, such as trade and promotion courses, and balance this with the demands of their civilian career.

The overwhelming agreement by the participants in the notable challenge of work/life/Reserve balance has reinforced my extensions of the Kinnunen, Feldt, Geurts and Fulkkinen's four-factor model (Lavassani & Movahedi 2007) to my extended version, being the twelve-factor model. This extended twelve-factor model is demonstrated by the stories of the participants explaining the complexities of many meaningful activities vying for the finite available time of participants. In drawing upon earlier discussions and review of the data, the value of the experience and the sense of belonging therefore, seems to be an important factor in remaining in service.

As witnessed with AS1 and AS2 in particular, the perceived pressures and tensions for these Reservists between military and civilian jobs, particularly where they show promise towards upward civilian career movement are noteworthy. For these participants, it is time and not money that is the valuable commodity. We learn from these examples, that there was a direct correlation between an increase in dedication (time) to the Reserves and to a civilian career that subsequently suffered; alternately the Reservist left (as was the case with AS1) to fully pursue their civilian career.

4.5   Motivations to Join and Experiencing Recruitment

At this point in the thesis, paradoxical experiences of the participating Reservists are being revealed; volunteer AND employee, belonging AND not belonging and so on. As the iterative nature of the analysis revealed these paradoxes, I wondered if Reservists similarly experienced conflicting or contradictory expectations and motivations before and during enlistment.

4.5.1 Motivations to Join

During the interviews, the participants were asked to share their reasons for joining; what was the story behind applying for the Reserves. They were asked to discuss whether their expectations prior to enlisting have/had been met, and for those participants who had resigned, whether this played a part in the decision to leave. Interestingly, the themes do not appear to contradict one another, thereby not showing signs of paradoxical experiences at the pre-service stage of Reserve life, however, arguably, 'doing something fun' being more akin to volunteer motivations is perhaps at odds with 'pay' and 'trying the army part-time before considering full-time service' which appears to be more aligned to an employee approach.

The second order construct analysis revealed five themes to the motivation for joining the Reserves. I analysed these themes without reviewing or revisiting previous survey results, as I wanted to ensure that I was not being influenced by pre-existing knowledge. After identifying these themes, I then reviewed them against previous research, namely the Zambelli (2001) Australian Defence Force Reserves Survey Report.

Do something different/fun. Five participants, AS1, AS3, AS4, UK3 and UK4, all responded with themes regarding participating in an activity that was different from normal life or fun to do. Most of the respondents provided an initial short, snappy statement. UK4 provided the most descriptive reason for joining being:

> Because it was something a little more interesting to do than stacking
> shelves in supermarkets like all my friends do at university …
> something different, something to get out and enjoy myself instead of
> sitting inside.

By way of comparison, this influence to join is cited as number one for Army Reservists in the 2001 Defence Reserves Attitude Survey Report (Zambelli 2001, p. 37).

Try the army part-time before considering full-time service. Four participants stated that joining the Reserves was a good way to see if they would like full time service. AS2 and AS5 both joined to see if they would like a full-time career in the Army. AS5 stated: 'I joined the Reserves to see if the Regular Army would suit me as a career. After six months in the Reserves, I decided that the Regular Army was not for me.' This is akin to the 'try before you decide' concept. This was not considered a factor for ARes members in the Zambelli (2001 p. 37) report. Interestingly it was previously noted that all of these participants viewed themselves as both volunteers and employees, yet, one of their motivations to join was to see if being employed by the Army in a full-time capacity was attractive to them. AS3 is the only participant who subsequently joined the Regulars (albeit 20+ years after joining the Reserves).

Continuation of prior training. Two members from the TA indicated that being in the Reserves was a continuation of prior training or service. By way of example, UK2 had served 17 years in the full-time army and had taken voluntary redundancy, however he enjoyed the lifestyle and thought: 'well, I get the best of both worlds. I get the civvy life plus the army life.' He continued to serve in the same regiment, which also enticed him to stay. Interestingly, no Australian Reserve members cited this as a motivation to join. The lack of commentary aligns with the Zambelli (2001) report for Army Reservists. However, it notes that both the Navy and Air Force participants rated it highly (2001, p. 37). It is likely that this is the case due to the considerably greater number of Navy and Air Force Reservists who transfer from the Regulars (Zambelli 2001, p. 13).

The role of friends and family. In three instances, participants (AS1, AS2, UK3) mentioned that a friend 'told me about it' was the premise for investigating the Reserves further. In the case of AS4, his Dad had served in World War 2, 'and he talked about all the good things, never talked about the bad things. And I thought "yeah, let's see what it's like".' The Zambelli Report (2001) does not list or discuss this influence as being important within the document, although a study of the survey questions has three options relating to friends and/or family being influential in deciding to serve (Zambelli 2001, p. 71). This insight is interesting to me. Whilst my interview sample group is illustrative, having one third indicates that to some extent friends or family were

important reasons to consider joining, is significant. The benefit of conducting this phenomenological research shows that perhaps this is an area that requires more consideration.

Pay. In one instance, AS1 indicated that his mate mentioned that Reservists are paid. 'So I didn't believe them, but lo and behold, it was true'. Whilst AS1 does not state that this was a motivation, his vocal tone and excitement as recorded in the interview, indicates that it played a part in his decision-making process to enlist. Interestingly, UK4 did not specifically indicate that pay was a motivator to join but we know from the previous discussion regarding his employee mindset, that he sees himself as an employee and would not do TA service without being paid. In the Zambelli Report, 'extra spending or savings money' was listed as the seventh highest influence on the decision to join the ARes (2001, p. 37) and 'money for basic expenses' was listed as ninth (2001, p. 38).

It is important to compare these results with those of previous surveys. The Defence Reports authored by Waters and Osei (2001c, p. 39) indicate that 'doing something different' was the number one reason for joining, which aligns well with the participant responses above. Money was listed seventh and ninth in the survey, which was also one of the responses from the interviews. However, the survey does not mention the 'try before you decide' concept of joining the Reserve as a precursor to joining the Regular Army as being an important factor. Similarly, whilst part of the survey, the influence of friends and family as an influencer to join was not rated in the report but well represented in these participants' experiences. This highlights the importance of balancing survey results with the lived experience of participants in understanding recruitment and retention issues.

4.5.2 Experiencing Recruitment

The recruitment experience is equally interesting to review because of this volunteer/employee mindset. In my mind, the process for recruitment is necessarily, highly structured due to the security requirements of both Defence Forces. The recruitment process between the UK and Australian participants has similarities, but also a number of differences. The noticeable difference between the UK and Australian experience is the UK participants did not consider themselves a part of the TA until they

had passed the training. Their language in the interviews inferred that recruit training is part of the recruiting process. Due to this nuance in the TA experience, I have elected to preclude it from analysis. This does not invalidate the experience of the Australian Reserve experience, but perhaps silences the UK voice in this area.

As a result, I will focus on the Australian participants. The stories revealed a number of themes regarding the process of enlistment including: *recruiting, joined up, signed up, enlisted, appointed, sworn in, and Defence Force Recruiting (DFR).*

To contextualise the Australian participants' experience, the following table shows the timeframe from point of interest to enlistment from the participants' recollection:

Table 2: ARes Experience with Timeframe for Enlistment

Participant	Timeframe for enlistment
AS1	Less than one week ('On Tuesday night, they asked me to join – I agreed. On the Thursday, I was in at recruiting in town doing a med board and all the enlistment process. And on the Saturday, I was on a plane to Melbourne.')
AS2	'Not more than two weeks.'
AS3	'So, overall, it was 13 months from the time I started to the time I actually got commissioned or to the other ranks.'
AS4	'Three weeks, maximum.'
AS5	'About two months.'

Interestingly, four of the five members enlisted within two months from formally indicating their interest. These four members described a process where the unit and the unit recruiter were pivotal in informing them of the requirements and that the selection process was a one-day event. Their experience cannot be compared with recent recruitment experiences as the recruitment practice and process has changed. The Defence Force Recruiting (DFR) organisation, being a conglomerate of Defence and civilian personnel in a privatised organisation, called Defence Force Recruiting (DFR),

is responsible for the recruiting of all Defence personnel (full-time and part-time) (Defence Force Recruiting 2011).

The member who indicated that enlistment was a 13-month process stated that there were long delays between each stage. He also states the anomaly of a split assessment across two days, and then participation on the officer selection board. His story began:

> I started as an officer cadet, and the recruiting process took 13 plus months. I started by going through the application process by filling in the forms, which were actually mailed out to me. I sent it back, and they reviewed it and then they invited me to go in for a testing day. Which consisted of filling out 1001 other forms part of the aptitude test. That took the better part of about four hours, Saturday morning. At the end, they said: "We will get back to you, if you pass, if you are successful." Two and half to three months later, they informed me that I had been successful, and "you will go through to the next step", which was the medical. So I then went for a medical, and part of the medical was a group cohesion and leadership activity at the same time. So I went through that, and once again two and half to three months later, they say: "you have been successful, you will go to board." So, overall, it was 13 months from the time I started to the time I actually got commissioned or to the other ranks. (AS3)

The timeframes for participation in the recruitment process for the remainder of the participants ranged from less than one week to two months. By way of comparison, the Defence Force Recruiting website indicates that 'all applicants will attend a test day within 2 months of the application being received. However, this may vary depending on the number and type of applications being processed by Defence' (Defence Force Recruiting 2013). However, applicants must complete additional sessions and so the process is longer than two months. Additionally, following the test day may be additional testing and the time required for administration such as the development, posting and receipt of letters.

The consensus amongst participants was the length of assessment attendance should be one single day for general enlistees and two days for officers, which does not align to

current practice where multiple attendances for part or whole days is required for all applicants. AS1 (supported by AS3) offered:

> For general enlistment they need to be able to do everything in one day … When they make that decision [to join] you want to make it quick and painless, professional and easy, so that they walk away and think: "Wow, this worked well".

Common themes identified through the participants' recruitment stories include the mistakes made by the recruiting organisation, the periods involved in the process and the general 'red tape' involved in joining. Whilst all had amusing stories regarding mistakes made during recruiting, AS5 showed the most frustration in this commentary. He explained:

> you went to Randwick to do the physical, medical and psychological. I ended up having to go back twice because I had been training and was trying to lose weight. Never try to starve yourself 'cause the ketones show up in your urine …. So that threw out the readings and I had to go back three weeks later. I got a letter saying on one hand "you're temporarily unfit" … "blah blah blah" … but at that time I had already been sworn in and been given my certificate of enlistment. So, on one hand I got the certificate saying … "yep, you've joined the army Reserve" and then I got a letter dated a day later saying "you're temporarily medically unfit". (AS5)

The participants' perceptions include the view that recruiting is unnecessarily bureaucratic and lacking a streamlined approach. AS4 and AS1 both highlight this perception. Using AS1's comments to illustrate the view:

> There seems to be inordinate amount of red tape, stuffing around. When I first joined, it was clear and very cut and dry and quick. They seem to go overboard with stuffing people around. It's not a quick process, and I think that the prospective soldier thinks that they can go down, have a chat and they will give [them] a uniform and let's go, but there seems to be weeks of nothing.

Both AS2 and AS5 indicated that centralised recruiting through Defence Force Recruiting does not appear to support the perceived differences required between full-time and Reserve recruitment. AS5 stated that 'centralised recruiting via Defence Force Recruiting does not work in an Army Reserve context', whilst AS2 indicated that the 'use of centralised recruiting for the Reserve service is a failure.' He continued: 'The centralised, civilianised recruiting model may make some sense from a cost model [perspective] but it does not seem effective in terms of maximising the interest into enlistees.' AS5 reiterated that the prospects 'are funnelled off to a conglomerate' and '[the unit] never sees them. [Units] don't have enough ownership of the candidates.'

A recommended solution to the perceived failures of centralised recruiting is from AS2 who stated:

> There needs to be a dedicated full-time recruiting team for each unit, more flexibility in how and when selection days occur (to better meet immediate demand) and need to be appropriately resourced with budget in order to target the right markets.

It would appear that AS3 had experienced the challenges of ineffective centralised recruiting as a stakeholder in the process. He stated:

> When I was in formation recruiting, I would see great candidates [at an] open day or show and get their details and track them. They would apply to join and I would call them to see how they were going. No end of frustration when candidates dropped off; gave up. I would ask them why. [They would respond,] "it's taking too long", "I haven't heard anything", "it's too hard". So it was annoying. (AS3)

The participants' perceptions were that recruitment strategies sell the Army as an entity, which includes the Army Reserve. The marketing campaigns use similar stylised approaches. Notably, AS2 noted, there 'needs to be a demonstrably different recruiting strategy for the Reserve to the Regular Army. They are different organisations with very different demographics of people.' AS3 similarly said:

> some of the paraphernalia and some of the printed material, is effective. Some others, less effective … the effective ones highlight

the actual true-to-life experiences and requirements. Others, lack lustre, [because] they don't give you enough information. Not that they are misleading, it's just unfortunate that they have not been developed right, or they have been developed for the Regular services, neglecting that there is another part and that is the part-time.

The participants finally noted the consideration required when recruiting against the current and future locations of units. The move of units to locations where suitable demographics for the Reserves are not available, significantly affects the future success of that unit. AS5 stated that his unit had been moved a number of times, with the most recent being to a 'hideous' location that had 'no chance of succeeding with recruitment' (AS5). He describes a location that has no local community visibility due to its industrial area concealment. Further, the area demographic is predominately older, middle-class people and it's geographically locked on two sides by water. He describes the frustration of attempting to recruit in such a locality. AS5 stated:

decisions regarding unit placement seem to be based on other factors … not how the unit is going to recruit … [but based on] Defence not wanting to lose the land that a building is on.

He explained that in his experience, previous unit locations were much easier to recruit from because they were lower class socio-economic areas and therefore he believed the Reserve was more enticing to that demographic.

4.5.3 Review of Motivations to Join and Experiencing Recruitment

The motivation to join has been touched on here, to frame the experiences of the participants across their respective service. The motivations to join, for the most part, were not based on employee type reasons excluding pay. The one area that seems to be most relevant to future retention as the highest factor is being 'to do something different'. The assumption here would be that if the Reserve did align this motivation with the lived experience, then it is likely that people would be motivated to continue service. This will be important when reviewing the satisfaction and dissatisfaction of Reserve service later in the thesis.

Understanding the participants' view of recruiting in the context of employee or volunteer mindset is interesting. In reviewing the belief that the recruitment process should be streamlined and quick, could suggest both a volunteer or employee lens is being used to view the current Defence recruitment process.

The participants perceive that today's recruiting process within Australia needs to understand Reserve service and target the Reserve candidate differently from full-time candidates. These participants commonly witnessed others' recruitment process taking many months; the participants believe that candidates' expectations are that one can join the Reserves in a relatively swift process.

On the one hand, a quick recruitment process may be desirable under a volunteer mindset, so that candidates are recruited before they can change their minds e.g. they are volunteering to serve, so the process should be supportive in engaging them quickly. Alternately, the participants may perceive that a streamlined process reflects a professional employer, who is setting the tone for future personnel processes within the organisation.

If participants or candidates compare the hiring process with other organisations, other casual employees do not experience such lengthy processes to work in casual positions such as fast food or retail positions. The Army Reserve is competing for casual employees with these types of organisations. Certainly, it appears that the participants believe that an organisation should be able to complete the process without 'stuffing' candidates around. Regardless of which mindset this perception best aligns to, Defence may want to consider looking at how and why recruiting is perceived as being unnecessarily cumbersome and what the effects are for candidates today.

The participants also described their own experiences of being recruited into the Army Reserve. Their experiences were broad with some experiencing an extremely fast, relatively uncomplicated process whilst others endured long periods of waiting. In some cases, the recruiting agency made mistakes that had negative effects on the members involved. Others did not describe problems with the process at all.

Exposure to Defence as an employer starts at the first interaction with the recruiting organisation. As time passes, the recruiting experience of these participants is less likely to influence their experience of the rest of their service. However, their perception of

today's recruitment process is likely to be shaped by their own experience. Those who experienced an accelerated process believe that the current process is unnecessarily bureaucratic and presents an unprofessional image to the employment market, whereas, those who experienced lengthy delays and/or mistakes demonstrated throughout their interviews that the bureaucracy of recruiting reflects the bureaucracy of the organisation – in effect, it is a good training ground for prospects to experience this before joining. Even still, all excluding one participant conceded that current average recruitment timeframes are perceived as being unnecessarily long and the process is inefficient.

A review of the Defence Force Recruiting website shows that the current recruiting process is multi-staged. My view is that the need for the organisation to recruit people who meet many, necessarily stringent criteria, hampers its ability to streamline these processes. The participants were all able to describe parts of the current process but none had a solid understanding of the entire procedure. However, they all were able to describe stories regarding others who had recently worked through recruiting that highlighted the complexity, tardiness and frequent mistakes by Defence Force Recruiting.

The perceived inefficiency of the current recruiting process may have negative effects on its ability to recruit, starting with the churn of candidates. It is possible that quality candidates self-withdraw from the process because of the lengthy delays as experienced by AS3. If this is the case, there is a financial burden associated with processing candidates who do withdraw prior to acceptance/rejection. A further negative effect is what the participants perceive to be an unprofessional impression that candidates have of the Reserves through their interaction with Defence Force Recruiting. As some of the participants allude to, a professional image is unlikely given the mistakes, timelines and confusing procedures that candidates face. In moving the Reserve from a 'volunteer' to a 'professional' mindset as described by the participants, the procedures that support the functioning of the organisation must also be perceived as professional.

Participants discussed how the recruiting procedure is identical for all applicants; Regular and Reserve. They perceive that the recruiting procedure does not accommodate the differences between the two worker-types. Contact with Defence Force Recruiting can be via phone (call centre) or website. For face-to-face interaction however, the office business hours are standard weekday times, with some offices only

occasionally opening on Saturdays. This means Reserve candidates primarily have to attend the multiple face-to-face components of the selection process during the working week. Multiple visits to Defence Force Recruiting during work hours does not allow for the different motivations and needs of part-time candidates.

The participants perceived that marketing is primarily targeted to full-time applicants and is generally ineffective. A *Sydney Morning Herald* article indicates that these participants' perceptions are aligned to populist views when it indicates that 'a $20 million advertising campaign was "ineffective" as numbers in the Army Reserve fell almost 10,000, or 36 per cent, to just 16,882 between 1991 and 2004' (Walker & Gregory 2013). On analysing the participants' perceptions, I reviewed brochures discussing Reserve service, and their content was either incorrect or omitted Reserve conditions of service. For example, one 2011 brochure discusses the 'sign up' period. It did not specify that this was a requirement for full-time members only, so a part-time applicant could rightly assume that they may also have a 'return of service obligation' that is equal to a full-time applicant. Importantly, on enlistment, Reservists in Australia do not 'sign up' or commit for a specified period. Later in their careers, a Reservist may choose to be bound by a readiness contract (HRR or RRF) with remuneration benefits, which is not akin to the 'return of service obligation' of Regulars on enlistment.

Most participants did not acknowledge the efficiencies gained via centralised *en masse* marketing and processing, although AS2 mentioned the cost model benefits. For the remaining participants, this omission suggests that Defence cost savings or other efficiencies achieved through this centralised recruiting may not be important to them. Alternately, they may believe that the efficiencies that might be gained are lost via other inefficiencies. The financial model for this structure may well achieve economies of scale for Defence; however, the participants argue that this cannot be to the detriment of local unit needs. They use examples of the bulk advertising failing to meet local messaging where marketing is unable to be customised to align to the local demographic. There may be merit in the assertion from AS5 and others that units require more autonomy to cater for the unique demographic in which they reside. To do so however, requires appropriate resourcing and support. Previous unit-based recruiting has proven in the past to have its set of unique challenges, which was not discussed by these participants.

As discussed in the literature review, other factors such as the external economic environment and local demographics also influence the ability of the Reserve to attract members and this closely links to the commentary provided by participants regarding the unit location itself. The unit location has an inimitable demographic which may or may not be well suited to Reserve service. Overall, the processing, marketing and unit location all play a part in the successful or unsuccessful approach to attracting new members within the Reserve.

4.6   Experiencing Satisfaction from Reserve Service

Describing and experiencing an abstract concept such as satisfaction can elicit a wide range of responses. The interviews elicited stories, feelings, perceptions, and opinions. In some cases, the participants discussed activities or tasks that they had participated in, whereas others responded in terms of feelings about service they had or list items from both viewpoints. This type of experience gathering and data, I found, made the analysis and identifying various thematic material and making comparisons, challenging.

The second-order construct analysis identified the following themes, by thinking about the participant stories through an HR lens first. I also thought about their interviews through stories; and listened to their interview recordings listening for signs of passionate discussion in the tone and tempo of their speech. Once I had a number of themes identified, I also looked to the existing Defence Surveys (Defence Personnel Executive 2004; Lyons 2001; Waters & Osei 2001a, 2001b, 2001c; Zambelli 2001), to see if I could align some or all of the themes to known satisfaction factors. The following are the themes I discovered: *Deploying, Courses, Learning, Training, Transferable skills, Camaraderie, Exercises, Adventure Training, Responsibility, Live Firing on the Firing Range.*

In this list are a number of themes which could be grouped together, such as *Exercises*, *Firing Range* and *Adventure Training* being grouped into *Courses/Learning/Training/Transferable skills*. In my analysis, I treat them separately because the participants referred to these subtypes of training in different ways. I felt that the stories and perceptions of these activities were sufficiently different to warrant their own element. On reflection and in comparing with previous research (Barton 2003; Brooks 2001; Defence Personnel Executive 2004; James 2000; Lyons 2001; McKinnon

& Lyons 2002a, 2002b, 2002c, 2002d; Wainwright 2002; Waters & Osei 2001a, 2001b, 2001c; Zambelli 2002), Defence had also treated these elements separately. In addition to the list above, individual participants noted that travel opportunities, military parades and promotion were satisfiers for them. Each theme from the list will now be discussed in detail.

4.6.1 Satisfaction from Deploying

Most importantly, of the three members who had deployed, all three indicated that deploying 'has got to be the best – being mobilised, by far!' (UK2). UK2 had deployed previously and was undertaking his pre-deployment training when he was interviewed. He was embarking to Op TELIC 4 in Iraq. UK1 describes his deployment to Bosnia:

> If I can group all as a one service in Bosnia – operational service was great fun … as for a personal point of view, I got a great amount of personal satisfaction from feeling that I was doing a really good job, was working in a multinational environment so, I had lots of contact with Canadians, Dutch, Aussies, Kiwis, French and Americans and that was brilliant.

UK3 had deployed twice: Bosnia and Iraq and she determined that Bosnia was the best thing she'd done and Iraq was second: 'Learning a lot of different things that we don't learn in the UK because the weather is a bit [different in operations] – there's a lot more that you've really got to know.'

Interestingly, AS1 presented a different view on the impacts of deployment on the Reserve soldier, especially regarding whether the opportunity to deploy influenced his desire to stay or leave, especially in comparing himself with younger Reservists. When asked whether a deployment would have increased his likelihood to stay in the ARes, he responded:

> [by the time the opportunity arose to deploy,] I was a captain and was more senior in my career … I had a different motivation than a lot of the soldiers who were younger and couldn't wait to deploy. I think in general, for a lot of the soldiers, the opportunities to deploy on operations would increase their length of service, and increase

retention. For the old blokes like me, it's completely the opposite.
(AS1)

4.6.2 Experiencing Courses, Training, and Learning

One key specialisation within HR that gains much focus within Defence is training, and this appeared as a key satisfaction for the participants. Training is fundamental to Defence's day-to-day business. For all members of the Army, any work conducted is in training for performing those duties on operations, most likely in a hostile environment. Whilst possible to simulate hostile environments to an extent in training, by the nature of operational environments where the adversary is aiming to kill, training is unlikely be identical to being in a war-like operation. For the logisticians and other support specialists, they are able to perform their duties rather than practise their role, more readily than the combat specialisations; albeit in a less hostile context.

The term training within the Reserve is all-compassing. It can include recruit and trade courses, promotion courses, informal 'soldier's 5s' (where two or more people quickly share a piece of knowledge or skill in an informal way), or an entire Tuesday evening or weekend's work. Training can be in barracks, in the field, or on the drill square. It can be theoretical, practical or simulated.

Given the broad ranging meaning for the term training, contradictions are often due to the context. Some of the themes that emerged from the analysis included *training schools (corps schools)/college, learning, competency, capability, training, collective training, individual training, knowledge, education, teaching, and soldier's 5s*. Some of the themes that emerged for identifying satisfaction included *enjoyment/enjoying, good, fun, quality, challenging, meaningful and worthwhile.*

UK 4 spoke about the enjoyment and pride of learning how to drive a Land Rover, as part of his trade training. One of the satisfying parts of his training was:

> learning how to handle the vehicle so the CO is comfortable in it. As
> being his driver, he's got to be comfortable in it. I think that probably
> was the best bit about it by being taken up to the normal stage in the
> Landover then been taken a bit further … so, I know I can give the
> CO a comfortable ride. (UK4)

As a young soldier, giving the CO a comfortable ride, or doing any duty well in the presence of a superior officer is important.

A common theme across the participants was the challenge of much of the training. They discuss how it is hard, confronting and uncomfortable at the time, but afterwards is a great sense of satisfaction. AS1 provides the example of his initial corps, officer training course. He said:

> I did two times two week courses back to back, – all out bush – all in
> Puckapunyal – all in the middle of winter. It's often the tough things
> that are rewarding and that's what gives you the most satisfaction.
> Not at the time, but afterwards. (AS1)

In a similar vein, AS4 provides this insight into the unenjoyable aspects of training that unusually result in enjoyment.

> You are going to have days of sheer boredom, and then all of a
> sudden it's going to rain, you're going to get pissed on from a great
> height. The expectation is that when you go away on a weekend, but
> it's going to be wet, you not only get no sleep, no hot food, no coffee,
> you go to come home absolutely scabby and miserable and fed up.
> And that's when you have a good weekend."

Quality training can result in satisfaction, and also affected people's willingness to attend courses. AS1 states that ARA run courses, were 'generally run very professionally, and quite well done.' He uses his own example of a course 'I did at Canungra for ISC and ROBC were all very professionally run, because they were run by a full-time school.' He concludes by indicating that all course-based training should be centralised at ARA administered schools.

As the Australian Army's training is recognised under Australian training frameworks and standards, AS3 stated:

> the education and training is a real benefit. By attending some of the
> courses I've done, I've been able to attain both military and civilian

recognised accreditations – in my field and peripheral to my field of expertise.

Perhaps this observation is more akin to remuneration or other benefit of service, but I perceived that AS3 felt some satisfaction in being able to have this training recognised in a civilian context.

4.6.3 Sharing Camaraderie

Camaraderie was one of the areas that in all cases where it was mentioned, was the first thing stated. AS3 eloquently stated it as: 'One, and this is what is aligned with what a lot of people use as a throwaway line, camaraderie.' AS4 described it in one word, 'Mateship'; AS5 said 'the camaraderie'; and, UK2 stated it as: 'Just general TA life I suppose. Being a part of army life …. the comradeship. I do like to party.'

Camaraderie seems to be difficult to define and describe. UK1 describes the camaraderie with a personal example:

> I suppose it's the camaraderie really. It's the hard work when you're on an exercise and the fact that you're there with your mates and your men [that] makes it memorable. And no matter how hard it is while you're on the actual exercise – no matter how physically demanding or how little sleep you have, always when you are in the bar recounting the war stories, it's been a glorious victory.

This example also links closely with the previously mentioned sense of belonging. The camaraderie and sense of belonging is due to people who are sharing the same experience; whose lives are similar and whose shared successes or failures bring them together.

4.6.4 Experiencing Exercises

Military exercises are a form of training where individual skill is brought together to practice the collective capability. These exercises can be quite small; being run at unit or brigade level, or whole of Defence force coupled with allied Defence Force participation.

Exercises were mentioned by four of the participants as key activities they have enjoyed during their service. AS1 describes a particular exercise as 'good – that's my highlight', whilst AS5 indicated that: 'I've been on some really good exercises … I got sent up to the Northern Territory for a Kangaroo Exercise. Flying around in a Herc above Kakadu, tied on but on the back ramp.' All participants spoke about their exercise experiences with enthusiasm and many stories that elicited fond memories of service.

UK1 also touched on the satisfaction of participating in large exercises. He stated:

> The training side … I've done some pretty good exercises. … This
> year we did an exercise called Eagle Strike that was with 16 Air
> Assault Brigade testing out the new Apache attack helicopters. So
> that was good. (UK1)

4.6.5 Experiencing Adventure Training

Interestingly, whilst fewer people mentioned adventure training than exercises as a satisfier of Reserve life, those who did respond provided more stories regarding their participation. Two people, AS2 and AS4, had both been fortunate enough to participate in separate activities at the Parachute Training School and jump into Shoalwater Bay, although white water rafting, abseiling and mountaineering were also mentioned by AS1, AS2, AS4 and AS5. AS4 describes his experience of the Parachute Familiarisation Course at the time, this way;

> It was a matter of getting one hundred and six people down there [to
> Nowra], out of the blue with no warning, and then kicked out of the
> back of a Herc [aircraft] and into the water. It saw how confident to
> be, and how much trust they have in their superiors and gear. Me, I
> just want to get out of the aircraft, because was absolutely great. But
> a couple of people didn't [want to jump] and to their credit, they did
> it.

AS2 describes his preference for:

> the opportunity to do some adventure training type activities.
> Particularly doing the parachute training course and a couple of

things like that … definitely, the best one was doing the parachute

familiarisation course down at Nowra when I was an officer cadet.

4.6.6 The Responsibility

For the two majors who were interviewed, they both talked about the responsibility for the job that they were entrusted with. AS1 stated that 'I got a lot of responsibility in the Reserves that I wouldn't have got anywhere else or not as early as I got in the Reserves', whilst AS2 indicated that:

> Probably, the first one was being the troop leader in armoured corps,
> for a two year period. So, they were in terms of a position and the job
> that I did was definitely the best job that I did. Again, probably the
> next best thing, without being a single instance was probably being a
> squadron commander.

For UK2, he described responsibility more in terms of how he felt in the role, rather than by using the term responsibility explicitly. He described it this way:

> I like to see the young lads coming in and transgressing (*sic*) [or
> transforming] from being, with no offence to them, civilian slobs as it
> were, just like I was, and becoming professional soldiers in a very
> short space of time. (UK2)

4.6.7 Participating in Live Firing/Live Fire Demonstrations

Live firing and Live Fire demonstrations are similar in nature. Live firing is usually associated with firing live ammunition as individuals to attain or maintain qualifications on a particular weapons system. Live Fire Demonstrations is a collective firing activity that is designed to demonstrate the combine firepower effect of multiple weapons systems to observers. In both cases, participants are using real weapons with real ammunition. UK4 describes individual firing is a highlight; 'I would first say that firing live ammunition would be one of them. That's quite a thrill.'

4.6.8 Review of Experiencing Satisfaction in the Reserves

In the foregoing, many of the topics discussed were activities that are not readily part of everyday life for most civilians. Undertaking military training, live-firing of weapons, and large military exercises, are not activities generally associated with ordinary life and civilian jobs, though acknowledging that quasi-military careers such as policing may contain individual activities that overlap or are similar to the military. The satisfaction that is derived from Reserve service can be described as 'doing something different'.

AS1 mentioned a satisfying part of Reserve service as being able to do something different in this way: '[I was] put into a lot of different circumstances that I wouldn't have experienced otherwise'. When AS2 described a range of activities that he found satisfying including attending the parachute familiarisation course, being involved in a squadron live-fire, on a fire and manoeuvre exercise and coordinating the armoured component of a … brigade fire power demonstration, these were all 'doing something different' to his senior corporate executive role. 'Experiences' is the term used by AS3 to describe satisfaction from Reserve service. He said:

> I will allude to in experiences; I've managed to travel pretty much throughout all of Australia and soon a lot of the areas that I would never have even dreamed of seeing on exercises, conferences, meetings etc. (AS3)

Here, the context is important because there are many civilian jobs that require its participants to travel extensively. It is the combination of the travel, the exercises, the content of the conferences and meetings that results in the 'experiences' of participant AS3 and the 'doing something different' of AS1 and AS2.

There is no doubt that motivation to attend is driven at some level by the amount of enjoyment the training provides and links closely with 'doing something different' as noted earlier in the motivations to join. All the participants provided lengthy accounts of times when training has been highly enjoyable. Most instances were on exercises or during extended courses. The deployed UK participants also indicated that deployment was enjoyable; as UK4 stated, 'operational service was great fun'. From this, enjoyment for these participants can be seen to be intrinsically linked to satisfaction.

Contrastingly, or even paradoxically, the unenjoyable challenges can be equally satisfying on reflection. AS1 highlights this by stating that 'It's often the tough things that are rewarding and that's what gives you the most satisfaction. Not at the time, but afterwards.' Similarly AS4 stated:

> going back a little bit that is [Exercise] Kangaroo 95. Just the heartache, blood, sweat and tears literally, because 45° heat at eight o'clock in the morning, dust up to your armpits, but I loved it. It was great.

The participants also talked about the hardships of service and training coupled with reflective enjoyment for achievement through the challenges. The satisfaction of achievement through adversity is evidenced throughout the stories provided by the participants. Their stories touch on the challenges of working in the harsh climate (AS1, AS3, AS4), the fear in facing the Parachute Familiarisation Course but succeeding in completing a jump (AS2, AS4); and the demands placed on Reservists on exercises and in training (AS1, AS2, A4, UK1). It seems counterintuitive to be uncomfortable, in pain, in fear and yet attain satisfaction; however, this is how these participants have experienced their service.

At times throughout his interview, AS1 spoke of adventure training in reference to culture and retention; however the importance of its inclusion here is the strength of emotion imparted in the recording, which suggests that adventure training can be utilised to reward talent, motivate and provide alternate enjoyment. He affirms that 'adventure training has a strong impact on retention.' AS1 also indicated that it 'may be a really good way of rewarding those [talented] sorts of people.' Given the assertion that adventure training has direct linkages to retention, he indicated that there are not the mechanisms in place to support this in a planned, ongoing manner. He said:

> You know, there's adventure training … and things like that. I think we need to look at the structure to support those things. But there's not a great deal of support for adventurous training and I know that the adventurous training is at the bottom of the training list. But maybe it shouldn't be. (AS1)

AS5 agrees:

> Put in place, interesting stuff to do. Like even if it is only four times a
> year do adventure training that people want to enjoy and do. Even if
> it is one night abseiling off one of the depot buildings or going
> caving or things like that.

The list of satisfaction activities and the conclusions drawn so far do not wholly reside
in literature for either employees or volunteers. The following table compares the
themes drawn from the participants against the satisfiers within the Herzberg (2009)
motivational theory, and the Australian Bureau of Statistics list of motivators for
volunteers (Australian Bureau of Statistics 2005).

Table 3: Comparing Reserve motivation with employee and volunteer motivation

Reserve Satisfiers	Herzberg (Employee Satisfiers)	Volunteer Satisfiers
Deploying	Work content	To help others or the community. To use skills or experience. To do something worthwhile.
Courses, Learning, Training, Transferable skills	Work content	To use skills or experience. To gain work experience. To learn new skills.
Camaraderie	Good relationships	Stemming naturally from involvement in an organisation. Social contact.
Exercises	Work content	To use skills or experience. To be active.
Adventure Training	The challenge	To be active.
Responsibility	Responsibility	N/A
Live Firing on the Firing Range	Work content	To be active.
Doing Something Different	N/A	To do something worthwhile.
Parades	N/A	Stemming naturally from involvement in an organisation.
Promotion	Praise and recognition	N/A
Travel	N/A	N/A
N/A	Achievements	N/A
N/A	Autonomy	N/A
Discussed in reasons for joining the military but not in this section.	N/A	Personal or family involvement
N/A	N/A	Gain personal satisfaction.
N/A	N/A	Relating voluntary work to religious beliefs.

Table 3 shows how the experiences of the Reservists in this research correlate to their satisfaction with Reserve service from both employee satisfiers and volunteer satisfiers; they are drawn to Reserve service by both employee and volunteer mindsets. As noted by Herzberg, Mausner and Snyderman (2009), dissatisfiers play an important part in the decision to leave an organisation and so, the next section looks at how the participants experience dissatisfaction from their service.

4.7   Experiencing Dissatisfaction from Reserve Service

In the same vein as the satisfaction section, I discovered that the participants described dissatisfaction in various ways. When specifically asked about dissatisfaction with Reserve service, some provided opinions and perceptions regardless of being asked to provide examples, whereas, others were more easily able to describe their experience through stories. That aside, throughout each interview, other stories and experiences that participants discussed revealed satisfaction and dissatisfaction through their descriptions. I have used all of their stories in considering their dissatisfaction with Reserve service. The following themes were revealed: *Experiencing Dissatisfaction from Training; Experiencing Bureaucracy and Administration; Lack of Recognition; The Commitment/Expectations on Reservists; Full-time Attitudes' towards Part-timers; and Being 'Stuffed Around'.*

Notably, there is overlap in some of the topics between the satisfaction and dissatisfaction i.e. training and recognition are topics that seem to have been both satisfiers and dissatisfiers within Reserve service.

4.7.1 Experiencing Dissatisfaction from Training

A myriad of concepts relating to training is mentioned throughout the participants' stories. They discuss the length of courses, the lack of recognition of prior learning (RPL), the absence or decrease in meaningful and purposeful training. Some of this topic has been touched on previously in topics such as being 'stuffed around', lack of recognition, poor administration and the like. Similarly, as we have seen how training can be a satisfier for Reservists, it will become evident in what follows that for the participants, it is also a dissatisfier. The themes used to identify training as dissatisfiers were the same as the satisfiers other than context. It required me to look at each story or comment in context to determine whether training, courses or activities were being discussed in a satisfying or dissatisfying way. In some cases, dissatisfaction did not come from participation in training but the absence of it.

Participants relayed stories where they felt that the length and/or quality of training was lacking. In the initial stages of AS2's career, he felt preparation for his recruit course was lacking in comparison to his peers.

> I didn't actually parade with or do any pre-recruit induction training,
> so literally, … once I'd been enlisted, they told me when my recruit
> course was … I think it was like a matter of days afterward, got
> issued all my equipment and … went to the recruit course a couple of
> days later so I didn't do any recruit induction training before I did the
> recruit course.

This appeared as if it was partly due to circumstance as 'from recollection, the vast majority of people who were on the course … had done pre-recruit training'. Needless to say, he didn't seem too perturbed by the lack of preparation because he:

> had been in cadets for a number of years. So, [he] had an idea of how
> to wear [his] uniform and how to do some of the basic drill and that
> sort of stuff. (AS2)

As mentioned in the Administration section, the increased administrative requirements have resulted in either trying to squeeze in too much admin and training, or not doing enough. AS4 stated:

> Tuesday nights, I think you need them, but the training that happens
> on those nights is not as good as it could be. And what they try to do
> on the Tuesday nights is to get in the theory for a weekend; they're
> trying to cram too much in on a Tuesday night, which could be done
> on the weekend. Whereas if they cut the content of the weekend to
> one or two major things, and spent three or four Tuesday nights
> training them, and concentrating on that for the weekends, I think
> you would get more out of it.

AS5 indicated his frustration with the lack of training as there is 'Bugger all training – basically all we're doing is picking up a picking slip and going and fulfilling orders … we're doing the job … there is no training.' UK2, a medic, also did not get time to experience training on Tuesday evenings: 'I don't get involved in a lot of the training because I'm normally doing recruit medical work-ups or medical training for the guys or something like that.'

In opposition to the lack of training, is the assertion that courses are too long. The implementation of increased continuous training requirements has negatively affected ARes participants. AS1 describes his reasoning for this problematic issue:

> Two weeks or four weeks [long courses] is acceptable but longer
> than that really made it tough. And all the … trying to break it up into
> … two-week blocks or three-week blocks, and those sorts of things
> helped a little bit, but didn't address the fundamental problem.

Underpinning his commentary is that Reservists find it challenging to leave their civilian jobs for the length of time the army was asking of them. He goes onto say that this definitely affected Reservists' ability to participate in promotion and trade courses. He was aware of 'a lot of people, who reached ceiling rank, not because of their capability, but because they [couldn't] do the courses to get to the next stage' (AS1)

Whilst all the ARes members discussed the troubles associated with longer course requirements to meet qualification standards, AS2 discusses it in detail – from a personal experience and impressions of the impacts. His story is utilised here as the example, but reinforces the thinking of the other participants.

As AS2's career progressed and responsibilities grew, he displayed an increasing frustration due to the amount of time; he and his Reserve soldiers had to commit to courses. Courses are the most common way (in the majority of cases) in which a person can become qualified in their trade and rank. For a rare few, they may attain recognition of prior learning; however, this is by far an exception than a rule. He particularly notes the length of courses has 'extended, without actually … making significant contributions to competency and capability.'

This frustration is significant as he goes on to explain his perception of the formulation of longer courses and that the length of these courses is an unrealistic expectation to have on Reservists who have full-time jobs or are trying to complete tertiary studies:

> I think there was certainly a high level of commitment and
> professionalism but from about … the mid- to late-90's, when we
> started to move to things like common induction training and they
> started to formulate courses based on competencies for the Regular

Army which was seen to be mandatory requirements for the Army Reserve, … we started to see … an increase … [in] the amount of time that was expected from people. … So what we're seeing is that the demands that are being placed on the Army Reserve are such that, in order to get your competencies or get your qualifications, and then to maintain them, and then on top of that to then progress in terms of promotion type courses, the amount of time that is required to do those is forcing people more and more to make decisions about do they want to join the Army Reserve and have that level of commitment. And for those people who are in, it is now getting to the stage where they have to make very quantifiable decisions, can I do one or the other, because I can't do both. (AS2)

As AS2 discusses above, the increase in training time required to become an effective member of the Reserve is a deterrent for those who are not already a member – influencing the ability of Defence to recruit part-time members. The increase in training time means:

that the target market at which you can then pitch recruiting effectively has become significantly smaller. In my case, I joined the Reserve at the age of 20, having already got into my civilian career. Now, I was able actually to go and do a two-week recruit course, [and] that was fine. Had I had to do a four- or six-week recruit course, effectively I would have had to work in an [organisation]… who would [be] sufficiently supportive of that arrangement for me to be able to go and do it. (AS2)

Additionally, he mentions how the structure of Reserve training has changed to more closely match ARA course structures.

Reserve training always seemed to be … conducted where you trained on weekends, your lectures went late into the evening and it was a very intense, a very heavily-packed course. Whereas now, [as is done] in the Regular Army courses, it tends to spread more of those [classes] out. (AS2)

It is not uncommon to have evening and weekends free of classes in Army Reserve courses in modern times. Additionally, he mentions the repetition of practising skills has been increased, in order to meet competency standards.

> there tends to be a lot more repetition in a lot of the Regular Army recruit courses, because they have the time to do it. Now, whilst repetition may help to automate some of the responses – particularly in drill, or in weapon handling – it doesn't mean that the core skill is not there, it just may be that it is performed to a better or lesser standard. And this is one of the things that the Army hasn't really kind of come to grips with, is that there is this difference between having a competency, [and the] standards in which they can achieve it. (AS2)

In effect, he perceives that there are levels of competency rather than the black-and-white approach of 'competent' or 'not yet competent'. As a result, he feels that a Reserve member should not be expected to perform at the same standard as a full-time member because they don't have the same amount of time or experience to attain and maintain the skill. He states:

> the Reserve have a level of training, that is commensurate with, in fact, probably even more commensurate with the amount of time that they had, by granting additional time. I'm not sure that the competency skill of the entire Army, is in fact, significantly increased [by increasing the amount of training time]. (AS2)

The competency of participants may be affected by the perception that the quality of training can vary greatly. AS1 provided an example, when talking about a particular suite of courses, where 'the correspondence stuff was never run very well. It was in fits and spurts. I guess because it's such a small corps, it relies more on individuals than large corps.' On Tuesday nights, the quality of the training can also vary greatly. This theme, mentioned by most, is best framed by UK1 who indicated:

> It's difficult in some of our units that have poor attendance from guys, because JNCOs may have prepared lessons only to be

delivering it to four or five guys. Or they may have been thrown a

fast ball, and they will deliver a poorly prepared lesson, which if you

are on the receiving end is very frustrating. (UK1)

UK1 indicates that the quality of training is decreasing over time when he said:

sometimes I feel that if training is poor or that I'm only coming in for

a certain amount of time, because I travel for about three hours … to

get here, I feel that sometimes I'd rather be doing something else and

I feel that the total amount of travel time is perhaps the opportunity

cost of "I could be doing something else rather than doing this

soldiering" is rather frustrating at times. And it does make me

question, "Why do we do this?"

UK4's training experiences had been limited to camps at this point in his career but even in this short time; his experiences exposed him to a variety of enjoyable and less stimulating activities. His first experience of the TA was with the Officer Training Corps (OTC), in which he said: 'I didn't particularly like it. I didn't really get on with it.' With this bad start, he investigated other TA options, discovered the Specialist TA units, and participated in a weekend with an alternate unit. From there he had to attend 'two weekends, both in March, (where I did) TA Foundations scheme one and two, and they prepared you for the two-week recruits' course.'

Recruits course was filled with 'intensive hard work' and consisted of all three 'bad' experiences for UK4 in the TA (at the time of the interview). The first was amusingly 'the motivational efforts of my training instructors' of which he provides the example:

we were sitting, camping in one of the harbour areas – had all our kit

out. We were told to put it away in five minutes and went on a two-

mile run with full kit – weapon, Bergen, helmet and webbing. Ah,

that wasn't … was not very pleasant. (UK4)

The second bad experience of training came as a surprise when his ironing efforts from the night before dropped out of his uniform prior to the morning inspection, of which he stated 'so that was quite irritating'. The two examples provided, highlight that the least enjoyable experiences occurred when he did not feel suitably prepared by his

instructors. Naturally, most military members would state this form of training is in preparation for coping with the unexpected, but in Adult Learning circles, one could argue that it is poor instructional technique.

Competency attained by increased training time is a familiar feature across the full spectrum of training courses. A new recruit must complete the recruit course and trade course before they provide capability. For many, that meant 'sitting on the bench' in between courses: 'unemployable, unable to do anything, because they can't get the time off from work' (AS2) to complete the full suite of courses in a short period of time to be employed in any meaningful work. For many, he states that they became bored, and/or frustrated and left the Reserve.

For some skillsets, recognition of prior learning is a legitimate component of competency-based learning frameworks that minimises training resource wastage where someone has already learned or attained a particular competency. Four of the ARes participants discussed examples of RPL failure relating either directly to their own experience or one of their subordinates. They highlight the waste of time for the affected person in having to attend an entire course, where only a small number of competencies were required, in addition to previous learning to attain the Army-recognised qualification. AS3 provided this embarrassing example.

> I've actually had in the Reserves, diggers who are qualified in the
> road train, and it was embarrassing to me to have to book this person
> onto a driver's course for 30 days to drive a Land Rover and a 12
> tonne Unimog. The fact is that I wasted this person's time. This
> course could have been RPL'd, and he only do the [remaining]
> required modules over weekends as off-road driving, [and] you get a
> trade testing officer to conduct the training and then test afterwards.

By way of contrast, however, he offers that steady RPL implementation is increasing across Army.

> ALTC are starting to recognise they are not in a position to train
> people from woe to go, and get a successful vehicle mechanic. So,
> they are recognising prior learning of both vehicle mechanics on the

> small to large vehicles, but not training in the heavy vehicles – you'll
> do a portion of the course, and vice versa. (AS3)

Tying in with the previous discussion regarding Reserve role and policy, AS2 describes 'they' don't really understand what 'you actually want the Reserve to do?' By not understanding this, weekly, monthly and annual training programs cannot align to the bigger plan. 'If you want them to deploy as formed units, or sub-unit level, then you need to train them and equip them to be capable of doing that. At the moment, we don't do that. It is due to this lack of a 'real role', that training continues to be conducted at the low-level individual scale and the more interesting and challenging 'collective level training [doesn't get conducted] because the units just aren't administered or supported in a way that is needed [in order] to do that.' This highlights the dissatisfaction with realistic and meaningful training.

The lack of meaningful training is problematic where the planned training is cancelled for other activities. UK2 provides this example:

> They were coming in on a Tuesday night expecting to do a certain
> amount of training and then end up doing some G4 or they'd be
> doing some admin. Moving chairs from upstairs to downstairs ready
> for a mess function or putting out tables and that sort of thing, which
> is a bit off-putting for the soldiers. They're coming in expecting to do
> weapon handling drills or field craft or something like that and spend
> the night messing about doing chairs but thankfully we've got on top
> of that and said "right, that's not going to happen.

AS3 however indicates that on Tuesday nights, their training was 'doing the job'. They would have:

> real-life rations to be sorted, real-life orders to be fulfilled. Yes, it is
> training, but … because people have to eat, and they do have to drive
> vehicles, and they do need to maintain the vehicles so … in fact, it's
> hands on the job. Other than that, we also try to add to that training
> and do things like forklift courses … that instantly translates into a
> civilian qualification. First aid, [and] all the soldiering skills. We

would try and incorporate into the training over a 12 to 24 month period. (AS3)

Registering to attend a training course can arguably sit inside the administrative topic; however, the ability of a member to attend training is also an issue of attaining training competency. The experiences of the participants panelling onto courses varied greatly. Advanced warning to panel onto courses varies greatly across trades. Some of the smaller, more specialised trades can only run courses once or twice a year, whilst larger trades can run courses frequently (even monthly). In order to compare the experiences of the sample group, 'recruit course' or 'appointment course' is used as an equaliser to compare across participants. The experiences of each person regarding the timeframe it took to attend a recruit course varied greatly. This ranged from two days in one instance, to four months in the instance of AS3. Their own experience seems to influence their belief of what the standard timeframe or metrics should be and the topics taught prior to attendance.

The consensus regarding the length of time between enlistment and attendance on a recruit course is one to three months. However, some participants noted that the recruits themselves may have constraints that affect their ability to attend. AS1 stated:

> Well, I guess we're enlisting a lot of students so they have certain demands, where they couldn't do things in a timely way. And again, it's got to be done quickly. They go away and take their time and get other distractions and things, I guess I'd like to see that available within the next month or so.

AS3 agreed, by saying: 'Within the 30 day period, depending on … the recruit's availability'. AS4 indicated that twelve weeks would be on the outside, but also takes into consideration the recruits constraints. AS5 relates his response to his own experience. 'Just based on my own past experience … for training, pending personal commitments, one month. I think this is important because it kept my interest.'

4.7.2 Experiencing Bureaucracy and Administration

Due to increasing governance requirements and policy changes, there has been a significant increase in the administrative tasks placed on Reserve units and members.

These tasks, such as AIRN, mandatory training and OHS governance, increase the general administration and paperwork required to be completed. These tasks impose themselves on the available, finite Reserve attendance time, which means there is less time for training. The themes that were used to identify administration concepts included *administration, bureaucracy, personnel file, competency logbooks, AIRN, paperwork, (processing) course nominations, (processing) course withdrawal, reports and returns, writing instructions, writing instructions of future activities, and planning.*

One theme that was evident throughout most interviews was that there was too much administration required. The all-encompassing term, administration, may involve paying staff, writing plans about training activities, managing the readiness of soldiers such as fitness and medicals, or sending staff on courses. AS2 believed that most aspects of Reserve service has been over-processed, expressing the view: 'I think that the biggest problem with the Reserves is the amount of administration that is required to be able to perform even the most basic of functions.'

Administration, when it was paper-based, had its deficiencies. AS1 stated that:

> Some of the different harebrained pay schemes we went through
> were pretty poor. I remember in the old days we used to get a cheque
> once every year with no statement, no nothing, just the cheque –
> there it is. God knows what could have gone wrong.

Interestingly, he justifies these harebrained, administrative activities by saying, 'it was a different army back in those days, too'. He goes on to say that anything that involved paper filing was always problematic: 'The old personnel files and paper-based things that got lost, and always went missing, always creates grief.' With the introduction of electronic systems and process streamlining, it would be logical to assume that administration would improve. However, the participants do not experience administration in this way.

The perception from the participants that the streamlining and standardisation of part-time and full-time policy and practice, coupled with increased corporate governance requirements imposed by government (e.g. OHS) has increased the administrative burden. However, additional support to meet the increase in administration has not been forthcoming. A commonly frustrated catch-cry of the participants is 'part-time army,

full-time admin' (AS1, AS2, AS5 all stated this), and this is clearly expressed here, with AS2 stating, 'There is a requirement to do almost the same level of administrative work, whether you're administering Regular Army soldiers, or whether you're doing part-time soldiers' and 'that's where I'm talking about things like the requirement for personnel logbooks that are [a record of] competencies. The administration in all of that is getting significantly harder.' Australia is not alone in this view with UK1 indicating, 'the admin and bureaucracy side of things can be annoying and frustrating' to get through on a Tuesday night.

The frustration of meeting the requirements is clear when AS4 indicated that Tuesday nights are an:

> admin nightmare … One of the other huge admin burdens on a
> Tuesday night is AIRN. It is an absolute nightmare. As much as
> we've tried to get everybody to do [it], or as many as we could to do
> BFA on a night or [shoot] on a night, or have their medicals, which I
> have to look at every week, it's all over the place. AIRN, whilst you
> probably need to have it, is just an admin nightmare for Tuesday
> nights.

Indirectly, this commentary also reveals that whilst administration becomes the focus on Tuesday nights, work related training cannot be.

The burden of administration is perceived to increase as Reservists attain higher ranks. This has effects on retention and the potential loss of investment in the training of those more experienced members. As AS2 stated:

> but when you think about what's been spent on getting people
> through to Sergeant, Warrant Officer Class 2, Captain to Major level,
> when you think about what's been spent in that space to get those
> people there, we do nothing to retain those people. In fact, what we
> actually start to do is make it harder. It actually gets much harder at
> that level because it is a part-time activity, but at that level, there
> becomes significantly more administrative work to be done. And that

has to compete with all those other things that start to happen in a
Reservist life.

Failing to retain officers is a costly expense for Defence (Australian Defence Force
Warfare Centre 2007). Whilst AS2 acknowledges that there is attrition across all ranks,
the cost involved in training longer-serving ranks (and therefore experienced ranks)
versus shorter–serving ranks means that retention dollars would be better spent at the
higher levels of commissioned and non-commissioned ranks.

As the administrative workload becomes more demanding, system failures also affect
individuals. AS2 could not recall a specific time that he was 'let down' by the system,
although he knew there were a number of times where salaries were incorrect or
untimely. However, he did relay a story regarding one of his staff being poorly
administered due to bureaucracy within the medical system after ten years of service:

> [the soldier] had [an initially undetected] colour perception difficulty
> that the administrative processes that surrounded either getting him
> exception or a waiver or those sorts of things. The system didn't
> seem to be able to work through those sorts of issues. A very poorly
> handled administrative problem. (AS2)

The Reservist had to change job trade because of the oversight, after giving ten years
unblemished service. AS3 had an instance where he wasn't being paid, the account
being: 'I was actually owed 18 months' pay. And it took them almost two years to pay
me, and it took a redress of grievance to start it off.'

UK4, whose service at the time had only been six month, had already experienced
personnel administration difficulties when he stated:

> One of the frustrating bits is the time period 'cause I was hoping to
> do C&E license course this September but I couldn't arrange it, even
> though they are running the course this week. So that's quite
> frustrating. So at the moment … I can only drive around in a Land
> Rover and not any of the trucks.

From this, I understand that the administrative processes to get him onto the C&E course had failed him, even though he was available to attend and the course was running. The administration in this case, also resulted in not up-skilling him into a role that he felt would have added more enjoyment to his trade.

4.7.3 Experiencing Remuneration and Benefits

Remuneration and benefits covers a range of initiatives and themes. The themes that emerged regarding remuneration and benefits included, *pay, remuneration, benefits, discounted/non-discounted rates of pay, bonus, tax-free, pay formula, finance/financially, money and bounty*. Some other words that, pending the context of its use that were also relevant included *worthwhile, value/valuable, useful, cost, beneficial, and rate*.

Remuneration is a topic with vast opinions across the illustrative sample group. AS2 did not join the Reserves for the remuneration and as such, he did not:

> believe that people are necessarily joining the Reserve for the
> financial contributions remuneration. Plainly, in my view, there are
> better ways to earn additional income … than to join the Reserve.

UK4 had a differing opinion when he talked of remuneration, benefits and bounty within his interview. Whilst he said he joined to have some fun and 'it was something a little more interesting to do then stacking shelves in supermarkets like all my friends do at university', it is evident in other comments that pay was a pull factor. When asked if he would participate in the TA for no salary, he exclaimed: 'No, absolutely not. I wouldn't put my body through this if I wasn't getting paid for it' (UK4)

When AS2 decided to leave the Reserve, remuneration was not a deciding factor as:

> On a personal basis, my income from a civilian occupation is
> equivalent to [the rank of a] major general or something of the
> equivalent … The money that I was getting from Reserve service is
> really insignificant in the scheme of things for me.

He continued, adding that he believed that those he served with shared his views where 'the money side isn't actually necessarily what keeps people either.' However, he did mention that he felt that 'there are still discrepancies in the level of remuneration for Reservists. This is based on the change from the community-volunteer approach of the 'old Reserve in which I joined', where the pay was kind of 'a nice to have', to more recent times where the army sees the Reserve as part-time employees. When you require people to:

> 'allocate more time [that] compete[s] with balanc[ing] a family,
> civilian employment, etc, then … you have to pay more money in
> order to make it more financially attractive compared to other part-
> time forms of employment. (AS2)

In addition to their salary, the TA also has an annual bounty to encourage retention. UK4 talks about the addition of a 'bounty' which he found particularly beneficial because 'It would definitely pay for road tax – put it that way. Bounty is quite nice because it's tax-free and it's a lump sum. It's quite nice to have it.' In addition to his daily pay, he receives a bounty: 'I think it's about 500 odd pounds or something, if I do 19 days a year which is two weekends and this camp or a course.' Most importantly when asked if bounty influenced his opinions about the TA he said that:

> If it was removed – a lot of these guys are only doing the camp
> because it is bounty earning, whereas some courses aren't. I think
> that if it were removed a lot of guys would quit. I think the bounty is
> a big pulling point for the TA. (UK4)

From this, we can see that the TA uses the bounty as a way to guarantee higher attendance on particular activities – which the ARes does in targeted ways such as RRF and HRR but does not do in an all-encompassing way.

In comparison, given AS2's assertion that remuneration is not high on the motivating factors of Reserve service, AS1 indicates that he thinks there are:

> three reasons that people stay in the Reserves. One is the money.
> Two is the training and job satisfaction, and three is the social aspect.

> And I think you've got to appeal to all three, and I think that Tuesday
> night plays an important part in that.

He notes that one of the motivating factors to join was the money. His story goes:

> I was a young bloke, playing in a Council band or a Municipal band
> and somebody I met from the same organisation, said "Hey, you can
> play in the army Reserve band, and do the same thing you're doing
> here, but get paid for it." So, I didn't believe them, but lo and behold,
> it was true. (AS2)

Reinforcing this at another point in the interview, whilst discussing the three best things about being in the Reserve, he quoted: 'As a young person the money' is critical.

The literature review provided some insight into the methodology for determining daily ARes pay rates. AS2 offered that the method of Reserve payment requires review.

> My understanding is the amount the Reserve get paid is based on
> what the Regular Army counterpart would get paid less certain
> amounts, in terms of service allowances and other things, based on a
> pro-rata basis. Whilst it's tax-free, it certainly makes some difference
> to it, but if you look at it in the scheme of things, for me tax-free
> means it is not significantly more advantageous for me. I just look at
> the total amount being paid on a daily basis for a Reservist is really
> not attractive.'

AS3 provides some insight into why this daily rate is not attractive, and it is due to the 365-day divisor of an ARA salary calculation. In Australia, he believes a Regular member 'only works in the vicinity of 200 days per year'. UK4 offers a very short statement regarding remuneration being: 'they should look at the salaries every year!'

UK4 however, also discusses the positives of remuneration on family acceptance of participation.

> I think they would think "well, I'm not going to give up … I work all
> week then my weekend I don't get to see my family but at least I get

paid." I think the thing that may have put them off the most is not that they wouldn't do it, is that their families would turn around and say "Hang on there a minute, you're going off there every weekend, [and] you're not getting anything for it". Whereas now that they are getting paid for it, when the wives are whinging at them, they turn around and say "Hang on, you're happy enough to turn around and take the money and go shopping with it."

In addition to pay, there are other ways in which members can benefit from service. One example is health benefits which two participants mentioned. They argued that including some form of health benefit, as part of the total remuneration package would make it more enticing for Reservists. AS1 offers this regarding other benefits that could make the Reserve more enticing:

So the ones that I heard about [are] from the U.S. Army. I think health benefits are something to mention. I think they (U.S. part-time soldiers) have access to Defense Force health scheme, [or] whatever it is called, [and this] is something that we should pick up. Something a bit more than that would be valuable.

AS5 also stated that Reservists should have:

more access to the medical and dental offerings. Like when I first signed up it was much easier to access the medical and dental military service when you were on duty – for any ailment whilst you were on duty. You know what you were entitled to and I don't know where that went along the way.

Another aspect to remuneration for the Australian participants is that ARes members do not accrue superannuation entitlements. The Australian military currently holds an exemption for compulsory superannuation payments for Reservists. This is particularly important for Reservists who are not working in other employment. Unless those members are voluntarily saving retirement funds outside of superannuation programs, they will be unable to access superannuation on compulsory retirement from the ARes at age 65. Similarly, UK TA members are not entitled to pensions. Four participants

discuss superannuation in detail although eight of the nine participants mentioned it in the discussions.

The structure of any proposed Reserve superannuation may not be the same as current superannuation programs, but AS1 said:

> some form of superannuation [is required], as the population ages and its encouraged/mandatory elsewhere. It's probably a bit of an anomaly that the Army isn't doing that. So some form of pension or superannuation, or something, I think would be appropriate. I think the Americans also give access to some form of ongoing care as well, which I think would help. As they get older … that would be valued as well.

UK1 similarly stated that 'Certainly the introduction of pensions would be a good thing but I foresee that never happening for the TA guys.' UK2 also believes there should be some form of pension scheme for part-timers:

> as there is no pension scheme for TA soldiers, which I suppose would be difficult to enforce … but the soldiers who do sort of 15–20 years at the end it, they've got nothing, which is sort of unfair.

AS4 states that whilst he 'doesn't know if money is the answer' he still suggested:

> I think that if somebody is really serious about a career in the Reserves, maybe a superannuation type thing, salary sacrifice. Take X-amount out, and stick it in there. I think that if you are in for a while, and I'm talking probably 20 plus years, maybe even higher maybe 25 years, if you are effective and committed, over that period of time, I think they should take a serious look at a pension. Maybe not – definitely not to the standard of an ARA pension, but if you've given that much time for that length of time … And I think if that incentive is there, and it's a reasonable one, more people might stay longer.

One of the interesting benefits the TA receives which the ARes does not is travel cards. UK1 explained:

> I know they are thinking about introducing rail cards for TA
> members. Regulars are issued that as a matter of course, which gives
> them one third off rail fares and it was mooted around as policy to
> introduce it to TA guys. I think that would be a good thing, a good
> incentive. So it's not just you know monetary pay, it's all those
> additional perks and benefits."

After completing the UK interviews, the announcement of the introduction to TA travel cards occurred. Australia currently does not have any incentive like this for Ares members.

4.7.4 Lack of Recognition

A perceived lack of recognition of participant Reservists is demonstrated in a number of different ways. In conjunction with the attitudes full-time members display to part-timers, there are other formal and informal ways that affect Reservists' morale. AS3 describes his dissatisfaction with the way in which he felt Reservists are not recognised.

> Having annual [performance appraisal] reports, that are not
> commensurate with the efforts that you have put in [and the] other
> one's pay. Unfortunately, as a Reservist, you don't rank too high on
> the pay structure, and, if you happen to miss out on incidentals, or
> you happen to miss out on a pay, [the attitude is] "It'll catch up to
> you next month".

AS5 is more direct regarding his dissatisfaction of recognition within the Reserves. He plainly stated: 'You get treated like shit. There is no respect for what experience and qualifications you may have.'

Unexpectedly, tied with a lack of recognition is the way in which quality Reserve soldiers and officers are managed and can progress through 'talent management'. Whilst Defence selects people with leadership potential, a large emphasis is placed on

its ability to train and develop leaders (Australian Defence Force Warfare Centre 2007). AS2 stated:

> I think the best officers and soldiers are the ones who have, not just completed courses, but the people who have the right leadership skills and who have the right competency mix or capability mix, depending on the position that they're in.

From this, some participants indicated that there was a perceived lack of talent management in early officer careers, resulting in the pool of talent remaining thin. He stated:

> If you look at the attrition that occurs from Reservists, I actually believe that you lose a hell of a lot of your best people, particularly in that jump from probably Captain to Major. By that stage, they have matured in their civilian careers, they are at that stage and age at life at which family is becoming increasingly more demanding … So we lose a lot of our very best people there and …the Reserve doesn't actually do a lot to retain the people at that level. (AS2)

Another issue that influences the management of quality talent is the 'time in rank' for promotion. That is, where a member not only has to have completed the requisite courses to be promoted, but must have been substantive in the current rank for a period of time. AS1 stated that: 'You would like to see some relaxation on time in rank, and all the checks in the boxes and all of those sorts of things', and AS3 similarly stated:

> I think that there needs to be a little more flexibility given to time in rank, rather than just looking at it in pure formula type scenarios. Example, this person has done five years, and he has completed this course, and he has a series of reports that says that he is just satisfactory therefore, he has gone through. Whereas, I know, I think for the outstanding soldier particularly good people that we need to keep, then we should have some capacity, not necessarily so much of a fast tracking, but I really think that there are some issues about career management.

AS3 has experienced others who have been promoted due to meeting time and course requirement but does not have the capability to fulfil the role. He described it this way:

> And the fact is having to be promoted in the ranks, doesn't
> necessarily mean that you have the capability of performing that role;
> because, I know sergeants who've been promoted to sergeant because
> they have done the course, but when they got to Sergeant, their
> knowledge, their output and their capability equals to less than a
> lance corporal. (AS3)

AS3 even expressed that whilst there may not be flexibility to promote outside 'time in rank', there could be other beneficial ways to recognise great work such as:

> there are a number of postings that are available out there, [of which]
> I don't think that the army really gives any thought about giving
> Reserve soldiers any genuine opportunities – postings where they're
> doing something operational.

AS5 simply stated:

> Time in rank is pointless. If you have a great soldier who is capable,
> has done all the courses and is recommended for promotion then time
> has nothing to do with ability. And often they are doing the higher
> job already – so they should wear the rank.

AS2 did not necessarily believe there is no recognition or talent management occurring but it is constrained by the rules of 'competency' and 'time in rank'. Commanders are trying to review their personnel and make proper and considered recommendations about careers:

> [The commanders] would sit down and review all of the personnel,
> all of the officers reports', and twice a year, we would sit down with
> the corps adviser … and we would have a general two to three year
> progress plan for where we thought particular officers should go and
> what sorts of postings they should have. (AS2)

He felt that the talent management issue is at the Career Management Agency level, rather than a problem at the unit level. He provided the following example: 'I remember when career managers would come out from APA (Army Personnel Agency), and you have this conversation that seems to happen by rote, because they really didn't have anything to say' (AS2).

He believed that ultimately Defence has to stop looking at its people as the same type of resource as any other piece of equipment and apply a Human Resource Management lens to their thinking.

> I think that you actually need to do a lot more in that space and its much more [of a] human resource management issue. My view probably is that [Army Personnel Agency] seems to work more as a kind of "we've got slots to fill so let's just massage them, and put square pegs in round holes." (AS2)

Evidently, whilst not specific to the ARes context, placing Reservists into jobs they are not suitable to fill could quickly become a dissatisfier for them.

4.7.5 Perceptions of Commitment and Expectations Placed on the Reserves

Four of the five ARes members indicated that the commitment and effort required of Reservists was extreme; however no TA members mentioned this as an issue. AS1 stated that: 'It'll take as much of your time as you're prepared to give it, and then they'll ask for more – always', and AS4 reinforces this by saying: 'the commitment that is expected … and it's a big one, over the last three years, it is almost to the stage where every soldier is expected to blow a hundred days.' AS3 succinctly indicated that: 'people's expectations are unreasonable.'

Importantly, the above comments were made in the mid-2000s where the context of budgets was such that budgets were supporting extensive Reserve commitment. I acknowledge that since 2010, budget cuts to the Reserve (Barry 2013; Mornings Program 2010), have significantly changed the ability of Reservists to attend more than the 'historical mandatory 20 service days to be classified as "efficient"' (Barry 2013, p.

1). The budget cuts have a significant impact on 'Reservists "voting with their feet" as they believe they are not valued or needed' (Barry 2013, p. 1).

4.7.6 Experiencing Full-time Soldiers' Attitudes towards Part-timers

Again, some similarities are seen between the UK and Australia regarding how full-time members of the armed forces perceived, viewed and interacted with their part-time counterparts. AS1 described the issue: 'the divide between the Regulars and the part-timers. There is not always mutual respect.' AS3 indicated that there is often a lack of respect until a full-timer has an opportunity to work with the part-time army where Reservists are then able to prove themselves. AS3 provided an example:

> Some of our Regular Army brethren, disregard the capabilities the
> Army Reserve can actually offer. Until they work with the Reserves
> … So, I would say that that's the whole "them and us", in some
> instances.

UK2, who is ex-Regular Army, had the same attitude and can now see the other point of view.

> Not that it has happened to me but that I've seen with the lads is the
> fact that Regular soldiers don't recognise the TA for what they are.
> That's a bad thing … But, to be fair, I thought the same when I was a
> Regular soldier, but now I've been on both sides of the fence it's
> completely different.

4.7.7 Being 'Stuffed Around'

From the foregoing stories and perceptions, there is a sense that people in the Reserves are generally 'stuffed around'. It might relate to administrative problems, training issues or other aforementioned topics. The participants discuss it as a generalisation or as a topic in its own right. Whilst AS1 and AS5 talk about being stuffed around, AS4 provides an example that is linked to both poor administration and issues relating to training. He said:

The way that soldiers get stuffed around and I can give you my example. I got promoted to WO2. Four years six months and six days later, they presented me with my warrant [certificate]. Apart from the fact that … three ARA came in on promotion in January, and in March they got their warrants. Four and a half years I waited. Add to that, the number of times I've done courses with the unit, and ROAs [records of attainment] had gone missing, like when I qualified to pistol [and then] where course reports have gone missing. And Certificate IV [in Workplace Assessment and Training], the same thing. They've lost part of the course report, so I can't get the full Certificate IV. But, there are about 120 ROAs out there signed by me that are not legal anymore, because they can't find the ROA and we didn't get a copy, so I can't get the Cert IV but I thought I was Cert IV, so, you know … [another] bad experience … I just can't stand watching the soldiers get stuffed around. (AS4)

4.7.8 Review of Dissatisfaction of Reserve Service

The administration section in particular, highlights the Hard HR approach and how administration burdens, including poor administration, affect Reservists. Certainly, it appears that the expectation of soldiers is that administration is to be appropriate, not time consuming, professional and efficient thereby relating the view of administration more closely with an employee mindset than a volunteer view. Needless to say, administration reinforces the view that Reservists are not valued and that it is acceptable to poorly administer Reserves, with no or little regard for the other components of their lives. The adage remains: 'part-time army, full-time admin'. The review of administration also suggests that people view this part of Reserve service through the lens of the employee – that being, it should be professional, timely and streamlined – in line with experiences of workforce administration in their civilian lives.

The participants recounted the complexity of administration, be it pay, recruiting, applications to attend training or the like. This complexity requires Reservists to invest more effort into researching and understanding the supporting processes. In turn, this increases the time to perform the administrative action and increases the potential for errors within the process, resulting in further diminishing time available for core

business. The increase in the volume of administration eats also into the available time for part-time soldiers to train when they attend. The pivotal failure of increased admin burden is that it reduces defence capability through a decrease in available training time. A reduction in the practice of skills cannot possibly sustain the same degree of competence in that skill.

The administration to manage a part-time force also has an effect on the motivation of the force. Under any of the motivational theories discussed in the literature review, higher orders of motivation are likely to be difficult to achieve through the participation in administration when core functions for the participant are war-fighting or a form of combat support. Employees, who are not performing their core role due to other tasks such as administration, are therefore likely to suffer poor morale, *push factors* that encourage members to become disengaged and eventually leave the workplace. The psychological contract between employee and employer is likely to be broken, if the employee believes there is too much administration and their expectations cannot align to the administrative requirements of the organisation.

Many of the HR practices do not recognise and accommodate the decreased available time for part-time members. Similarly, these processes have not been modified to reduce the complexity of the process to meet the need of Reservists. In fact, in some cases, HR processes are more complex for Reserve members than Regulars in areas such as pay and managing recruit competencies. The increase of administration contributes to the perceived obstacle of participating in Reserve service where there is too much time spent in managing paperwork, and not enough time practising tangible skills that contribute to capability.

Remuneration and benefits are clearly benefits that employees receive for work they complete and therefore, it is most likely that Reservists perceive this part of their service through the employee lens even though many participants indicated that they do not do it for the money. It seems there is an expectation that they be paid on time, the correct values and with all the entitlements; they should receive these in accordance with policy.

The section on remuneration shows the internal conflict that occurs with Reserve members and associated salary and benefits. Many of the participants indicated that they

did not join or participate because of monetary enticement, however in contradiction, there are examples from those who would not willingly participate without some form of remuneration. This suggests that utilising fiscal approaches to retention will induce limited loyalty from participants.

The participants describing a lack of motivation occasioned by financial gain must be attaining their Maslow's lower order needs from another source, such as their primary employment. Those members not motivated by pecuniary rewards display the motivations of a volunteer. Further, this does not add weight to the perception held by Reserve members of being a part-time employee, and in fact, reinforces the notion of the volunteer soldier.

Interestingly, some of the participants' views of remuneration have changed over time. Some of the participants did not join for the money, but as the organisation has demanded more of them, the remuneration has increasingly become more important. This reinforces the view of the moving mindset from volunteer to employee. In Herzberg's theory (Herzberg, Mausner & Snyderman 2009), hygiene factors such as salary do not provide satisfaction in themselves, although dissatisfaction results from their absence so failure of remuneration to compensate for effort, results in 'push' factors contributing to de-motivation or disengagement.

For the lone, self-described employee of the participant group, the remuneration coupled with the other factors such as enjoyment becomes a contributor to stay. As noted in the *Sydney Morning Herald* online article, an ex-soldier from Orange left the Reserves because 'as an HSC student, he could earn more working part-time at night in a supermarket' (Walker, F. & Gregory, D. 2013 para. 7). As suggested by UK4, this indicates that the remuneration for those who are employee focused will be considered as the fiscal benefits of Reserve service against other casual or part-time employment opportunities. The money earned elsewhere may be the 'pull' factor required, to encourage them to leave.

A number of participants noted the discrepancies between full-time and part-time pay. As one participant described, a Reservist would have to work 365 days a year to receive the same in-hand amount as a full-time soldier (AS3). However, AS3 incorrectly described the ARA working 200 days per year on average; whereas, the Australian

National Audit Office states that, 'it is generally accepted that ARA members will be available 225 days per year to undertake ADF related duties.' (Auditor General 2009, p. 46). Regardless of the details, the perceived difference in pay per working day is perhaps acceptable by those who view themselves, in part, as a volunteer. Additionally, the Australian and UK experience has a range of differing financial benefits that are used in various ways in an attempt to retain Reserve soldiers.

The UK and Australian Reserves have approached benefits in differing ways, such as the UK's approach to a 'bounty'. Bounty is not a practice associated with Australian retention although the ARA has adopted 'retention bonuses' for critical skill-sets of up to $30,000 for a five year commitment. This was a short-term program to 'stabilise the workforce' (Auditor General 2009, p. 46) until more enduring programs could be implemented and take effect. It is unclear whether a similar program for the ARes would be beneficial.

The range of responses suggesting programs Defence could implement into the remuneration package is of some interest. First, the recommendations provided by Australian participants reflect checkbox answers provided in the suite of surveys conducted by the Department of Defence. A fair conclusion to draw is the surveys have suggested these programs (such as superannuation or increased health care) and the participants have been influenced by this. It is therefore unclear whether participants would make these recommendations without previously being influenced by Defence surveys. Equally, the mere inclusion of such recommendations into Defence surveys also highlights to Reservists the sorts of remuneration benefits they are not entitled to, which in turn, highlights the lack of Herzberg's hygiene factors (Herzberg, Mausner & Snyderman 2009) in their organisation. Defence, may have inadvertently, encouraged negative thinking towards Reserve remuneration by explicitly describing these types of unattained benefits in their surveys (2001 and 2004). That said, it is hard to imagine any employee not desiring more benefits from their employer, so the view of the participants recommending these sorts of programs should still be considered valuable.

This section discusses how the participants perceive HR as being conducted both well and poorly within Reserve organisations. Not surprisingly, some aspects cross national borders whilst others are specific to the Australian context.

The section reinforces the notion of Hard HR being perceived by the participants as the primary approach of Army towards its Reserve components. The weight the participants saw being placed on procedures and administration adds significant evidence to support this idea. Contrastingly, there were very few examples provided by the participants of Defence adopting soft HR policy and practice. Further exacerbating the process-oriented approach to managing people, is the inference that full-time and part-time (or even volunteers) employees will derive satisfaction or dissatisfaction from the same things. The participants provide examples where they wish to be treated differently (in areas such as training) and in other areas wish to be receiving equal treatment as their full-time counterparts (remuneration). Undoubtedly, if the experiences of these Reservists reflect the broader Reserve community, then this is a confusing conundrum for Defence policy makers, who without understanding the motivations of the Reservist will not be able to make sense of the phenomenon and develop meaningful policy and practice. Additionally, the complexity of the Kinnunen, Feldt, Geurts and Fulkkinen's Four-Factor Model (Lavassani & Movahedi 2007) that I further expanded in the literature review highlights how important it is for Army to consider HR policy, practice, process and procedures for the Reserves, in conjunction with, but also independently of, their full-time counterparts.

The review of training seemed to be viewed by the participants through the lens of the volunteer <u>and</u> the employee. On the one hand, when the view is that of the volunteer, the expectation is that training should be measured, take only the minimal length of time to complete and should meet immediate requirements. Further training should be enjoyable and challenging – not necessarily expectations employees have of training. On the other hand when viewed through the employee lens, the expectation is that the training should be professional, relevant, and meaningful and enable Reservists to advance their careers. Further, modern frameworks such as RPL are not consistently adopted constructs within the Army and this adds to the view by the participants that either the Reserve is the lesser brother of the ARA or that there is a lack of desire within Army to enable recognition of ARes members' externally attained skill sets. Importantly, the newly created Civil Skills Database is one means by which Defence is attempting to better understand Reserve skillsets. Finally, some participants describe their frustration of being too busy 'doing the job', which resulted in missing out on valuable training. For them, the message they receive is that there is a lack of foresight

and professionalism for those who wish to improve their service and skills. My interpretation is that these participants are using their volunteer mindset, by interpreting that they are giving of themselves but not receiving anything of perceived value in return.

Training is at the core of capability development within Defence. Some participants discussed how their trade is in constant training and use during peacetime, but the ability to actually perform the job militarily only comes with deployment into war-like or other operations. Additionally, the participants further described the many perceived problems with the way in which training is structured, organised and implemented within the Reserves.

The section as a whole contains many contradictions: not enough or too much training, too much or too little time taken to train, recognition of skills or lack of recognition of prior learning, and so on. Underpinning all of this commentary is the lack of understanding of Reserve needs. The way in which training is conducted in the Reserve is perceived to be a replication of the way in which the Regulars are trained, and in fact, does not consider the unique nature of Reserve service in its training delivery.

Overarching some of the stories presented by the participants is the notion that part-time participants must squeeze into full-time training models. The participants demonstrate their frustration with increased time to conduct training whilst the output from that training produces perceived lower results. Reservists attending ARA courses, where the structure of the course 'wastes' Reservists time, share further frustration. The total force concept being applied in ARes contexts causes the participants to feel that there is little understanding of Reserve life and the pressures associated with it, such as the precious nature of time. If the participant experience is true of the majority of Reservists, then the way in which training is conducted requires a complete re-think on workforce development. There are two aspects to this: what Defence wants the Reserve to do and what time each Reservist can commit to achieving it. The participants suggest that when these two components are considered concurrently (rather than independent of each other) a training model for Reserve service will be better informed and shaped.

Contrasting, the opinions of strategic frameworks of training within Defence, are the stories of enjoyment and motivation that individuals feel when training is conducted

well. Quality training and enjoyable activities were earlier demonstrated to be great motivators for the participants. Defence training is one way in which Bandura's Self-Efficacy theory (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998) and the motivator factors of Herzberg's theory (Herzberg, Mausner & Snyderman 2009) are concurrently applied in practice. Challenging training events are selected that participants must successfully complete. Each event in which participants succeed continues to develop their self-efficacy and further challenges pull participants to the organisation.

The Lack of Recognition section highlighted the "Hard HR" approach (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998) adopted by Army and I argue that in this instance, the terminology HR is inaccurate whereas personnel management better reflects the approach the Army adopts with its part-time members (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998). The participants have discussed their experiences and perceptions of Army's approach to both administration and talent management being lacking in contemporary HR approaches. The perception of the participants reinforces the Army's view, that 'HR systems are treated only as tools to drive the strategic objectives of the organisation and employees are seen as passive or commodities that need to be provided and deployed" (Gill 1999).

The reason that Army's talent management is representational of Hard HR is that people are managed 'en bulk' by career management agencies (Directorate of Reserve Officer Career Management – Army 2013). The participants perceive that people are treated as one of the many. This perception is valid as the recent Directorate of Reserve Officer Career Management – Army newsletter titled 'Cooee' stated that Army is using a:

> "managing for milestones" approach to career management and advice. What this means is that Reserve officers will only be actively looked at from a career management perspective when they are approaching, or in a promotion or posting gate. (Directorate of Reserve Officer Career Management – Army 2013, p. 3)

In effect, an officer may only discuss their career with their career advisor, once every three years. The perception of the participants is that policies on career progression are

so rigid that the high performers are often promoted along with the poorest performers. This is especially true in circumstances where there are more vacancies than people to fill them. In such cases, the hard working, high-performing individuals are promoted with peers (in terms of time in rank) but their work is often not rewarded – there are no bonus schemes, very little ability to promote earlier than mandated time in rank, and very few other award systems available to recognise superior performance.

For those members who experience current leading talent management in their civilian occupations, the army experience can be detrimental to morale and future performance. Needless to say, talent management is predominately viewed through the employee lens, except perhaps in those circumstances where a person has little or no military career aspirations. In Vroom's model where instrumentality is the belief that if you perform well that a valued outcome will be received, it is clear that there is not a direct linage between performance and perceived value. If it is to be accepted that Reservists perceive talent management to be professional and employee focused, then talent management within the Reserves must align to modern talent management frameworks and become 'softer' in approach. Evidently, Reservists need to perceive that they are individuals contributing to Army capability and rewarded as such.

4.8   Review of Satisfaction and Dissatisfaction of Reserve Service

When comparing this illustrative sample group's satisfiers and dissatisfiers against the Defence Survey reports (Barton 2003; Brooks 2001; James 2000; Lyons 2001; McKinnon & Lyons 2002a, 2002b, 2002c, 2002d; Wainwright 2002; Waters & Osei 2001a, 2001b, 2001c; Zambelli 2002), there are strong links between previous survey data and the thinking of the participants. There are also important differences that will now be discussed.

In regards to the satisfiers for Reserve service, there are a number of important comments to make here, first, regarding deployments.

Deploying, it would appear from the UK experience in particular, further motivates Reservists to serve and continue to serve thereafter. Further, even if a member, such as AS1 indicated that he does not want to deploy (or cannot deploy in the immediate

future), there is a sense of meaningfulness in supporting those who do deploy, and this role relevance should not be underestimated either. Not having the opportunity to deploy, when operations are occurring for the ADF, seems to be like being a member of a football team but never getting a run on the field on play day.

Some of the satisfying parts of Reserve service such as exercises and adventure training have been in recent years significantly reduced or ceased. Recently, an issued directive stated that no adventure training activity within the Reserves is to be conducted. Given the above responses to participation in adventure training (coupled with Reserve marketing continuing to use adventure training imagery in its sales pitch) consideration for re-implementing occasional adventure training into the annual or even bi-annual calendar is warranted. Whilst some may view the expenditure of public monies on such activities as wasteful, perhaps an alternate view will change this opinion. A significant amount of money has already been spent on training and developing Reserve skill sets to either a deployable or near-deployable standard. The cost of bi-annual adventure training should be cost-compared with not only the cost spent on training a Reservist who decides to leave but also the cost to then replace and retrain them.

Certainly, cost cuts, resource reductions and general upheaval affects the ability for the mentioned satisfiers to continue to have the same effect on participating Reservists. The small costs associated with some of these activities against the satisfaction these activities have on Reservists should be considered when further budgetary cuts are made. Interestingly, some of the satisfiers when conducted badly become dissatisfiers, such as training. This demonstrates how important it is for training to be conducted professionally, just-in-time and with consideration for the unique requirements of Reservists.

The above highlights the *push-pull factors* at play within the Reservists' life. Further, many of the satisfiers and dissatisfiers are not directly related to employee mindsets and are more akin to the mindset of the volunteer. Such volunteer *pull factors* I believe to include the camaraderie, doing something different, deploying (from the viewpoint of giving back or the 'greater good') and some of the training aspects of participation. Some of the *push factors* that are equally felt by volunteers in the same way as Reservists are ever increasing expectations regarding commitment and time, dealing

with bureaucracy and administration, having others fail to recognise the contribution to the work completed.

During the literature review, I surmised that the Defence Force was utilising a Hard HR philosophy with a potential movement towards a Softer approach. Whilst each sub-section of this thesis has unique stories to tell, the overarching theme across HR in the Reserves is that it is a highly process driven, personnel management approach. The term 'personnel management' suggests that Defence is still functioning in a 'hard' HR construct, but this in itself is not enough to justify the terminology. The consistent theme from the participants of enduring administration processes, rather than stories of best practice human resource management, does reinforce the rightful view that the Reservist is working within a 'hard' HR philosophy and practice. My interpretation of the interviews shows there is little evidence of 'soft' approaches to HR; no stories of individual managers looking after the participants facing challenges; no opportunities for Reservists to express views about organisational direction or making improvement suggestions.

The sections presenting satisfiers and dissatisfiers of Reserve service contain repeated stories of bureaucratic processes that are time consuming and unnecessarily complex. In turn, stories of errors that adversely affect employment within the Reserve are witnessed. Even still, some of the participants remained serving whilst others had left. The next section looks at the stories and perceptions of the participants' view of continuing to serve or deciding to leave.

4.9   Staying and Leaving the Reserves

The participants were asked a range of questions regarding staying in and leaving the Reserves that was based on their experience. For those who were still currently serving, I asked them what experiences or events did they think would cause them to leave, whereas, ex-serving members were asked to tell me the story about how they left service.

It is important to note that AS5 was serving at the time of the initial interview but subsequently left the service. I re-interviewed him, without reminding him of his previous response, to see if he had correctly anticipated why he would leave which was

found to be the case. He believed that this ability to meet the deployment requirements consistently would be problematic – particularly fitness. This proved to be the case. His results are included in both the serving and ex-serving sections below.

4.9.1 Serving Members Thoughts on Leaving the ARes

The members who were serving at the time of interview were:

- All the UK members
- AS3
- AS4
- AS5

AS3 provided the most convincing certainty about how long his ARes career is going to be – it is a long time! He felt, at the time of interview, that the only things that will cause him to get out are 'Retirement age or death'. In a similar, albeit less confident way, UK2 also discusses retirement as the likely reason to leave. He stated:

> Well in fact, one thing which I could have put in as one of the worst things actually, is that in the infantry, once you become 45, you're only allowed to enlist annually and they can turn around and say "no we've had enough of you now", because they want to bring young soldiers in, but they are getting rid of experience, which is a bit off-putting, so that's something that I may not necessarily want to leave, but they may tell me to. But for me to actually say I've had enough and I'm going, I'm not really sure to be honest, cause I've been in the forces for that long, I don't think I can really see myself leaving until they kick me out with a Zimmer-frame and a wheelchair to be honest. Yeah, I don't know what would make me leave to be honest. (UK2)

There is a notable difference in retirement age between UK and Australian Reservists. As stated above, for the TA, the retirement age is 45 however for ARes members it is currently 65.

UK3 touched on reaching retirement age also:

if I move to another country I suppose that would cause me to leave but apart from that, I think I'll stay in the TA until I'm unable to, if you know what I mean. I find it quite exciting. You get to meet new people and you get paid for it so I can't really complain, can I? I'm in the best of both worlds I suppose. I can't really say that there is anything that would really make me want to leave at the moment. Ask me again at the end of this two-week camp. I suppose it's been a little stressful though. It's been OK.

She offered quite a few reasons she might leave, so her responses will appear again shortly.

AS4 provided an insight into how the 'push factors' could play a pivotal role in forcing someone to make the decision to leave.

Probably being stuffed around to the point where you've had enough. You see diggers do it. They get pushed to a certain point, and they say: "That's it; you can piss off; I'm going." Sergeants tend to [accept being stuffed around more]. Then I think you get lieutenants and captains, but I think if you really stuck around and you are a senior sergeant or warrant officer you tend to take a lot more, before you get to the really pissed off stage, because you've got to. You've got a position or a standing where you can go up to a CO or somebody and say: "Sir, this sucks." Where a lieutenant or a sergeant wouldn't, or a captain [wouldn't stand up to the CO], at that point I would say "no, I've got to go" and that would generally be being stuffed around by the hierarchy.

When asked whether he'd ever come close to getting out, AS4 provided the following example:

We had a Training WO here years ago, who hated ARes, the whole idea [of the Reserves]. [He] had made it known [that he hated the Reservists], went away, and came back as RSM. He came back as the RSM with exactly the same attitude. He ripped people's faces off,

unjustifiably. He did it about four times to me. When he did it in front of a bunch of soldiers, or we were near a bunch of soldiers, I thought, "that's it". I was going on holidays to England for six weeks, so I rang up the Chief [Clerk] and I said: "I'm on my way to the airport, and I need an application to transfer to go back to [another unit]." I picked it up, I signed it, I filled it out, and I left it with him, and the CO didn't process it. I noticed that when I came back there was a big attitude change with the RSM. If the circumstance hadn't changed, I would have gone inactive or discharged.

The theme of being 'stuffed around' again appears with UK3 also saying:

[What would] cause me to leave? Getting picked on all the time, getting picked to do all the horrible jobs or just getting run ragged if you know what I mean, I think that would cause me to leave. Up to now, I've been quite lucky because everything I've asked for I've always got like courses and stuff, I've never really been turned down. And I've got all the courses I can get now, so I can't really get any more so, I don't know.

AS5, who I will return to in the ex-serving section, provided a response that indicated that he thought he'd be forced out through non-compliance with Army's basic fitness, health and weapon handling standards. He said: 'Being forced out. Not being AIRN compliant.' It should be noted that earlier in this chapter, AS5 discusses how he felt that compliance of ARA standards for fitness and the like are unfair. Due to his response, I restructured the question to find out what self-initiated reasons might cause him to leave. He then stated:

In the last two years I've backed off on my army service. I used to average anywhere up to 60 days a year, for nearly 18 years, which is beyond the norm. And I suddenly realised I didn't have a personal life and it was hard to hang on to a girlfriend when she perceived that I was putting the Army Reserve first. So I've decided to try to bring a change about. The other thing too is [that I'm] studying at university

… trying to better myself for my own civilian employment, and trying to get ahead there and get promotion there at the moment – I don't want to be stuck on the "beat" for the rest of my life and all these things weigh in. Also, the role of the Army Reserve is changing at the moment and I'm being asked to do six months away with the Regular Army but they're not telling me – they're not guaranteeing me the same rate of pay that I'm getting with the cops. I know for a fact that getting paid $30K a year by the army is not going to cover my mortgage or costs or superannuation or my promotion with my civilian employment. (AS5)

UK1 discusses the situation in regards to both push and pull factors. He said:

If the other things in my life became more important than the TA. So if work or family pressures became more than the hours of the day, then I would consider leaving. If I felt that my [TA] job wasn't being valued and I wasn't valued doing that job I would possibly consider leaving. Those are the two biggest things. (UK1)

Finally, UK4 refers to enjoyment and time as reasons to leave:

I haven't thought about it at all really. I probably would if I got posted to something that I wouldn't find enjoyable, but I know that you can't really get posted in the TA but if something came up that I didn't find enjoyable. If I stopped finding the TA enjoyable I would stop doing it would be one. If I couldn't commit the time to do it would be a third one or if I got to a point where I couldn't afford to do it because I got paid less by the TA than civilian life, then I wouldn't do it.

4.9.2 Ex-Serving Members' Reasons for Leaving

This part is in many ways, the pivotal component of the thesis – what did our participants experience that caused them to leave the service? Was it a single event or

the culmination of many events? Was the decision made over a short or long period of time? What were the factors that overall contributed to leaving?

Interestingly, for AS1 who mentions time on numerous occasions throughout the interview, his reason for leaving was competing priorities with his time. He stated: 'My decision to leave was made over a long period of time, and that was basically the amount of time it was taking up, [that] I just couldn't afford to dedicate.' However, he acknowledged that for him, there was also a critical event that pushed him to leave. He left at the time of 'starting up my own business, where I knew, time was going to be a demand.' He goes on to clarify that the new business was 'justifying it. It was always taking up – increasingly it was taking more time as the roles got more senior, you had to be there more, and it just wasn't possible.' When asked if there was one specific event that influenced his decision to leave, he went on to state that:

> It was more a general thing of when you're working really long hours
> in a pretty demanding job, you need the weekend to charge your
> batteries, and that's exactly the time it takes away from you. (AS1)

Similarly, AS2 found that the demands of time were problematic for remaining in service. He stated:

> The reason that I went to the inactive Reserve that year was that I just
> didn't have the time to commit to doing [a] particular course. Which,
> from recollection involved, three two-week components for
> promotion just in that particular course, and I just didn't have the
> time to commit to it with my civilian occupation … and the next step
> was the twelve month posting to staff college to do six weeks' worth
> of courses, etc; it was not something I felt I could allocate the time to.
> (AS2)

The increased commitment that has been alluded to in other sections also influenced maintaining that balance. AS2 specifically mentioned an adage that was well used at the time when he first joined the Reserve: 'your family came first, your civilian occupation came second and your Reserve service came third.' More importantly, 'there was an expectation and a recognition particularly at that point, that there were other priorities in

peoples' lives', whereas later in his career, just before leaving he felt: 'I don't think that there was a recognition that Reserves' soldiers have other competing interests."

In order to provide what Defence terms 'capability', Reservists are expected to give more time, but that time, is not taken from their civilian jobs or other Reserve time, it results in less time with their families. 'Service in the Reserve has a significant impact on all the people who are associated with you' (AS2). As noted earlier, AS2 felt that Reserve service contributed to the demise of his marriage. As Reservists attain more responsibility, they need to be increasingly available at any time:

> the time they have to spend answering telephone calls, and being
> available for service, particularly as you get up through the ranks,
> and I'm talking about particularly Warrant Officers and probably
> Reservists of or above the rank of Captain in particular, have to be
> available all the time. (AS2)

It is important to note that some Reservists have permission to keep pay diaries (at commander's discretion) for blocks of time dedicated to Reserve service (Department of Defence 2013b). However, any pay diary block, starts at two hours of work time; there is no monetary or other compensation for time given less than two hours. Therefore, any activity such as a 30-minute phone call or 1½ hours responding to emails in the evening cannot be compensated as there is no cumulative mechanism for recording work less than two hours in duration (Department of Defence 2013b). Further, often that time is taken from time spent with family members or participating in other interests. As AS2 stated:

> the time they have to spend answering telephone calls, and being
> available for service, particularly as you get up through the ranks,
> and I'm talking about particularly Warrant Officers and probably
> Reservists of or above the rank of Captain in particular, have to be
> available all the time.

AS5 was the member, who at the initial interview was still in the service but it was discovered later that he subsequently left, and agreed to talk with me regarding the circumstances of him leaving. Interestingly, his original complaints regarding readiness

compliance ended up being part of the premise for choosing to part ways with the Reserves. He stated:

> I have continued to find AIRN compliancy a problem. I simply don't
> have the time to put in the training hours on top of my civilian
> employment, study, relationships and Army Reserve training time.
> Plus the hours it takes me to get to and from my unit. In the end, I
> decided that my time was more valuable, that my relationship was
> more valuable and my career was more important and that the
> Reserves had stopped giving me anything, it was just taking from me.
> So, it was time to call it quits. I have actually transferred to the
> standby Reserves but in reality, I might as well have just discharged.
> It's very unlikely that I'll be coming back. (AS5)

It is important to note here too that AS5 mentions the issue of time. Time and demands on time is clearly one area that needs to be balanced and appropriately managed by supervisors within the service to ensure that members can continue to serve longer.

4.9.3 Review of Staying and Leaving the Reserves

This section of the thesis provides insights into the motivations, influences and perceptions of Reservists. In particular, the analysis of this section through the worker-type lens demonstrates the basis of motivation for each individual.

Those who had yet to leave the service at the time of interview, showed that the perceived reasons that would cause an individual to leave varied greatly but they have considered *push factors*. These included aspects of work conditions within the service, be it being 'stuffed around', involuntarily made to leave or being 'picked on'. Only one participant mentioned a 'pull' factor described as his military career getting in the way of other aspects of life. The 2004 Australian Defence Force Reserve – Attitude Survey Report (Defence Personnel Executive 2004) cites 'Increasing Reserve pay', 'Providing a retention bonus/financial reward', 'Improving allowances' and 'Providing Defence sponsored superannuation', as the reasons most frequently cited people would stay in the Army Reserves. However, if considering this against the backdrop of Herzberg's

theories (2009), these hygiene factors are such that they may cause people to become dissatisfied but are not factors that would motivate or keep people in the job.

Contrastingly, all three members who had left the service clearly specified one very tangible reason for leaving: 'time'. As the TA writes in their Retention Aide Memoire from the part-time soldiers' perspective, 'it is not "Value for Money" which counts but "Value for Time"' (Ministry of Defence n.d.). The surveys and interviews of serving members have not conclusively demonstrated the strength of pull for members who leave. They leave because of the tensions of finite time resources and the inability to manage time within their transmigratory lives (Lomsky-Feder, Gazit & Ben-Ari 2008). This significant insight into tensions of Reserve life is relevant in identifying the likelihood of leaving trends.

Important in this insight is the worker-type mindset that is adopted by the participants in describing their reason for leaving. They do not describe their resignation in the ways an employee does but more so as a volunteer. Phrasing such as being unable to 'dedicate my time to it' (AS5) is reminiscent of volunteer language, as an employee would be highly unlikely to utter that phrase when resigning from a paid workplace.

Those who have left the service do not discuss hygiene or motivation factors in their response. Their responses are purely their inability to meet the often competing demands of their multi-faceted lives and the requirement for them to be able to meet the lower order motivation factors as described by Maslow (1943), such as providing physiological and safety needs for themselves and their families.

4.10   Lived Experiences, Perceptions and Reserve Service

This chapter commenced with an introduction to the participants. I presented their rank, gender, length of service and specialisation (corps). I discussed which participants were still serving, which had left, and discussed that one participant had left shortly after his interview so I was able to later re-interview him.

Following this, the chapter then commenced with discussing the psyche of the participant Reservists through the lens of employee or volunteer. Through this discussion it was discovered that in this illustrative group of Reservists, that most felt they were a 'bit of both' – employee and volunteer. They were clearly employees doing

a job and who received remuneration, but also felt attitudinally more aligned to being a volunteer. One participant (AS4) identified that he would happily serve for no salary as long as it didn't cost too much and another (UK4) indicated that he was definitely a paid-employee, as this was his only salary to support university studies. The 'bit of both' mindset provided some context for the thematic analysis thereafter, coupled with laying an HR lens over the data.

The part-time soldiering culture, identity and motivation were then reviewed. Here, the experience and importance of *Esprit de Corps* for the Unit or Regiment was discussed, followed by being engaged in the organisation and work, the transmigratory nature of Reserve service – the same but different, and the changing culture of Reserve organisations, as experienced by these participants. The section concluded that the volunteer mindset is strong in these themes; however, over time the view of Reserve service has started to become more like an employee mindset.

Some of the discussions in the section mentioned the impact of policy and as such, the next section discussed how the participants experienced Defence policy. The Australian Reservists in particular discussed the ambiguity of the role and relevance of the Reserve at the time of interview. They also discussed the importance to them of being seen as a credible adjunct to the Regulars by being used on deployments *En Masse.* Following this, the perception of the participants that policy makers do not understand Reserve Life and therefore policies are generally Regular Army centric. Additionally, the effects of restructuring on units were discussed before reviewing the themes through the lens of employee and volunteers. Again, both volunteer and employee motivations are evidenced.

The next sections discuss the experience of the tensions of Work/Life Balance through the eyes of the participating Reservists. Here the participants express how finite time is and how participation in the Reserve invariably takes time from both civilian work and family. The review of the section highlights the relevance of transmigrant theory (Lomsky-Feder, Gazit & Ben-Ari 2008) and the pull between life's 'spheres'. Additionally, I discussed how this section highlighted the complexity of my extension of the Kinnunen, Feldt, Geurts and Fulkkinen's four-factor model (Lavassani & Movahedi 2007)

The participants talked of their motivations to join the Reserves and how they experienced the recruitment process. In analysing their experiences, I discovered again that their motivations to join primarily resided in motivations expressed in volunteer literature, however, the recruitment process was described in terms of employee expectations.

The following sections thematically described experiencing satisfaction and dissatisfaction from Reserve Service. Satisfaction is thematically described primarily through the experiences of the Reservists, in some ways, through the volunteer psyche and motivation for participation, whereas, dissatisfaction was much more thematically evident through HR factors such as administration and training, suggesting that the participants experienced dissatisfaction more through an employee lens. Herzberg's push and pull factors are drawn on to make sense of these experiences/

Finally, the theme of staying in and leaving the Reserves was discussed. Those who had not left the service cited a number of reasons they thought might cause them to leave the service. Contrastingly, those who left cited only one: time. The review of this section compared the responses with Defence Survey Data and drew a number of similarities. Ultimately, this illustrative sample of three ex-serving members indicated that assisting Reservists manage pressures on their time, may enable them to continue to serve.

Whilst this chapter is presented with much more weight on the participant voice than the researcher voice, the next chapter is weighted more heavily to the researcher's interpretation of the lived experiences of the participating Reservists. This enables the empirical part of the phenomenological approach to come to the fore. Therefore, Chapter 5 aims to answer the research questions and discuss the findings.

Chapter 5 – Discussion

In the previous chapter, much of both the participants' voices and the researcher voice were being presented. The participant voice was often presented as quotes, whilst the researcher voice was primarily presented in the review of each section. As recommended by Aspers (2004, 2009), an empirical attitude was adopted during that review and theory was drawn upon to illuminate the experiences of the participants against the known theories of service, motivation, identity, human resources and the like.

This chapter continues to present this research in a connected way to the existing research and theory (Aspers 2004, 2009). In this chapter, I will adhere to what has been revealed to me in all its richness and complexity, and have restricted myself to 'making assertions, which are supported by appropriate intuitive validations' (Finlay 2009, pp. 10-11). I see this work being along the continuum between description and interpretation where this work attempts to balance the descriptive, interpretive and empirical approaches (Finlay 2009). I must stress again at this point, that my own experience of Reserve service, is similar in many ways to the participants, however, there are many attitudes, perceptions and experiences in which I do not relate to the

participants experience at all, and thus used my HR lens to assist with description and interpretation of the lived experience.

At this stage of the analysis, I have been 'constantly on the hunt for concepts and themes that, when taken together, will provide the best explanation of "what's going on" in an inquiry' (Srivastava & Hopwood 2009, p. 77). Using my HR lens, I looked for similarities and differences regarding the participant experience and what that might mean in practice. Aspers (2004) indicates that descriptive, empirical phenomenology is set apart from other kinds of phenomenology because it considers existing theory in its analysis. This chapter is presented from the perspective of the researcher's voice, and has been presented with an 'empirical attitude'. This chapter further draws together the data interpretation from Chapter 4 and the literature from Chapter 2, to view the phenomenon of Reserve service, retention and resignation in new ways. The iterative nature of the research and writing process has assisted with being constrained by existing theories and theorising their development. As a result, Chapter 5 not only draws upon previous theories and discussion, but also due to this research proposes a new way to think about Reserve Service – the Paid Volunteer.

The initiation of this investigation was through the strong desire to understand the lived experience of the Reservist, and what experiences are shared to influence a decision to stay or leave. The stories and perspectives of the participants are in many ways highly varied but in others extremely similar. The lived experience of the Reservist is individually unique as much as it is organisationally unique. Each Reservist has a myriad of stories and experiences that only they can fully understand and from which they may derive meaning. Each participant also seems to have a shared meaning of similar experiences with other Reservists, and this commonality is what drove the themes of interpretation in Chapter 4 and more importantly is what enabled Reservists to talk about their experiences with others who will understand, sympathise and empathise, having experienced the same or similar events in their own service.

The overall aim of this study was to investigate and explore the lived experience of Reservists, specifically those factors or events that affected Reserve retention. This chapter aims to answer the research questions through the development of second order constructs. As a reminder, the questions drawn from the primary objective were:

1. <u>How</u> do Reservists experience and view their Reserve work?

2. <u>How</u> does Defence HR policy and practice impact the lived experience of Reservists?

3. <u>How</u> do Reservists experience resignation and their decision to stay or leave?

Underpinning these main questions are a number of supporting questions, which in phenomenological terms are the 'what' is occurring within the phenomenon. These questions shaped the analysis to answer the aforementioned research questions:

1. Is serving as a Reservist unique, and if so, <u>what</u> is unique about it?

2. <u>What</u> model (if any) can be developed to represent the shared, lived experience of Reserve service?

3. <u>What</u> HR actions can organisations take to create conditions and a work environment that will enhance the retention of Reservists?

4. <u>What</u> sorts of event or events cause a Reservist to resign?

Based on the analysis, further thematic development has occurred, and is linked to previously discussed theory. In this chapter, I attempt to further illuminate the Reserve experience whilst using the research questions as a structure in which to do so and drawing on theory to affirm the empirical nature of the phenomenological research. I also propose my own model for thinking about Reserve service, based on these participants' descriptions of their lived experience.

As noted in Chapter 2, utilising the phenomenological research lens has been particularly conducive in this research because of 'the adaptability of its methods to ever widening arcs of inquiry' (Finlay 2008, p. 2). Layering part-time employment and volunteerism lenses over the experiences of Reserve service needed to occur in order to understand the complexity of part-time soldiering. By understanding this complexity of Reserve soldiering, we can then bring forth new ways in which to consider the development of focused HR initiatives for Reserve service in order to produce better results in understanding the resignation phenomenon. Both life-world and descriptive empirical phenomenological lenses have enabled the revealing of the tensions between

volunteer-like and employee motivational psyche that has underpinned the other aspects of the research. So, this starts with the first research question by asking: 'How do Reservists experience and view their Reserve work?'

5.1   How Do Reservists Experience and View their Reserve Work?

This research has described the ways in which the participating Reservists' motivation to serve is unique and complex. The work of Lomsky-Feder et al. (2008) discussed Reserves as 'transmigrants' and the participants in this research, in many ways confirms their insights. That is, the participants in this study openly discussed the unique sense of 'belonging' to the Reserve and the unique sense of not belonging to the broader, full-time Army, a disconnection from civilian colleagues and managing other interests including family. These accounts support the idea of Reserves 'migrating' from one sphere of operation to another in their daily lives as Lomsky-Feder and colleagues suggest. Most of the participants viewed themselves as transmigrants, whilst one saw himself as an employee and yet another saw himself as a volunteer.

To answer the secondary question: 'Is serving as a Reservist unique, and if so, what is unique about it?' this thesis further develops the effects of the transmigrant concept into participation, motivation and retention. The majority of participants (seven from nine) were unable to position themselves squarely inside a 'worker-type' when conducting Reserve service and as such, theoretical and practical motivational models of volunteerism or employees do not easily align to Reserve service or the Reservists' mindset. The psyche of Reservists does not neatly fit within the volunteer or employee mindset.

5.1.1 Paid Volunteers

Highlighted throughout Chapter 4 is the recurring theme of volunteer-like versus employee motivation tensions. In some circumstances, the participants viewed themselves as volunteers, who used a volunteer-like belief system to view themselves and their experience of Reserve service. The data from Chapter 4 showed that the participating Reservists were motivated like volunteers, in that there were 'anticipated benefits of the activity' (Mutchler, Burn & Caro 2003, p. 1269), the organisation was

doing admirable work (Okun, Barr & Herzog 1998) and there were other non-monetary benefits [to] the volunteer (Okun, Barr & Herzog 1998). Certainly one of the strongest themes (Culture and Identity) was the 'social systems and support networks that the Reserves provide (Toppe, Kirsch & Michel 2001). Reviewing the theoretical models of motivation against the volunteer-like mindset shows that the participants are focused on belonging, esteem and self-actualisation in Maslow's model (1943), whilst in ERG theory Relatedness and Growth prominently feature (Alderfer 1972). It is likely that these higher order motivators are due to Reservists frequently attaining lower order needs from other places such as their civilian work or spouses providing other financial support. Through the review of 'belonging', the phenomenon of Compensation Theory (Piotrkowski 1979) also became apparent where Reservists were using the Reserves to compensate for those satisfiers they do not receive in their civilian life work such as the excitement of military activities or being 'set apart' from their civilian colleagues.

Contrastingly, we also saw in Chapter 4 evidence of the participants' motivation more closely reflecting that of an employee. Much of their discussion revolved around remuneration and benefits, training, hiring, administration and their relationship with Regular staff. The weightiness of these topics are closely aligned to the Push Factors of Herzberg, being 'salary, company policy and administration, supervision, working conditions, and interpersonal relations' (Farrell, 2001 p. 124). Further, the Reserves talked in detail about what were (or could be) the factors that 'pull' them (the attractions of civilian life) to leave, such as family or the inability to balance Reserves with all the other aspects of their life (Smith & Jans 2011). However in both instances, this research was unable to compare 'part-time' employees against 'Regular' employees so it is not possible to test whether 'part-time employees were less satisfied with work, benefits, and the job in general' than their Regular counterparts as suggested by Eberhardt and Shani (1984).

Certainly the view of Feldman and Deorpinghaus (1992) that when part-time workers compare themselves to full-time employees, they are likely to feel less satisfied, appears to hold some support with these participants. Through applying a Human Resource Management lens over the participants' experiences in presenting the data in Chapter 4, there were frequent references to the Regulars, and either having to attempt to fit into

'Regular' moulds (e.g. long training courses) or not attaining the same benefits as Regulars (e.g. paid for physical training or superannuation).

5.1.2 Reservist Lived Experience Lifecycle

On reflecting on the supporting question of: 'What model (if any) can be developed to represent the shared, lived experience of Reserve service?', I realised that for most of the participants, the Reserve psyche is not a dichotomy but a paradox; it is not an 'either/or' frame of reference, but the employee/volunteer motivation ebbs and flows between the two mindsets and can coexist in each individual's thinking. A model to describe these motivational ebbs and flows started to form in my mind.

Through further reflection and second order construct analysis, the participants' stories suggested that the participant location within their own individual lifecycle will shape whether they view themselves more as an employee than a volunteer. For example, the university student (UK4) saw himself as an employee – this being driven by the need for money to support his study. Both AS1 and AS2 referred to their changing views from volunteer-like and employee motivations that aligned to changes in their life-circumstances.

In addition to this, as a Reservist experiences Reserve life, events or contexts also influence how much they see themselves as a volunteer or employee. For example, if a Reservist currently views themself more like a volunteer, given their current position in the lifecycle (such as AS4), they can still experience an event or series of events that result in their perception of Reserve service being more employee-like. This is evident by the example provided by AS4 who talked of the Reserve introducing superannuation – particularly pertinent given his age and length of service.

The following diagram graphically depicts the ebbs and flows of the lifecycle mindset (blue line) and the fluctuations within that due to context or events (red line) over time, which I have developed, based on reflection on part-time and volunteer mindsets. However, this is a diagram to describe a theory, not necessarily findings. Each individual will start and finish at different points on the graph; some will start at a more volunteer-based position whilst others will start at a more employee-based start point.

Some members, like AS1 and AS2, will start with a volunteer-like mindset and finish with an employee mindset; whereas, UK4 started as an employee.
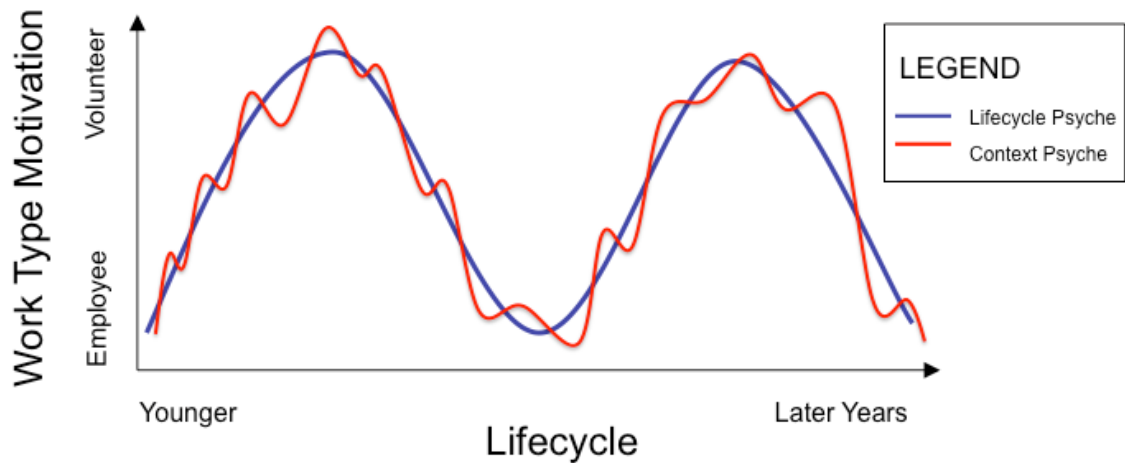

Figure 10: Lifecycle and Context Impact on Worker Psyches

As each participant experienced different events in their personal lives or in their Reserve service, their motivation to serve changed or was more weighted towards an employee or volunteer mindset. For example, as AS1's civilian career grew and he decided to start his own business, his mindset moved to viewing Reserve service more as an employee.

As each participant experienced different contexts in Reserve service, such as the enjoyable activities that make serving different (volunteer mindset) or the administration burden weighed heavily on their work (employee mindset), this seems to have also changed their view of Reserve service. This is then layered on their lifecycle view of why they are serving and can create some tensions between the motivations to serve as an employee against the motivation to serve as a quasi-volunteer.

The ever-changing view of self from the participating Reservists seems to also affect the expectation they have of Defence and its policies and practices. Indeed, they may view the same policy with differing feelings depending on which mindset they are laying over it at the time.

5.1.3 Reserve Motivation

This research therefore highlights that there are opportunities to better understand Reserve motivation, as a unique psychological or motivational construct. If these participants are representative of other Reservists, as seems to be supported by the transmigrant theory (Lomsky-Feder, Gazit & Ben-Ari 2008), then it will be important to develop appropriate HR policies and practices to support Reserve motivations that may be different to that of Regulars. If Defence is utilising an employee mindset in setting policy, a natural conflict between employee policy and volunteer-like motivation may arise, resulting in those who are motivated as volunteers feeling unfulfilled. The converse is also possible. Volunteer-like policies would only seek to alienate those who see themselves as part-time employees.

The modern Reservist, as described by the participants, has many expectations placed upon them by the organisation. They perceive that they are expected to be available to Defence in ways closely identified with the Regulars. They perceive that their civilian employer or tertiary institution expects full-time commitment from them, even after a highly demanding, onerous training activity with the Reserves. Their families expect the same level of commitment and attention as other non-Reserve families. The psyche that supports their motivation from all these external pressures is not well understood or researched by academics or Defence alike.

Underpinning these external pressures are the policies and conditions of service that Defence uses to 'employ' Reservists. With the assumption that a Reservist does not fully comprehend their motivations or expectations against a single theoretical backdrop, then it is reasonable to assume that Defence is equally unknowledgeable in the motivations of the Reservist. This naturally has an impact on how Reserve conditions of service are derived and the way Reserve service is viewed by the broader Defence Force.

The remaining conclusions of this research are underpinned by the tensions between volunteer-like and employee motivations.

5.2 How does Defence HR Policy and Practice Impact the Lived Experience of Reservists?

As witnessed in Chapter 4, Reservists (UK1/AS4) have perceived Reserve service as a 'hobby' – a useful and stimulating diversion from one's normal occupation that provided positive national outcomes – real or perceived. Over time however, some of the participants have indicated that it becomes less like a hobby or voluntary activity and more like employment.

Coupled with this, it has been Defence's practice to refer to the Reserves as 'part-time' members of Defence, based on the premise that they are not 'full-time' and pursue other vocations when not participating in military activities. However, there are Regular members who work part-time, in the true industrial relations definitional sense, and are entitled to a range of full-time pro-rata benefits for which Reservists are not entitled.

5.2.1 The Casual Reservist and Ambiguity

Both the literature review and the Reserve experience described in Chapter 4, discuss Reserve service as being not a form of part-time service, or a form of volunteerism. Further review of the interviewees' stories, and a consideration of the employment conditions of Defence (Department of Defence 1992) indicate to me that Reservists work within a 'casual employee' definition, although not wholly so. The following facts enabled this conclusion to be drawn.

First, unlike a volunteer, participants described a range of monetary benefits earned from attendance, which more than covers out-of-pocket expenses associated with the service; therefore, Reserve attendance cannot be considered voluntary (unpaid) activity. The participants also described the range of benefits they are denied such as superannuation or paid leave of any form, which unlike part-time employment, better aligns to the casual employment category. Like casual employment, the Reservist earns a salary for the days worked based on an inequitable-hourly rate. However, this is where the similarities to casual employment end, as a Reservist's pay in Australia is untaxed. It is important to re-emphasise from the literature review that motivations of casual employees are not well examined or understood in peer-reviewed research, but suffice to say, that as casualisation is increasing in favour, due to the consequent reduction of

employer obligations employees (Jones, Murray & McGavin 2002), then understanding the motivations of casual employees becomes increasingly important.

Second, the participants describe the organisational expectation from Defence. The experience the participants describe is a commitment that they consider to be far and beyond that of a casual employee in any other circumstance. This includes the demands to be available during family occasions, face dangerous activities (training or operations), complete work for no payment in ones' own time and the like. However, casualised workforces enable employers to 'turn on' and 'urn off' employees with regards to attendance with little, if any, notice. In the case of Army, when budget cuts are directed from the Government, one of the first areas to cut is discretionary spend such as Reserve Salaries. In 2009, budget cuts for the Reserve was newsworthy with 'cut[s] from as many as 48 to 24 [training day salaries per soldier], which would severely reduce operational readiness and probably result in mass resignations from the ranks' (Dodd 2010), and again this was seen in 2013. Similar cuts have been witnessed elsewhere such as Canada, where:

> Driven by deep budget cuts, skyrocketing costs for readiness and modernization, and a new defense strategy, the Air Force proposed retaining capability and saving money by cutting force structure, primarily from the Reserve Component. Congress and the state governors, however, disagreed and placed the Air Force's plan on hold. They asserted that Reserve forces were less expensive and attacked the Air Force's decision to cut the Reserve Component rather than the Active Component. (Johnson, Kniep & Conroy 2013)

Nevertheless, in Australia, these cuts have continued over the past few years and were reported in 2013 (Barry 2013; Walker & Gregory 2013).

Defence needs a well-trained and motivated force of Reserves in which it has a high degree of certainty of their availability. At times, the need for soldiers may mean that the length of notice is not as long as would be preferred. Perhaps it can be expressed as: 'we don't always know exactly when we might need them, but we want the Reserves to be trained, available and on the ground when we call for them' (Vertzonis 2006, p. 2). In most cases, Reserves also have concurrent employer, academic, family security and

economic obligations that must also be considered when the opportunity to undertake specific military activities is made available. Such decisions are rarely easy, and regrettably; do not always favour the needs and timing requirements of Defence.

The Review into Military Superannuation Arrangements (Podger, Knox & Roberts 2007) describes the unique nature of military (full-time) service, recognising it as a special form of endeavour that places stress on the member and dependants, with regular moves to posting locations disrupting family arrangements and spouse careers. When considering the impact of the Review on Reservists, the same report makes the following statement:

> is the nature of ADF Reserve service a form of part-time ADF employment or a unique form of service – or perhaps elements of both? Reserve service has changed from the traditional CMF concept to include elements such as High Readiness and Specialist Reserves, which clearly provide significant levels of capability on a daily basis. Arguably, if Reserve service is determined to be a form of part time ADF employment, it would be appropriate to provide full time ADF conditions of service on a fair pro-rata basis, including superannuation. However, if Reserve service is determined to be uniquely different to full time ADF service, it may well be appropriate to apply unique conditions of service. The Review team did not receive sufficient input to form an opinion on this issue and believes that it is a matter for Defence to determine. (Podger, Knox & Roberts 2007, p. 43)

The notion of a Reservist being a 'casual' employee in the Army rather than a part-time member has the potential to present a detrimental effect and deeply change the way in which Reservists are viewed by outsiders (military or otherwise). Consequently, it is clear that Reserve service is required to be more than 'casual employment', and cannot be deemed to be 'part-time employment'; therefore, its recognition as a unique form of service is appropriate.

As a consequence, the current unconscious ambiguity of employment status may negatively influence policy-making with repercussions for the lived experience of the Reservist. The nature of Reserve service is unique, yet complementary (Podger, Knox &

Roberts 2007), and requires Defence to actively engage in understanding it to better influence HR policy and practice in the future. This must be more than a modified version of full-time conditions but a carefully considered suite of policies unique to that unique type of service. Plan Suakin, being a review of employment categories in Defence, may be the solution (or part of the solution) towards meeting these requirements.

5.2.2 HR and Reserve Service

Throughout Chapter 4, I surmised that Defence HR appears to apply the philosophy of a Hard HR model; that is, focused on personnel management through highly process driven approaches to HR, such as Dixon (1976) outlines in accounting for the failings of the Allies in the First World War, highlighting 'that service tendency of mind which sentimentally values things more than lives" (Dixon 1976, p. 86). As suggested in Chapter 4, the continuation of this culture results in a perception that policy focuses on the Government's needs with a lesser focus on individuality in its people's needs (arguably full-time and part-time alike).

In modern times, the Hard HR philosophy (Gill 1999) is exacerbated perhaps in part due to the size of the organisation, but is more likely due to the lack of a singular dedicated HR department that works across all levels of the organisation. Most literature and certainly practice in non-military organisations recognises the importance of HR, philosophically and practically, in the form of HR departments with HR specialists utilised at all levels (Armstrong 1991). Defence, whilst having the Personnel Department that is responsible for Policies and Programs, does not have HR specialists who have academic HR backgrounds at all levels of the organisation. Throughout Chapter 4, the participants' experience of HR practice reinforces the view that HR practice in Defence is still 'hard'.

The process of recruiting is perceived by the participants to be important in setting the tone of the organisation a prospect can expect in their Reserve careers. As a number of the participants discussed, it is perceived as an overly bureaucratic, production line that seeks to meet numbered targets. This aligns with the 'hard' philosophy in practice that views people as resources to be utilised, rather than the individual contributor being valued. This is in lieu of understanding and valuing the individual from the outset of

their career, as the Soft HR model encourages (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998). The successive impact of a hard HR approach to the way in which the Reservist feels valued is evident in the experiences relayed throughout the data gathering. Each component of HR policy in practice; recruiting, administration, training, and talent management, all contain stories from participants where they describe being the 'small cog' in the 'big wheel' for which each individual is not valued, but the overall success of a process is judged by numeric target achievement.

Reflecting on the participants' stories and perceptions through the 5P HR model (Armstrong 1991) suggests that the HR approach (as experienced by the participants) lacks balance in the ARes. That is, there seems to be a large emphasis on policies and processes, and a lesser focus on the HR philosophy, programs and practices being understood by the participant to ensure they are ingrained in the culture. There were either no, or very few, examples of the latter in discussions with the participants whereas, the language and examples provided by them talk in detail about policies and processes.

As noted in the literature review, there is evidence that Defence HR philosophy is moving towards a 'softer' approach (Department of Defence 2009b, p. iv) however, at the time of the interviews, had yet to filter through to the participating Reservists at the grass-roots level. To do this, Defence needs to better understand the importance of HR practitioners and transformational change agents within the organisation. This may result in a new corps of HR specialists that work across all levels of Defence.

This then leads me to think about: 'What HR actions can the Defence organisation take to create conditions and a work environment that will enhance the retention of Reservists?' Translating the HR philosophy into programs that reflect the unique nature of Reserve service as described by the participants, is not simple. Some immediate programs or policy changes that could be considered, given the evidence of this research, include the following:

1. A review of teaching/learning methods for Reservists. Due to the increasing amount of learning time expected to remain current in increasingly complex and technological trades, it is proposed that rather than continuing to increase the amount of time required by Reservists to attend face-to-face courses, that a

greater emphasis is placed on making pre-course learning available online via the internet (not intranet). There is very little use of eLearning (synchronous or asynchronous) throughout Defence even though 'Campus', the Defence eLearning site, is available; very few components of trade or rank coursework can be completed using this mode. Campus is a restricted website that is only available to Reservists who have access to the restricted network at a Defence establishment. A move to online learning available from any location would enable Reservists to prepare for courses from home at times that suit them.

2. Recruiting the best talent must be conducted in a more efficient way for the individual. It must be timely and conducted at times that future Reservists are available like Tuesday nights and weekends, rather than business hours.

3. Promotion based on performance rather than course completion and time in rank. One recommendation is to consider including course performance along with the other current measures for consideration for promotion.

4. Reward for performance requires significant rework. As discussed in the literature review, expectancy theory (Directorate of Reserve Officer Career Management – Army 2009) discusses how a reward will not elicit the same response from two or more different people. As such, there needs to be a suite of ways to reward participants in the Reserve in order to ensure that the individual finds value in the reward received.

Any new policy, program or structural change in the Reserves requires it to be introduced to the members in appropriate ways. The interviewers and participants did not discuss change management as a discipline through the interviews. My second order analysis, however, identifies that much of the conflict or challenges that the participants discussed regarding change, identified that communication about the change was perceived to be poor. We heard from AS5 talking about moving the unit he belonged to from one location to another, and in his story, there was no engagement or discussion about the effects of this change. Reflection on these types of experiences by the participants has highlighted that there may be an opportunity to effect 'change' better in the Reserve.

The change management discipline appears to be poorly executed within the Reserve construct given the experiences of the participants. During data collection, the participants talked about their experiences when there is a need to restructure, implement new systems or equipment, relocate parts of the organisation and the like. Through the analysis it became evident that little or no change management program was utilised during their experiences of change. As heard in a number of the examples, this causes confusion, lowers morale, and in some cases, results in resignation.

In understanding the motivations, particularly from the volunteer-like side of Reserve attendance, Defence need to see the value and importance of change management programs to implement a full range of programs ranging from large-scale transformational change in structure, to conditions of service, to culture to business process to behavioural change. In applying known theoretical frameworks, Defence would then be able to ensure readiness for change, and minimise the impacts on those affected, reducing the likelihood of members subsequently resigning.

Proponents of Defence's Hard HR philosophy might argue that members of Defence should accept that change will be imposed upon members at various times throughout their career. There is certainly adequate literature available that discusses the necessity for the unchallenged acceptance of orders in a war-like setting. In many ways, this is the nature of belonging to the Profession of Arms – that is, that subordinates are to follow the orders of their superiors. Reservists are trained to accept this in war-like settings, however, the experiences of the participants indicate that their civilian lives enable the opportunity to be exposed to best practice change management and the expectation they then place on Defence is that the same level of professional engagement should occur when change is implemented outside war-like environments.

Therefore, change management methodologies are vital in assuring ongoing Reserve attendance. A Reservist who is not satisfied or positively influenced by an impending change will simply not return to service. Reservists can leave at any time. The cost of quality change management programs is therefore offset by the retainment of years of skills and knowledge gained at considerable cost that is already invested in the Reserve member.

5.2.3 Reservists Experiencing Change

Change management programs also need to consider motivation theory, which in research appears to be poorly understood due to the tensions between employee and volunteer mindsets. My analysis of paid employees (both full-time and part-time) and volunteer-like motivations suggests that there is increasing pressure from Defence for Reservists to be engaged as part-time paid employees rather than perceiving themselves as volunteers. This leads to an increasing loss of Reservists. The increased loss of ARes members is aligned with the increased perception of a move towards a paid employee culture rather than the volunteer-like culture of times past. Therefore, it is imperative that a review of the military context (culture) and the effect of culture on retention be discussed.

The cost of being a Reservist, for some participants, is more than just their salary. As demonstrated by the long distances travelled by AS5 when he was serving, there are Reservists who travel long distances to attend Reserve training, and are doing so for reasons beyond the salary, as the costs for attendance do not make Reserve service financially viable. When TA participants provided reasons for potentially leaving Reserve service, they universally indicated that if money became more of an issue for their respective family units, they would have to leave the TA to pursue more financially viable alternatives. This certainly adds weight to the view that the Reservists see themselves, in part, as employees (irrespective of the finer definition within).

5.3 How do Reservists Experience Resignation and their Decision to Stay or Leave?

In the literature review, the Reservists discussed the impacts of Reserve service on other aspects of life such as family and career. The evidence of Kinnunen, Feldt, Geurts and Fulkkinen's Extended Spillover Theory (Lavassani & Movahedi 2007) to include Reserve service, appeared. In Chapter 4, we heard how some participants experienced separation from partners due to Reserve service, how Reserve service intruded upon civilian careers and how Reserve service influenced the ability of some to enjoy other aspects of life, though these did not automatically result in the participants leaving Reserve service.

5.3.1 Not Value for Money, but Value for Time

In the review of the participants' stories that had left Reserve service, I found that time was the one factor common to their experiences: the perception was that their time was better spent doing other things. Reflection on this phenomenon through the lens of my extended Spillover Theory, I found that time was central to the positive and negative influences of the Army on non-service life. In the diagram below, the negative spillover effects are shown to grow in size and become more negative in the eyes of the affected Reservist (red). Time is shown in the centre of all the spillover effects. As the negative spillover increases, it is perceived to erode time.
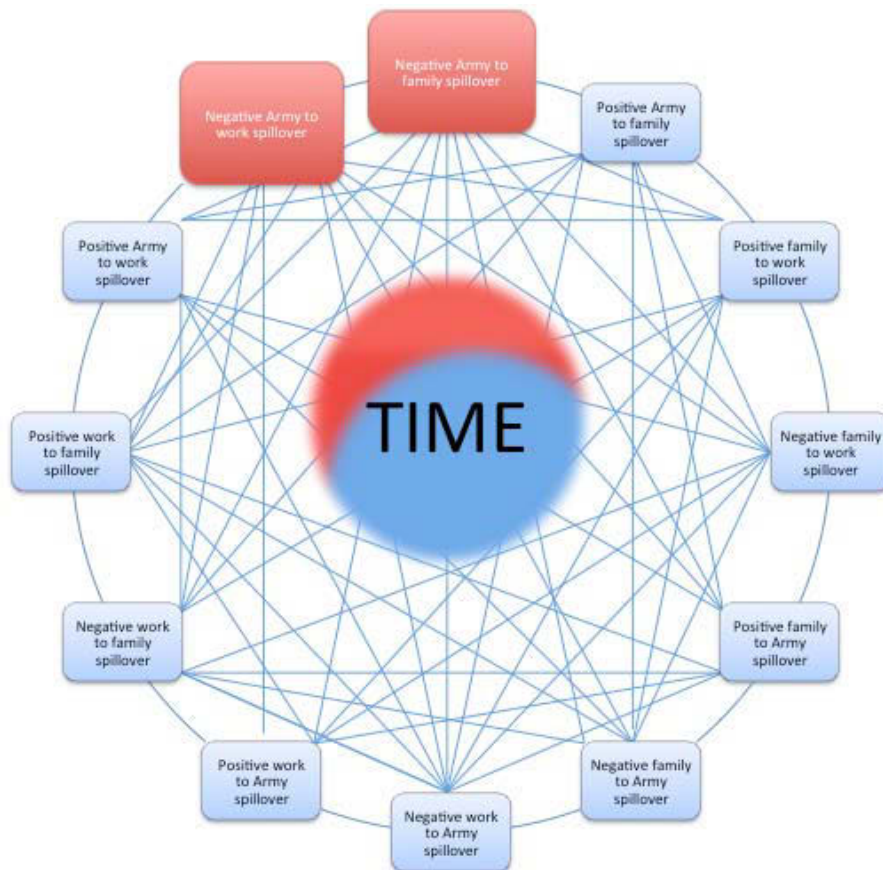

Figure 11: **Kinnunen, Feldt, Geurts and Fulkkinen's Four-Factor Spillover Model (Lavassani & Movahedi 2007), Extended to Include Reserve Service and the Perceived Impact on Time**

It also appeared that all the positive spillover effects for the participating Reservists did not sustain a sufficient effect on their non-service lives to counterbalance the negative

spillover effects. Time, being finite, becomes the important focus for these participants, and they were not experiencing value for the time expended as Reservists.

I then wondered how this and the other discussions by the research participants related to the existing Defence survey data. In Chapter 3, a review of the existing survey data from Defence (Barton 2003; Brooks 2001; James 2000; Lyons 2001; McKinnon & Lyons 2002a, 2002b, 2002c, 2002d; Mitchell 2009; Wainwright 2002; Waters & Osei 2001a, 2001b, 2001c; Zambelli 2002) showed that the surveys inferred that members of the Reserve leave for a single reason – a critical event. Part of my interest was to test the validity of this assumption or else find an alternate view that demonstrated the effect of a culmination of factors. This causes one to ask: 'What sort(s) of event or events cause a Reservist to resign?'

This research, utilising personal interviews to elicit lived experiences and opinions, shows that members do not leave due to the catalyst of a single event. Instead, it is usually the accumulation of a series of minor events that culminates in resignation. During the pilot, noting all members were still active in Reserve service, the participants were unable to describe the one event that would push them to leave given they were still serving. They were able to provide broad terms and generalise about a number of factors that might contribute, but were unable to describe what would cause them to leave. The serving Australian participants similarly relayed a range of events that would contribute to resignation. Most importantly, however, the ex-serving members confirmed that whilst they were able to recall the single most important reason for leaving, it was amongst other dissatisfiers that caused them to reach the point of deciding to resign.

The cumulative effect of minor events exponentially provides enough motivation to leave. These events are borne from both Jackofsky's push and pull factors, and an emphasis also on Herzberg's (Herzberg, Mausner & Snyderman 2009) dissatisfiers. Ex-serving participants were highly passionate when explaining that the decision to leave was not a short, impulsive decision but often seriously considered over a significant timeframe. The push and pull fluctuates for some time before the final decision to leave is made.

This knowledge has a significant effect on policy making. In conjunction with considering both volunteer and employee motivation, Defence then needs to appreciate and accommodate the various intrinsic and extrinsic factors that may cause a member to leave; suffice to say that it is not black and white and cannot be resolved via a quick single focus policy, program or practice.

The experiences of the Australian participants indicated that the culture of the Reserve had changed over recent years. The analysis shows that the activities that provided satisfaction and a sense of belonging to the Reserve are decreasing in their availability, and instead are being replaced by mundane work and training such as corporate governance tasks and administration. The Australian participants indicated that the Reserve Service requires more professionalism, but this leads to less enjoyment. This change in culture is certainly one considerable factor in continued service of the participants.

One possibility for that change in culture is the introduction of the HRR and RRF (discussed in Chapter 1). The two forms of service require higher skilled, more readily available members. The expectations that these members can be called upon with shorter degrees of notice and outside the standard attendance pattern, may now have affected the non-RRF/HRR Reserves, thus the expectation (or assumption) that all ARes are better trained and more readily available than in previous years.

The participants described a range of activities and experiences that made them feel connected to the Reserves. These activities included adventure training, live firing, large exercises and the like. The decrease in these types of activities must affect the view about the culture of the organisation. As the workload and frequency of work has increased and work-type has changed, so too has the culture of the Reserve. This closely aligns to those members who found that they felt more like a volunteer earlier in their careers and more recently found the experience to be more employee-like.

Contrastingly, the TA participants indicated that their culture had not changed greatly over the years, yet their organisation is suffering similar retention problems. It therefore cannot be argued that changing culture is affecting retention in the UK, so one then has to question the effect in Australia. Needless to say, the requirement (planned or otherwise) for a culture change towards the sense of professional employees belonging

to the Reserve was not implemented via controlled change management programs therefore, the impact and outcomes of such a change would not have been known by Defence.

In both instances however, the participants spoke about the recent increase in bureaucratic activity. Stamper and Van Dyne (2003) suggest: 'there is a greater difference in the citizenship behaviour of full-time and part-time workers in cultures that are less bureaucratic than those that are more bureaucratic' (p. 41). The impact of this cannot be under-estimated. In effect, by increasing the layers of processes and procedures required to perform the simplest of functions, and decreasing enjoyable work activity, Defence is eroding the very essence of military service from the Reserve – *espirit de corps*. Reservists are feeling less commitment to the organisation because the organisation is increasingly devaluing the individual.

This chapter has aimed to use previous research to support the insights provided by the participants to answer the research questions. If the survey participants are representative of at least some other Reservists, then the implications for understanding Reserve service are wide-ranging. However, this research has also been limited in its ability to follow every finding and insight in detail. As such, the following chapter will present the implications and recommendations from this research.

Chapter 6 – Implications and Recommendations

This research has provided a new way to look at Reserve service through an HR lens in order to better understand retention and resignation. Whilst limited in its sample, there can be little doubt that this research has shed an alternate light on understanding Reserve life and Reserve retention. Being a descriptive empirical phenomenology project that has compared the responses offered by participants about Reserve service, attempted to identify the essential or general structures underlying the phenomenon, and having discussed the 'development of theory, concepts and processes involved in human science inquiry' (Moustakas 1994, p. 11), it now behoves me to consider what the implications are for other Reservists (if any) and what recommendations can be made.

This chapter seeks to further describe the implications of this research as they relate to Reserve retention. The intent is to propose that Reserve retention requires further investigation in its own right, and not be an adjunct to Regular service through human resource policy and practice. Instead, it is proposed that theorists and practitioners consider and adopt a holistic and individualist view when considering interpretation and action. It offers a series of implications and recommendations to suggest how this

research might be considered, applied in practice and contribute to further research in the field. A summary of the recommendations is shown below, and provides the structure for the discussion that follows:

- Recommendation 1. Recognise and accept that Reserve motivation differs from the motivations of other employee types to work.
- Recommendation 2. Develop a soft Human Resource Management philosophy in which HR frameworks are developed with Reservists at the centre of the construct.
- Recommendation 3. Leverage Reservists 'other life' experiences in the creation and implementation of human resource philosophies, policies, programs, practices and processes.

Each recommendation will now be developed in more detail.

6.1 Recognise and Accept Reserve Motivation Differs from Other Employee Motivations to Work

This recommendation draws on the previous work of the transmigrant movement (Lomsky-Feder, Gazit & Ben-Ari 2008) and the similarities drawn from the sample group in this research. In addition, this research proposes that some Reservists view their Reserve service from a different perspective compared to employees and volunteers; that is, in a form of hybrid motivation I have termed the 'paid volunteer'. This recommendation draws on both theoretical constructs.

This empiricist phenomenological research illuminated the experiences of a small sample group of Reservists. Through this research, most of this group presented a notion that Reservists are motivated by many factors that are drawn from both employee and volunteer motivations. The limited size of this group cannot necessarily be representative of all Reservists, however, there is certainly an opportunity to further consider and research this notion of the paid volunteer in the Reserve workforce.

In this research, the participants perceived that they were both employees and volunteers. Whilst they could not necessarily articulate the different motivations to work, their wavering responses enabled this conclusion to be drawn (4.1.3 Bit of Both –

the Paid Volunteer, p.116). The opportunity therefore exists for Defence and researchers alike to build on this initial understanding and use the HR 5Ps (Armstrong 1991) as the backdrop for decision making at strategic, operational and tactical levels.

As more research into Reserve motivation occurs, there is an opportunity that now exists to educate Reservists on the tensions between the volunteer and employee mindset, as to 'Know thyself' as the Ancient Greeks would proclaim, is wisdom that can then be used to the greatest benefit. In this case, countering the fluctuations of the Push and Pull Factors, Individual Characteristics and Individual Job Performance Measures (McBey & Karakowsky 2001) to enable Reservists to look beyond difficult times and staying (or leaving) because they understand their motivations better.

In addition to the retention and motivation constructs, is the notion of Reserve identities; which is closely aligned to perceiving oneself as a 'paid volunteer', casual employee or volunteer. The identities (Griffith 2011c) that Reservists align to, also play an important part in their motivation to work. Whilst more research into Australian Reserve identity should occur, understanding Reserve motivation coupled with identity could then better inform Reserve HR policies.

6.2   Develop a Soft Human Resource Management Philosophy in which HR Frameworks are Developed with Reservists at the Centre of the Construct

In support of an individual knowing their motivations better, Defence can produce a unique suite of HR activity (policies, procedures and practices) that is based in the common 'best practice' of a Soft HR philosophy (Armstrong 1991; Nankervis, Compton & McCarthy 1999; Stone 1998). Whilst the notion that people are at the centre of Defence capability was referenced in Chapter 2, (para. 2.2.2 HR, Defence and the Australian Army), Chapter 4 saw the distinct notion that Reservists believe that a Hard HR philosophy is in play (para. 4.7 Experiencing Dissatisfaction from Reserve Service).

For practitioners working within a Soft HR model, where people, not resources are at the centre, and where Reservist motivations have already been considered in the development of policy and practice, they will have a suite of toolbox options to utilise to engage, motivate and support the Reservist who may consider leaving. This would be

a suitable alternative to discharge or transfer to standby Reserve, which is the current default option for disenchanted Reservists. Further, the psychological contract between Defence and the individual has more opportunity to be as unique as each individual is, thereby aligning to the work of Kim et al. (2009).

A Soft HR policy approach, with careful thought, could position Reservists in a unique position to be able to re-build the esprit-de-corps and the ties a unit has with its local community. The 'volunteer-like' aspects of Reserve service that the participants indicated were important to them, such as rebuilding ties to the community would assist in meeting the 'volunteer' motivators of Reservists; it would assist in meeting higher order needs (Maslow 1943). This then can be leveraged to build on the employee outputs that Defence requires of its Army Reservists. As the two motivation types come together, then Vroom's Expectancy Theory (Directorate of Reserve Officer Career Management – Army 2009) inside a Reserve context has a much better chance of success as both volunteer-like and employee expectations can be better met.

6.3 Leverage Reservists 'Other Life' Experiences in the Creation and Implementation of Human Resource Philosophies, Policies, Programs, Practices and Processes

The Reserve contains a range of Human Resource Management expertise – through the civilian skills and education that members have. Whilst these Reservists are not employed as HR specialists in the Reserve, it is highly likely that if asked, they would eagerly participate in HR reviews to improve the way in which Defence and employees (ARes) engage and contribute to each other. Learning and Development specialists would undoubtedly find opportunities in which training can be delivered in more ARes friendly (and efficient) ways. Change Managers would quickly find better ways to design, develop, implement and monitor change programs in technology, organisational structure, transformation, policy or the like. The old ways of doing things being 'they're in the Army so they'll do what they are told' is simply not the way in which ARes members are treated in their civilian lives and is therefore not acceptable when they wear green.

6.4   Implications

The implications of this research suggest that there is sufficient difference between Reserve and Regular motivations to view Reserve retention as an inquiry focus in its own right. Similarly, there are sufficient new insights into Reserve service being presented here to suggest that more qualitative research approaches should be considered to complement the significant quantitative research already being conducted to shed more light into the Reserve resignation phenomenon. Researchers and practitioners could further assist the understanding of Reserve service by taking a holistic view, and link the individual theoretical perspectives to the entire construct of Reserve retention.

The phenomenological research selection as described in Chapter 3 provides a suitable alternate discourse for the study of Reserve retention, highlighting that Defence's singular empirical research view point has limited the understanding which multi-paradigmatic research is able to produce (Kemmis 2000; Rhodes 2000). As this research has illuminated the lived experience of retention and resignation in Reserve service in different ways to previous research claims, the benefit of multi-paradigmatic research is highlighted as even more beneficial for future research approaches. That is the singular paradigm assumptions and claims can be checked and balanced against research of alternate paradigms enabling knowledge gaps to be filled (Finlay 2008).

Further, the construct for the analysis of the data – that being, the context layered with Human Resource 5P model whilst utilising the phenomenological approach of both reflection and analytical methods to identify concepts and themes – has resulted in a new way of viewing Reserve service. This research method has enabled the research questions to be answered through previously unexplored approaches. Some of this research's results were not previously evident in existing research whilst other data has been further developed into new ways of viewing previously described models.

As with most research, the discussions and interpretations of the Reserve experience is relatively unique; it does not 'solve' the research problem proposed in Chapter 1. Instead, this research offers the beginnings of an alternative conceptual frame for theorising Reserve experience and Reserve retention. The uniqueness is in the bottom up, individualistic view of the problem – the lived experience of the Reservist in today's

Army. Understanding what it is like to be a Reservist amongst all the other aspects of an individual's life provides a harmonic counter-balance to the existing research that views reserve retention from a statistical, 'top down' perspective. Further, it provides an insight for the practitioner, the leaders on the ground and the system, to consider the range of push and pull factors that may influence a Reservist's decision to leave.

The theoretical implications of the research raise further questions that invite reflection. They offer a bridge that might be used by others to investigate further, and illuminate questions such as:

- What is the lived experience for Reservists where other lenses beyond the HR view are explored? For example, what is the experience of Reservists through an equipment lens or through a non-HR policy lens, or through a political lens?
- If Reserve service becomes known as paid volunteerism, or conversely casual employment (independent of the current part-time employment rhetoric), what is the impact on the psychological contract between employee and Defence?
- How should Reservists be engaged in impending change? How is that the same or different from Regulars?
- Given the insights of this research, what methods and tools can be used/developed to recognise when a Reservist is going to resign?

The section headed Further Research later in this chapter offers recommendations to other researchers to consider the gained knowledge coupled with frames in which to consider the problematic, and investigate parallel and complementary pathways by which multi-paradigmatic research can illuminate the problem and provide insight into alternate practice.

6.5   Limitations of the Study

Chapter 1 outlined the assumptions and limitations that bounded this research effort. Chapter 3 further discussed the assumptions that underpinned construction of the research framework and the methodology for interpretation of results. This section discusses other limitations that have previously been discussed and have become apparent during the progress of the research. These comments are offered as a prelude to the suggestions for further research.

- The illustrative, convenient sample size of nine members provides insight into the experiences of those interviewed; however, given the size of the organisations involved, this is a small number and hence not representative of the whole Reserve or Reserve service across Australia and the United Kingdom. The research method enabled some generalisations; however it is possible that the generalisable parts of the lived experience of these Reservists are experienced by some other Reservists.

- The information provided by the volunteer participants was obtained through semi-structured interviews. Whilst their experience of Reserve service provides creditable insight, it cannot be assumed that their opinions about Reserve service and retention are necessarily the same as members who have not been interviewed, such as senior officers, recent recruits, and ex-ARA members. This is their experience, opinions and perspectives which have been studied, reflected on and thematised to review the lived experience of Reservists.

- Whilst a conscious decision was made not to limit the generation in which the sample group resided, the small number of young participants in the study limited the research results relevant to this generation, as they are increasingly becoming a significant part of the Army Reserve population.

- The lengthened period for the development of the thesis has resulted in changing policy and global economies affecting the lives of the participants. This may or may not have affected the answers provided by the participants and/or the results had the interviews taken place at a different time. This does not invalidate the lived experience, but as policy and global economies change, some of those experiences remain relevant in historic reflection but not necessarily to influence future thinking.

- The discussion and the recommendations have not been tested and remain recommendations until further tested through empirical or other means.

- As an insider researcher, I am a Reservist who has my own experiences, views and opinions of Reserve service. Whilst all attempts to remain neutral have been made, I discussed at length in Chapter 3 how the removal of bias is challenging and likely to be underpinning some themes within the research. Noting this however, much of the commentary and experiences from participants did not

resonate with my own experiences and as such, this thesis does represent their unique experiences as much as it represents my interpretation of their experiences.

6.6   Further Research

A number of themes that emerged from the analysis are worthy of further research and investigation. They remain unresolved in this report because of limitations caused by the focus, method, time and research site access. This thesis commences the dialogue for understanding the lived experience of the Reservist, the motivations to serve as a Reservist, the tensions of the Reservists worker-type and HR frameworks that might be able to support this; however, there is much more work that needs to be accomplished, particularly in the field of phenomenology, and the psychological and Human Resource Management disciplines. Therefore, the following are recommendations for further research.

6.6.1 Phenomenological Research in the Military Reserves

As noted in the literature review, there is very little phenomenological research conducted in the military sector, and even less with the Reservists. Most of what I was able to uncover was US based, thus opening tremendous opportunity to Australian Researchers to delve into this little understood area.

In considering the five main forms of phenomenological research, a myriad of opportunities to understand the Reserve experience come to mind. Some further research areas that would be worthy of exploration would be in deploying as a Reservist, returning to Reserve service, being a family member of a Reservist, being an employer of a Reservist and transferring into or out of the Reserves from the Regular Army.

Within the phenomenological perspective, there are a number of approaches, which could then be used against these areas to explore the topics in different ways. For example, if I look at deploying and lay that against phenomenological approaches as described by Finlay (2008), we start to see the range of questions that could be investigated for just one topic using phenomenological frames by which to view the problematic:

- A *descriptive empirical phenomenologist* might ask: 'What is the lived experience of deploying as a Reservist?'

- The *heuristic researcher* could focus more intensely on the question: 'What is my experience of deploying as a Reservist?'

- A *lifeworld researcher* would pose: 'What is the lifeworld of one who has deployed as a Reservist?'

- The *IPA researcher* would focus on: 'What is the individual experience of deploying?'

- The *Critical Narrative Approach researcher* would ask: 'What story or stories does a person tell of their experience of deploying as a Reservist?' having interviewed perhaps just one person.

- The *Relational researcher* might similarly interview just one person asking ask: 'What does it feel like to deploy as a Reservist?'

In addition to this, my research has focused on Army Reserves. Given the different role and responsibilities of Air Forces and Navies, the experience of these forces may have similarities to Army, but also differences to note.

6.6.2 Psychological Fields

Of most importance is further research into the psychological motivations of Reservists. In particular, further review of the unique nature of Reserve service and the tensions between the employee and volunteer-like mindsets of Reservists. Other psychological and related fields would also add to the knowledge base of Reserve service:

- Organisational commitment/sense of belonging;
- Organisational/employee engagement;
- Organisational culture.

There is no doubt that further research is required into the individual Reservist identity, such as the work of Griffith has commenced (2005, 2009, 2011a, 2011b, 2011c), whose reality of past and present behaviours has come about by adjusting attitudes, behaviour, and beliefs to circumstances that change over time. Therefore Reserve identity, whether complementary or contradictory, should influence military policy decisions regarding Reserve futures; describing why the Reservists join, stay and deploy, and as such has

academic and practical value. Even more relevant than having a backward-looking understanding of Reserve identity would be to anticipate future identity or even more so, shape that self-view to meet the requirements of Defence in the future contexts.

6.6.3 Human Resource Fields

Currently Reservists are not involved in any form of exit survey or research. The introduction of exit surveys and interviews (where appropriate) have the ability to provide Defence with a wealth of knowledge into resignation decisions. In particular, unlike current surveys, which require serving Reservists to describe what they think might cause them to leave, an exit survey may provide the range of actual reasons. This will need careful consideration. Presently, the ARA complete 'exit' interviews when they transfer to either the ARes, SRes or separate completely from service. Clearly, a transfer to another form of service is not 'exiting' Defence so the term exit interviews in this instance, is loose. The suggestion here is that ARes members complete an exit or transfer interview when they decide to leave active service to either transfer to the SRes or separate completely from the ADF.

There is an opportunity to continue longitudinal research of ARes member. This research would interview select members on the first day (signing up), identifying expectations and motivations to join. It would then follow members through their careers, looking to see whether expectations are being met, expectations are changing in parallel with the organisation; satisfaction and dissatisfaction of service and unique life challenges faced throughout their service with a focus on the transmigratory, life balance nature of Reserve service.

Research needs to be conducted into the value of restructuring HR within Defence. Defence's HR (personnel) structures are at the practice level, limited in expertise. For example, a unit does not have a person whose studies and sole background is to understand the human nature of work and Defence. A unit adjutant is the commanding officer's personnel advisor, and yet, this officer may have had no previous experience or significant study into HR policy, practice or procedures. Consideration could be given to the recommendation to restructure and align with a business partner model, where HR experts who have degrees in HR, and whose 'trade' is HR are posted at unit (and possibly sub-unit) level. An HR business partner is responsible for advising the

commander or sub-unit commander on HR matters, developing new ways of managing, supporting, training and counselling members. This frees the commander to spend more time leading core business but does not remove the responsibility for HR decisions. Such a model, being successful in business, may be suitable for Defence particularly in a barracks environment but similarly, it must be balanced against the nature of Defence work, which may not allow this type of best practice to be implemented. A solid foundation of research into the effects of such an implementation would need to be conducted to provide sufficient analysis for a decision to be made.

Finally, similar research to this but on a broader scale and across other countries' Reserve organisations would further develop and discover the similarities and differences between Reserve forces worldwide.

6.7   Concluding Remarks

Whilst the survey data collected by Defence over many years provides solid generic trends to Reserve thinking, it does not provide the organisation with the deep, rich and meaningful data of the 'bottom up' view of the Reserves that this thesis provides.

The psychological differences between being a paid employee and being motivated by volunteer-like endeavours is one significant contributing factor in the retention issue. A 'Paid Volunteer' struggles between doing something for the greater good as volunteers do, but also has the organisational contract of a paid employee that imposes other constraints.

Resolving the 'employee' issues of pay, superannuation, and providing the same benefits as the full-timers is not enough, although welcome. Significant work in handling the volunteer-like motivations of a Reservist is going to be necessary for the sustainability of the organisation at its current size. This should start with reinvesting energy into units and sub-units 'belonging' to the community in which the depot resides. Additionally, a family and club culture of belonging (which differs from the old perception of club mentality resulting in unprofessionalism) should be developed and creative ways of enjoying the work, as well as doing a professional job, be reintroduced.

Whilst sound recruitment and marketing is critical to initiating commitment, retention is even more critical in ensuring sustainable Reserve forces. Effective management of

part-time/volunteer soldiers contributes to retention by matching member interests with organisation needs; responding to soldier motivators; providing resources, mentoring and appropriate training; preventing burnout; and, recognising contributions and service. Whilst the Reserve surveys provide data in which meaningful knowledge can start to be produced on retention, exit interviews are virtually non-existent for part-time members, but can provide indications of whether volunteers sensed achievement, personal growth, socialisation, appreciation, and time invested wisely. Further thinking and research into the hybrid employee type should be considered, if Australia wishes to maintain a Reserve army component to supplement its Regular force. For the Reservist, it is value for time, not value for money and so the 'paid volunteer' experience is spawned.

Bibliography

Adams, G.A., King, L.A. & King, D.W. 1996, 'Relationships of job and family involvement, family social support, and work-family conflict with job and life satisfaction', *Journal of Applied Psychology: An International Review,* vol. 81, pp. 411-20.

Adams, S.M. 1995, 'Part-time work: Models that work', *Women in Management Review,* vol. 10, no. 7, pp. 21-31.

Adler, P. & Adler, P. 1987, *Membership roles in field research*, Sage, Newbury Park, CA.

Alderfer, C.P. 1972, *Existence, relatedness, and growth; Human needs in organizational settings*, Free Press, New York, NY.

Aldred, K. 2010, 'Govt spending cuts put Army Reserve at risk', *News Weekly*, 26 June 2010, viewed 04 October 2013, <http://newsweekly.com.au/article.php?id=4232>.

Ames, B., Smith, S., Holtrop, K., Hamel, J., MacInnes, M. & Onaga, E. 2011. 'Meeting the Needs of National Guard and Reserve Families: The Vital Role of Extension', *Journal of Extension,* vol. 49, no. 5, pp. 1-9.

Armstrong, M. 1991, *A handbook of human resource management practice,* 8th edn, Kogan Page, London.

Army 2011, *TA*, viewed 15 January 2011, <http://www.armyjobs.mod.uk/benefits/pay/pages/territorialarmy(ta).aspx>.

Ashton, C. & Morton, L. 2005, 'Managing talent for competitive advantage', *Strategic HR Review*, vol. 4, no. 5, pp. 28-31.

Aspers, P. 2004, 'Empirical phenomenology – An approach for qualitative research', *London School of Economics and Political Science Methodology Institute Papers in Social Research Methods,* Qualitative Series no 9.

Aspers, P. 2009, 'Empirical phenomenology: A qualitiative research approach', *Indo-Pacific Journal of Phenomenology,* vol. 9, no. 2, pp. 1-12.

Auditor General 2009, *Australian Army Reserve*, Australian National Audit Office, Canberra.

Australian Army 2005, *Director-General Reserves office – Army reserve member numbers*, spreadsheet, Director-General Reserves Office, Canberra.

Australian Army 2008, *Army Reserves*, Department of Defence, viewed 04 February 2009, <http://www.army.gov.au/reserves>.

Australian Army 2009, *Workforce pocket brief*, Department of Defence, Canberra.

Australian Army 2013, *The Army Reserve – 2011 and beyond*, Department of Defence, viewed 24 April 2013, <http://www.army.gov.au/Our-future/Plan-BEERSHEBA/Reserves>.

Australian Army History Unit 2004, *The pentropic organisation 1960-65*, Department of Defence, viewed 30 June 2006, <http://www.army.gov.au/ahu/HISTORY/pentropic_org.htm>.

Australian Bureau of Statistics 2005, *Volunteerism*, Australian Bureau of Statistics, Canberra.

Australian Bureau of Statistics 2010, *Year book Australia 2009-2010*, R. Edwards (ed.), Australian Bureau of Statistics, Canberra.

Australian Defence Force Warfare Centre 2007, *ADDP 00.6 – Leadership in the Australian Defence Force*, Department of Defence, Canberra.

Bandura, A. 1977, *Social learning theory,* Prentice-Hall, Alexandria, VA.

Bandura, A. 1994, 'Self-efficacy', in V. S. Ramachaudran (ed.), *Encyclopedia of human behavior vol. 4*, Academic Press, New York, NY, pp. 71-81.

Bandura, A. 1997, 'Self-efficacy', *Harvard Mental Health Letter,* vol. 13, no. 9, viewed 09 December 2003, <http://go.galegroup.com/ps/i.do?id=GALE%7CA19454921&v=2.1&u=uts&it=r&p=EAIM&sw=w&asid=fb3d2dd6e97c899500f8078e4e116840>.

Barnett, R. & Hyde, J. 2001, 'Women, men, work, and family. An expansionist theory', *American Psychologist,* vol. 56, 781-96.

Barry, J.E. 2012, 'ADF reserves capability – Where to now?', paper presented at the *Royal United Services Institute of Victoria*, Southbank, viewed 04 November 2012, <http://www.rusi.org.au/states/vic/Documents/transcripts/Barry_Reserves_29Mar12.pdf>.

Barry, J. 2013, 'ADF reserves – The impact of Defence budget cuts on reservists', *Camaraderie,* vol. 44, no. 2, pp. 8-9.

Barton, N. 2003, *The Royal Military College (RMC) study of retention among Army Reserve officers report (2001)*, Directorate of Strategic Personnel Planning and Research, Canberra.

Basso, P. 2003, *The rise and rise of casual work in Australia: Who benefits, who loses?*, Verso, London.

Belbin, M. 1993, *Team roles at work*, Butterworth Heinemann, London.

Brannick, T. & Coghlan, D. 2007, 'In defense of being "native" – The case for insider academic research', *Organizational Research Methods,* vol. 10, no. 1, pp. 59-74.

Breen, L.J. 2007, 'The researcher 'in the middle': Negotiating the insider/outsider dichotomy', *The Australian Community Psychologist,* vol. 19, no. 1, pp. 163-74.

Brereton, P. 2011, 'The state of the ADF reserves', paper presented at the *Defence Reserves Association – Annual conference 2011*, Adelaide, viewed 06 June 2012, <http://www.dra.org.au>.

Brooks, S. 2001, *Longitudinal investigation of retention among Army Reserve soldiers: Baseline study of June 2001 cohort*, Directorate of Strategic Personnel Planning and Research, Canberra.

Brown, F.L. & Merrill, A.R. 1990, 'Challenges of U.S. Army Reserve force readiness', in S.C. Sarkesian & J.A. Williams (eds.), *The U.S. army in a new security era*, Lynne Rienner Publishers, Boulder, CO, pp. 258-84.

Buchanan, J. 2004, 'Paradoxes of significance: Australian casualisation and labour productivity', paper presented at the *ACTU, RMIT and The Age Conference*, Melbourne, 2 August 2004.

Buck, J.C. 2008, 'The cost of the Reserves'. in J.D. Winkler & B.A. Bicksler (eds.), *The new guard and reserve*, Falcon Books, San Ramon, CA, pp. 175-85.

Buckley, P. 2003, 'The effect of pay spreads on tournament selection: Evidence from enlisted personnel in the U.S. Army' from 'Essays in applied microeconomics: Signaling, marriage hazard rates, and ability sorting', PhD thesis, Massachusetts Institute of Technology, pp. 77-115.

Burton, S. 2003, 'Ramping up – Reserve Response Force established', *Army – The Soldiers Newspaper*, 14 August 2003, viewed 15 October 2013, <http://www.defence.gov.au/ news/armynews/editions/1075/topstories/story01.htm>.

Bussell, H. & Forbes, D. 2002. 'Understanding the volunteer market: The what, where, who and why of volunteering', *International Journal of Nonprofit and Voluntary Sector Marketing*, vol. 7, no. 3, pp. 244-57.

Butterly, N. 2010, 'Reserves denied ammo as front-line role grows', *The Western Australian*, 29 December, viewed 04 April 2013, <http://au.news.yahoo.com/thewest/a/-/national/6627828/reserves-denied-ammo-as-front-line-role-grows>.

Caelli, K., Ray, L. & Mill, J. 2003, '"Clear as mud": Toward greater clarity in generic qualitative research, *International Journal of Qualitative Methods,* vol. 2, no. 2, pp. 1-13.

Caforio, G. 1998, *The sociology of the military*, Elgar, Cheltenham.

Capon, J., Chernyshenko, O.S. & Stark, S. 2007. 'Applicability of civilian retention theory in the New Zealand military', *New Zealand Journal of Psychology,* vol. 36, no. 1, pp. 50-6.

Caracciolo, G. 2003, 'Volunteerism: A perspective', *The ASHA Leader,* vol. 8, no. 10, pp. 8-10.

Carr, W. & Kemmis, S. 1986, *Becoming critical: Knowing through action research*, Falmer Press, London.

Chambel, M.J. & Oliveira-Cruz, F. 2010, 'Breach of psychological contract and the development of burnout and engagement: A longitudinal study among soldiers on a peacekeeping mission', *Military Psychology,* vol. 22, no. 2, pp. 110-27.

Chang , C.-P. & Hsu, P.-C. 2009, 'The psychological contract of the temporary employee in the public sector in Taiwan', *Social Behavior and Society*, vol. 37, no. 6, pp. 721-8.

Clark, S.C. 2000, 'Work/family border theory: A new theory of work/family balance', *Human Relations*, vol. 53, no. 6, pp. 747-800.

Coates, J. & Smith, H. 1995, 'Review of the Ready Reserve scheme', University College, UNSW, Canberra.

Cohen, L. & Manion, L. 1996, *Research methods in education*, 4th edn, Routledge, New York, NY.

Coff, R. 1997, 'Human assets and management dilemmas: Coping with hazards on the road to resource-based theory', *The Academy of Management Review*, vol. 2, no. 2, pp. 374-402.

Conway, N. & Briner, R. 2002, 'Full-time versus part-time employees: Understanding the links between work status, the psychological contract, and attitudes', *Journal of Vocational Behavior*, vol. 61, pp. 279-301.

Coyle-Shaprio, J. A.-M. & Kessler, I. 2000 'Mutuality, stability, and psychological contract breach: A longitudinal study', paper presented at the *Academy of Management*, Toronto, 4-9 August 2000.

Crotty, M. 1996. *Phenomenology and nursing research,* Churchill Livingstone, Melbourne.

Daula, T. & Moffitt, R. 1995, 'Estimating dynamic models of quit behaviour: The case of military reenlistment', *Journal of Labor Economics*, vol. 13, no. 3, pp. 499-523.

Deb, T. 2006, *Strategic approach to human resource management – Concept, tools and application*, Atlantic Publishers and Distributors, New Delhi.

Defence Force Recruiting 2011, *Army Reserve*, viewed 21 November 2011, <http://content.defencejobs.gov.au/pdf/army/DFR_Brochure_CouldYouSeeYourself.pdf>.

Defence Force Recruiting 2013, *Recruitment centre FAQs*, viewed 12 April 2013, <http://www.defencejobs.gov.au/recruitmentCentre/supportAndDownloads/FAQs/Requirements/>.

Defence Personnel Executive 2004, *2004 Australian Defence Force Reserve – Attitude survey report*, Department of Defence, Canberra.

Defence Reserves Support 2010, *The Australian Army Reserve*, viewed 30 May 2010, <http://www.defencereservessupport.gov.au>.

Defence Review 2000 Community Consultation Team 2000, *Australian perspectives on defence: Report of the Community Consultation Team September 2000*, Department of Defence, Canberra.

Department of Defence 1998, *Defence annual report – 1997-98*, Department of Defence, Canberra.

Department of Defence 2000, *Defence 2000: Our future Defence Force*, Department of Defence, Canberra.

Department of Defence 2002, *Defence annual report – 2001-02*, Department of Defence, Canberra.

Department of Defence 2004, *Army Reserve personnel numbers*, unpublished report, Department of Defence, Canberra.

Department of Defence 2008, *Defence annual report – 2007-08*, Department of Defence, Canberra.

Department of Defence 2009a, *2008 Audit of the defence budget*, Department of Defence, Canberra.

Department of Defence 2009b, *2008 Defence attitude survey – Summary of results*, Department of Defence, Canberra.

Department of Defence 2009c, *Defence white paper 2009*, Department of Defence, Canberra.

Department of Defence 2009d, *The strategic reform program – Delivering force 2030*, Department of Defence, Canberra.

Department of Defence 2010, *Defence annual report – 2009-10*, Department of Defence, Canberra.

Department of Defence 2012, *Defence annual report – 2011-12*, Department of Defence, Canberra.

Department of Defence 2013a, *Global operations*, Department of Defence, Canberra, viewed 15 October 2013, <http://defence.gov.au/op/index.htm>.

Department of Defence 2013b, *Pay and conditions manual*, Department of Defence, Canberra, viewed 15 October 2013, <http://www.defence.gov.au/dpe/pac>.

Department of Defence 2013c, *Defence qualifications*, viewed 04 September 2013, <https://defencequals.edu.au/About>.

Department of Defence 2013d, *Defence white paper*, Department of Defence, Canberra.

Department of National Defence 2013, *National defence and the Canadian Forces*, viewed 04 September 2013, <http://www.forces.gc.ca/en/about/canadian-armed-forces.page?>.

Derthick, M. 1965, *The National Guard in politics*, Harvard University Press, Cambridge, MA.

Directorate of Reserve Forces and Cadets 2005, *Future use of the UK's reserve forces*, Directorate of Reserve Forces and Cadets, London.

Directorate of Reserve Officer Career Management – Army 2013, 'Army Coo-ee', in *D.R.O.C.Management – Army (ed.), vol. 1*, Canberra: Directorate of Reserve Officer Career Management – Army.

Dixon, N. 1976, *On the psychology of military incompetence*, PIMLCO, London.

Dockel, A. 2003, 'The effect of retention factors on organisational commitment: An investigation of high technology employees', Master's thesis, University of Pretoria.

Dodd, M. 2010, 'Army Reserves won't get Anzac Day pay', *The Australian*, 8 April, viewed 18 October 2010, <http://www.theaustralian.com.au/news/army-reserves-wont-get-anzac-day-pay/story-e6frg8yo-1225851134715>.

Dornstein, M. & Zoref, U. 1986, 'Motivation for changing jobs, personal background characteristics and perceived opportunity' *Relations Industrielles/Industrial Relations*, vol. 41, no. 1, pp. 91-110.

Douglas, A. 2012, 'Reclaiming volunteerism – How a reconception can build a more professional Army Reserve', *Australian Army Journal,* vol. 9, no. 1, pp. 13-24.

Droar, D. 2009, *Expectancy theory of motivation*, Arrod, viewed 11 April 2010, <http://www.arrod.co.uk/archive/concept_vroom.php>.

Dwyer, S.C. & Buckle, J.L. 2009, 'The space between: On being an insider-outsider in qualitative research', *International Journal of Qualitative Methods,* vol. 8, no. 1, pp. 54-63.

Egan, T. M., Yang, B., & Bartlett, K. 2004, 'The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention', *Human Resource Development Quarterly*, vol. 15, no. 3, pp. 279-301.

Eberhardt, B.J. & Shani, A.B. 1984, 'The effects of full-time versus part-time employment status on attitudes toward specific organizational characteristics and overall job satisfaction', *Academy of Management Journal,* vol. 27, no. 4, pp. 893-900.

Ellis, S. 2002, *The volunteer recruitment book and membership development,* 3rd edn, Energize, Philadelphia, PA.

Fair Work Obudsman, 2012, *Contractor or employee?,* Canberra, viewed 12 December 2013, <http://www.fairwork.gov.au/employment/Pages/default.aspx>

Farmer, S.M. & Fedor, D.B. 1999, 'Volunteer participation and withdrawal – A psychological contract perspective on the role of expectations and organizational support', *Nonprofit Management & Leadership,* vol. 9, no. 4, pp. 349-67.

Farrell, K. 2001, 'Human resource issues as barriers to staff retention and development in the tourism industry', *Irish Journal of Management,* vol. 22, no. 2, p. 121.

Feldman, D.C. & Doerpinghaus, H.I. 1992, 'Patterns of part-time employment', *Journal of Vocational Behavior,* vol. 41, no. 3, pp. 282-94.

Finlay, L. 2008, *Introducing phenomenological research*, viewed 25 Aug 13, <http://www.lindafinlay.co.uk/An introduction to phenomenology 2008.doc>.

Finlay, L. 2009, 'Debating phenomenological research methods', *Phenomenology & Practice,* vol. 3, no. 1, pp. 6-25.

Firman, D. 2006, *Maslow's hierarchy of needs*, viewed 16 January 2006, <http://www3.sympatico.ca/diane.firman/knowledge/maslow_hierarchy.htm>.

Firth, H. & Britton, P. 1989, '"Burnout", absence and turnover amongst British nursing staff', *Journal of Occupational Psychology,* vol. 62, no. 1, pp. 55-9.

Fisher, D. & Stewart, M. 2007. 'Send the reserve to war with six weeks training', *Australian Army Journal,* vol. 4, no. 1, pp. 107-27.

Fontana, A. & Frey, J. 1994, 'Interviewing: The art of science', in N.K. Denzin & Y.S. Lincoln (eds), *Handbook of qualitative research*, Sage, Thousand Oaks, CA, pp. 361-76.

Forte, M.A. 2007, 'Reemployment rights for the guard and reserve: Will civilian employers pay the price for national defense?', *Air Force Law Review*, vol. 59, pp. 287-343

Frey, B.S. & Goette, L. 1999, *Does pay motivate volunteers?,* working paper series, Institute for Empirical Research in Economics – University of Zurich.

Frone, M.R. 2003, 'Work-family balance', in J.C. Quick & E. Tertic (eds), *Handbook of occupational health psychology*, American Psychological Association, Washington, DC, pp. 143-62.

Galindo-Kuhn, R. & Guzley, R.M. 2008, 'The volunteer satisfaction index: Construct definition, measurement, development, and validation', *Journal of Social Service Research,* vol. 28, no. 1, 45-68.

Garza, G. 2007, Varieties of phenomenological research at the University of Dallas, *Qualitative Research in Psychology*, vol. 4, no. 4, pp. 313-42.

Gates, S.M., McGovern, G., Waggoner, I., Winkler, J.D., Pierson, A., Andrews, L. & Buryk, P. 2013, *Supporting Employers in the Reserve Operational Forces Era: Are Changes Needed to Reservists' Employment Rights Legislation, Policies, or Programs?* RAND Corporation, Santa Monica, CA.

Gill, C. 1999, *Use of hard and soft models of HRM to illustrate the gap between rhetoric and reality in workforce management*, working paper series, viewed 06 January 2011, <http://mams.rmit.edu.au/d4lhtsmk45c.pdf>.

Gilmore, J.M. 2007, 'Issues that affect the readiness of the Army National Guard and Army Reserve', paper presented at the *Commission on the National Guard and Reserves*, Washington D.C., 16 May 2007.

Giorgi, A. 1985, 'Sketch of a psychological phenomenological method', in A. Giorgi (ed.), *Phenomenology and psychological research*, Duquesne University Press, Pittsburgh, PA, pp. 8-22.

Giorgi, A. 1989, 'One type of analysis of descriptive data: Procedures involved in following a phenomenological method', *Methods,* vol 1, pp. 39-61.

Giorgi, A. 1994, 'A phenomenological perspective on certain qualitative research methods', *Journal of Phenomenological Psychology*, vol. 25, pp. 190-220.

Giorgi, A. 1997, 'The theory, practice, and evaluation of the phenomenological method as a qualitative research procedure,' *Journal of Phenomenological Psychology*, vol. 28, no. 2, pp. 235-60.

Giorgi, A. 2008a, 'Concerning a serious misunderstanding of the essence of the phenomenological method in psychology', *Journal of Phenomenological Psychology*, vol. 9, pp. 33-58.

Giorgi, A. 2008b, 'Difficulties encountered in the application of the phenomenological method in the social sciences', *Indo-Pacific Journal of Phenomenology*, vol. 8, no. 1, pp. 1-9.

Giorgi, B. 2006, 'Can an empirical psychology be drawn from Husserl's phenomenology?', in P.D. Ashworth & M.C. Chung (eds), *Phenomenology and psychological science – Historical and philosophical perspectives*, Springer, New York NY, pp. 69-88.

Glowinkowski, S. P., & Cooper, C. L. 1986. 'Managers and professionals in business/industrial settings: The research evidence', *Journal of Organizational Behavior Management*, vol. 8, pp. 177–93.

Gorman, L. & Thomas, G.W. 1991, 'Enlistment motivations of army reservists: Money, self-improvement, or patriotism?', *Armed Forces & Society,* vol. 17, no. 4, pp. 589-99.

Goulding, C. 2003, 'Grounded theory, ethnography and phenomenology', *European Journal of Marketing,* vol. 39, no. 4/3, pp. 294-308.

Green, T.B. 1992, *Performance and motivation strategies for today's workforce*, Greenwood Publishing Group, Westport, CT.

Greenhaus, J.H. & Beutell, N.J. 1985, 'Sources of conflict between work and family roles', *Academy of Management Review*, vol. 10, no. 1, pp. 76-88.

Greig, J. 2001, *The Australian Defence Organisation (ADO) Personnel Environment Scan: Recruitment and Retention Issues,* viewed on 06 May 06, <http://www.iamps.org/pdr/greig.ps.pdf>.

Griffith, J. 2005, 'Will citizens be soldiers? Examining retention of Reserve component soldiers', *Armed Forces & Society*, vol. 31, no. 3, pp. 353-83.

Griffith, J. 2009, 'Being a Reserve soldier : A matter of social identity', *Armed Forces & Society*, vol. 26, no. 1, pp. 38-64.

Griffith, J. 2011a, 'Contradictory and complementary identities of U.S. Army Reservists: A historical perspective', *Armed Forces & Society,* vol. 37, no. 2, pp. 261-83.

Griffith, J. 2011b, 'Decades of transition for the US Reserves: Changing demands on Reserve identity and mental well-being,' *International Review of Psychiatry,* vol. 23, no. 2, pp. 181-91.

Griffith, J. 2011c, 'Reserve identities: What are they? And do they matter? An empirical examination', *Armed Forces & Society,* vol. 37, no. 4, pp. 619-35.

Griffith, J. & Perry, S. 1993, 'Wanting to soldier: Enlistment motivations of Army Reserve recruits before and after Operation Desert Storm', *Military Psychology*, vol. 5, no. 2, pp. 127-44.

Groenewald, T. 2004, 'A phenomenological research design illustrated', *International Journal of Qualitative Methods*, vol. 3, no. 1, pp. 1-26.

Grzywacz, J. 2000, 'Work-family spillover and health during midlife: Is managing conflict everything?', *American Journal of Health Promotion*, vol. 14, no. 4, pp. 236-43.

Grzywacz, J. & Marks, N. 2000, 'Family, work, work-family spillover, and problem drinking during midlife', *Journal of Marriage and the Family*, vol. 62, pp. 336-48.

Hallier, J. & James, P. 1997 'Middle managers and the employee psychological contract: Agency, protection and advancement', *Journal of Management Studies*, vol. 34, pp. 703-28.

Handke, J.L. 2008, 'Retention techniques – Mitigating junior FA officer attrition,' *Fires,* May-June, pp. 22-5.

Harris, J. & Brannick, J. 1999, *Finding & keeping great employees*, AMA Publications, New York, NY.

Hart, P.M. 1999, 'Predicting employee life satisfaction: A coherent model of personality, work and non work experience, and domain satisfaction', *Journal of Applied Psychology,* vol. 84, pp. 564-84.

Haslam, S.A., O'Brien, A., Jetten, J., Vormedal, K. & Penna, S. 2005, 'Taking the strain: Social identity, social support and the experience of stress', *British Journal of Social Psychology*, vol. 44, pp. 355-70.

Herriott, P., Manning, W.E.G. & Kidd, J.M. 1997, 'The content of the psychological contract', *British Journal of Management*, vol. 8, no. 2, pp. 151-62.

Herzberg, F. 1987, 'One more time: How do you motivate employees?', *Harvard Business Review*, vol. September-November, Cambridge, MA.

Herzberg, F., Mausner, B. & Snyderman, B.B. 2009, *The motivation to work*, Transaction Publisher, New Brunswick, NJ.

Hisey, L.L. & Kotrlik, J.W. 2010, 'The effects of activation on employers of Reserve and National Guard soldiers', *Competition Forum*, vol. July 2010, pp.163-75.

Ho, V. 2005, 'Social influence on evaluations of psychological contract fulfillment', *Academy of Management Review,* vol. 30, no. 1, pp. 113-28.

Hodge, T. P. 1997. 'The Significance of Family Factors in the Decision the Defence Force – A Conflict of Commitments', *Australian Defence Force Journal,* vol. Jul/Aug**,** pp. 35-42.

Holbert, F., Palmer, R. & David, T. 2009, *Army Reserve Forces – Audit report No.31 2008-09 – Performance Audit*, Auditor-General, Canberra.

Human Resource Management 2004, *What is HRM*, viewed 24 October 2004, <http://www.humanresourcemanagement.co.uk/resourcemanagement.htm>.

Huselid, M.A. 1995, 'The impact of human resource management practices on turnover, productivity and corporate financial performance', *Academy of Management Journal*, vol. 38, pp. 634-72.

Inge, H., Janssen, P., P. M., Jonge, J. D., & Bakker, A. B. 2003, 'Specific determinants of intrinsic work motivation, emotional exhaustion and turnover intention: A multisample longitudinal study' *Journal of Occupational and Organizational Psychology,* vol. 76, pp. 427-50.

Jackson, R. (2003). When is a casual employee not a casual employee? *Human Resources*, vol. 76, viewed 13 Aug 2007, <http://www.humanresourcesmagazine.com.au/articles/76/0C01AC76.asp?Type =59&Category=871>.

Jacobsen, D.I. 2000, 'Managing increased part-time: Does part-time work imply part-time commitment?', *Managing Service Quality*, vol. 10, no. 3, pp. 187-201.

James, S. 2000, *The Royal Military College study of retention among Army Reserve officers (1999),* Directorate of Strategic Personnel and Research, Canberra.

Jans, N. & Schmidtchen, D. 2002, 'Rethinking the personnel-capability link', *Australian Defence Force Journal,* no. 157 (Nov/Dec), pp. 23-30.

Johnson, B.K., Kniep, S. & Conroy, S.F. 2013, 'The symbiotic relationship between the air force's active and reserve components', *Air & Space Power Journal,* Jan-Feb, pp. 107-29.

Johnson, P., Guilfoyle, J. & Cameron, C. 2000, *Retention of military personnel*, Commonwealth of Australia, Canberra.

Joint Standing Committee on Foreign Affairs, Defence and Trade 2000, *From phantom to force: Toward a more efficient and effective army*, Parliament of Australia Joint Committee, Canberra.

Jones, L.T., Murray, D.J. & McGavin, P.A. 2000., 'Improving the development and use of human resources in the Australian Defence Force: Key concepts for strategic management', *Australian Defence Force Journal,* no. 142 (Jun/Jul), pp. 11-20.

Jones, L.T., Murray, D.J. & McGavin, P.A. 2002, 'Building better personnel policy and practice for the Australian Army', *Australian Defence Force Journal,* no. 154 (May/Jun), pp. 3-14.

Kanuha, V. K. 2000, '"Being" native versus "going native": Conducting social work research as an insider', *Social Work,* vol. 45, pp. 439-47.

Kemmis, S. 2000, 'Five traditions in the study of practice', in N. Denzin & Y. Lincoln (eds), *Participatory action research*, Sage Publications, Thousand Oaks, CA.

Kickul, J. 2001, 'Promises made, promises broken: An exploration of employee attraction and retention practices in small business', *Journal of Small Business Management*, vol. 39, no. 4, pp. 320-35.

Kim, M., Trail, G.T., Lim, J. & Kim, Y.K. 2009, 'The role of psychological contract in intention to continue volunteering', *Journal of Sport Management,* vol. 23, pp. 549-73.

Kingsbury, N. & Scanzoni, J. 1993, 'Structural functionalism', in P.G. Boss, R.W.J. Doherty, R. LaRossa, W.R. Schumm & S.K. Steinmetz (eds), *Sourcebook of family theories and methods: A contextual approach,* Plenum, New York, NY, pp. 195-217.

Kirby, S.N. & Naftel, S. 2000, 'The impact of deployment on the retention of military Reservists', *Armed Forces & Society*, vol. 26, no. 2, pp. 259-84.

Kirchmeyer, C. 1992, 'Nonwork participation and work attitudes: A test of scarcity vs.expansion models of personal resources', *Human Relations,* vol. 45, pp. 775-95.

Knowles, J.A., Parlier, G.H., Hoscheit, G.C., Ayer, R., Lyman, K. & Fancher, R. 2002, 'Reinventing army recruiting', *Interfaces*, vol. 32, no. 1, pp. 78-92.

Koh, C., Ang, S. & Straub, D.W. 2004, 'IT outsourcing success: A psychological contract perspective', *Information Systems Research*, vol. 15, pp. 356-73.

Kvale, S. 1996, *Interviews: An introduction to qualitative interview researching*, Sage Publications, Thousand Oaks, CA.

Laczo, R.M. & Hanisch, K.A. 1999, 'An examination of behavioral families of organizational withdrawal in volunteer workers and paid employees', *Human Resource Management Review*, vol. 9, no. 4, pp. 453-77.

Lakhani, H. & Fugita, S.S. 1993, 'Reserve/Guard retention: Moonlighting or patriotism?', *Military Psychology*, vol. 5, no. 2, pp. 113-25.

Lambert, S.J. 1990, 'Processes linking work and family: A critical review and research agenda', *Human Relations*, vol. 43, pp. 239-57.

Lanfranchi, J., Narcy, M. & Larguem, M. 2010, 'Shedding new light on intrinsic motivation to work: Evidence from a discrete choice experiment', *KYKLOS*, vol. 63, no. 1, pp. 75-93.

Lavassani, K.M. & Movahedi, B. 2007, *Theoretical progression of work and life relationship: A historical perspective*, Sprott School of Business, Carleton University, Ottawa.

Laczo, R.M. & Hanisch, K. 1999, 'An Examination of Behavioral Families of Organizational Withdrawal in Volunteer Workers and Paid Employees', *Human Resource Management Review*, vol. 9, no. 4, pp. 453 - 77.

Leahy, P. 2004, 'The Australian Army Reserve: Relevant and ready', *Australian Army Journal*, vol. 2, no. 1, pp. 11-20.

Legge, K. 1995, *Human resource management – Rhetorics and realities*, Macmillan Press, London.

Lesabe, R.A.-F. & Nkosi, J. 2007, 'A qualitative exploration of employees' views on organisational commitment', *SA Journal of Human Resource Management,* vol. 5, no. 1, pp. 35-44.

Lester, S. 1999, *An introduction to phenomenological research,* viewed 12 August 2013, <http://www.sld.demon.co.uk/resmethy.pdf>.

Levy, Y. 2009, 'Is there a motivation crisis in military recruitment in Israel?', *Israel Affairs*, vol. 15, no. 2, pp. 135-58.

Liao-Troth, M.A. 2001, 'Attitude differences between paid workers and volunteers', *Nonprofit Management & Leadership*, vol. 11, no. 4, pp. 423-42.

Liao-Troth, M.A. 2005, 'Are they here for the long haul? The effects of functional motives and personality factors on the psychological contracts of volunteers', *Nonprofit and Voluntary Sector Quarterly,* vol. 34, no. 4, pp. 510-30.

Liberal Party 2001, *The Howard Government – Putting Australia's interests first*, Liberal Party, Melbourne.

Lomsky-Feder, E., Gazit, N. & Ben-Ari, E. 2008, 'Reserve soldiers as transmigrants: Moving between the civilian and military worlds', *Armed Forces & Society,* vol. 34, no. 4, pp. 593-614.

Lyons, H. 2001, *A content analysis of the 2001 Australian Defence Force Reserves survey comments*, Directorate of Strategic Personnel Planning and Research, Canberra.

Mackin, P., Hogan, P. & Mairs, L. 1995, *Estimation of retention parameters for the prototype officer personnel inventory, cost and compensation model*, U.S. Army Research Institute for the Behavioural and Social Sciences, Alexandria, VA.

Maertz, C., P. & Griffeth, R. W. 2004, 'Eight motivational forces and voluntary turnover: A theoretical synthesis with implications for research', *Journal of Management,* vol 30, no. 5, pp. 667-83.

Manning, F.J. & Fullerton, T.D. 1988, 'Health and well-being in highly cohesive units of the U.S. army', *Journal of Applied Social Psychology*, vol. 18, pp. 503-19.

Marcuse, H. 1968, 'The concept of essence', in J.J. Shapiro (ed.), *Negations: Essays in critical theory*, Beacon Press, Boston, MA, pp. 43-87.

Marshall, M.N. 1996, Sampling for qualitative research', *Family Practice,* vol. 13, no. 6, pp. 522-55.

Maslow, A.H. 1943, 'A theory of human motivation', *Psychological Review,* vol. 50, no. 4, pp. 370-96.

May, R., Campbell, I. & Burgess, J. 2009, 'The rise and rise of casual work in Australia: Who benefits, who loses?', paper presented at the *Sydney University Seminar*, Sydney University, viewed 03 October 2009, <http://www.aeufederal.org.au/Women/Risefall.pdf>.

Maykut, P.M. & Morehouse, R. 1994, *Beginning qualitative research: A philosophic and practical guide,* Falmer Press, London.

McBey, K. & Karakowsky, L. 2001, 'Examining sources of influence on employee turnover in the part-time work context', *Career Development International*, vol. 6, no. 1, pp. 39-48.

McCaslin, M. & Scott, K. 2003, 'The five-question method for framing a qualitative research study,' *The Qualitative Report*, vol. 8, no. 3, pp. 447-61.

McGovern, P. 1995 'To retain or not to retain? Multinational firms and technical labour', *Human Resource Management Journal,* vol. 5, no. 4, pp. 7-23.

McKinnon, A. & Lyons, H. 2002a, *Longitudinal investigation of retention among Army Reserve soldiers: Baseline study of cohort January 2002*, Directorate of Strategic Personnel Planning and Research, Canberra.

McKinnon, A. & Lyons, H. 2002b, *Longitudinal investigation of retention among Army Reserve soldiers: Baseline study of June 2002 cohort*, Directorate of Strategic Personnel Planning and Research, Canberra.

McKinnon, A. & Lyons, H. 2002c *Longitudinal investigation of retention among Army Reserve soldiers: Cohort January 2001 initial (2002) follow up study*, Directorate of Strategic Personnel Planning and Research, Canberra.

McKinnon, A. & Lyons, H. 2002d, *Longitudinal investigation of retention among Army Reserve soldiers: Cohort June 2001 initial (2002) follow up study*, Directorate of Strategic Personnel Planning and Research, Canberra.

McLean Parks, J., Kidder, D.L. & Gallagher, D.G. 1998, 'Fitting square pegs into round holes: Mapping the domain of contingent work arrangements onto the psychological contract', *Journal of Organizational Behavior,* vol. 19, pp. 697-730.

Meneghetti, M.M. 1995, 'Motivating people to volunteer their service', in M. Levin (ed.), *The volunteer management handbook*, John Wiley and Sons, New York, NY, pp. 12-35.

Merrell, J. 2000, '"You don't do it for nothing": Women's experiences of volunteering in two community Well Woman clinics', *Health and Social Care in the Community*, vol. 8, no. 1, pp. 31-9.

Merton, R.K. 1936, 'The unexpected consequences of purposive social action', *American Sociological Review*, vol. 1, no. 6, pp. 894-904.

Miles, J. 2012, *Management and organization theory*, Jossey-Bass, San Francisco, CA.

Milkie, M. & Peltola, P. 1999, 'Playing all the roles: Gender and the work-family balancing act', *Journal of Marriage and the Family*, vol. 61, pp. 476-90.

Millar, T.B. 1974, *Report of the committee of inquiry into the Citizen Military Forces*, Government Publishing Service, Canberra.

Ministry of Defence 2006, *Reserve Forces*, National Audit Office, London.

Ministry of Defence 2011, *Future Reserves 2020*, The Independent Commission to Review the United Kingdom's Reserve Forces, London.

Ministry of Defence n.d., *Retention aid memoire*, Ministry of Defence, London.

Mitchell, B. 2009, *2008 Australian Defence Force Reserves census and attitude survey*, Director Strategic Personnel Policy Research, Canberra.

Moore, D. 2010, *Review of the Australian Defence Force recruitment and retention strategy,* Noetic Solutions, Manuka.

Moran, D. 2000, *Introduction to phenomenology*, Routledge, London.

Mornings Program, 2010, 'The Defence Reserves is facing funding problems this financial year', ABC Newsradio, Canberra, 05 January 2009.

Morrison, D. 2012, *Speech: Reserve Forces Day*. Canberra. 30 June 2012, <http://www.army.gov.au/Our-work/Speeches-and-transcripts/Army-Reserve-Forces-Day>.

Moustakas, C. 1994, *Phenomenological research methods*, Sage Publications, Thousand Oaks, CA.

Mutchler, J.E., Burr, J.A. & Caro, F.G. 2003, 'From paid worker to volunteer: Leaving the paid workforce and volunteering later in life', *Social Forces*, vol. 81, no. 4, pp. 1267-93.

Nankervis, A.R., Compton, R.L. & McCarthy, T.E. 1999, *Strategic human resource management*, Nelson ITP, South Melbourne.

Neilsen, M.A. 2000, *Bills digest no. 70 2000-01. Defence legislation amendment (Enhancement of the Reserves and Modernisation) Bill 2000*, Department of Parliamentary Library, Canberra.

New Zealand Government 2010 *Reserve Forces,* viewed 27 May 2010, <http://www.reserves.mil.nz/reserves/different-types.htm>.

Nosal, D. 1997. 'An analysis of the proposed surface warfare officer career incentive pay (SWOCIP) program using the annualized cost of leaving (ACOL) model', Master's thesis, Naval Postgraduate School, Monterey, CA.

NSW Vocational Education & Training Accreditation Board 2011, *What is AQTF?*, viewed 15 January 2011, <http://www/vetab.nsw.gov.au/aqtf.php>.

Office of Human Resources – Murdoch University 2006, *Determining the employment status of consultant/independent contractor*, viewed 28 May 2006, <http://www.hr.murdoch.edu.au/staff/recruit/policy/PR0004.html>.

Okun, M.A., Barr, A. & Herzog, A.R. 1998, 'Motivation to volunteer by older adults: A test of competing measurement models', *Psychology and Aging,* vol. 13, pp. 608-21.

Patton, M.Q. 1990, *Qualitative evaluation and research methods,* 2nd edn, Sage, Newbury Park, CA.

Piotrkowski, C.S. 1979, *Work and the family system: A naturalistic study of working-class and lower middle-class families.* Free Press, New York, NY.

Podger, A., Knox, D. & Roberts, L. 2007, *Report of the review into military superannuation arrangements*, Department of Defence, Canberra.

Prain, E. 2012, 'Funding bombs dropped on Bundy Army Reserves', *News Mail*, viewed 04 January 2013, <http://www.news-mail.com.au/news/funding-bombs-dropped-bundy-army-reserves/1606438>.

Productivity Commission 1998, *Aspects of structural change in Australia*, Productivity Commission, Canberra.

Rabb, D.D., Baumer, R.J. & Wieseler, N.A. 1993, 'Counseling Army Reservists and their families during operation desert shield/storm', *Community Mental Health Journal,* vol 29, no. 5, pp 441-47.

Raja, U., Johns, G. & Ntalianis, F. 2004, 'The impacts of personality on psychological contracts', *Academy of Management Journal,* vol. 47, no. 3, pp. 350-67.

Randall, E.W. 2006, 'Military leadership: The effect of leader behavior on soldier retention in the Army National Guard', PhD thesis, Capella University, MN.

Reich, J., Hearps, J., Cohn, A., Temple, J. & McDonald, P. 2006, *Defence personnel environment scan 2025*, Directorate Strategic Personnel Planning and Research, Canberra.

Reid, J., Kamler, B., Simpson, A. & Maclean, R. 1998. '"Do you see what I see?" Reading a different classroom scene', *Qualitative Studies in Education*, vol. 9, no. 1, pp. 87-108.

Rhodes, C. 2000 'Reading and writing organizational lives', *Organization Articles,* vol. 7, no. 1, pp. 7-29.

Robbins, S., Waters-Marsh, T., Cacioppe, R. & Millett, B. 1994, *Organisational behaviour – Concepts, controversies and applications (Australia and New Zealand)*, Prentice Hall of Australia, Sydney.

Robert, S. 2010, 'Cuts to training to devastate the Army Reserve', viewed 4 July 2011, <http://nationals.org.au/News/Speeches/tabid/96/articleType/ArticleView/articleId/5170/Robert--Media-Release--Cuts-to-training-to-devastate-the-Army-Reserve-Tue-11052010-.aspx>.

Robinson, P., Robb, O. & Crossfield, L. 2001, *Australian Defence Force Reserves – Audit 2001*, Department of Defence, Canberra.

Robinson, S.L. & Wolfe Morrison, E. 1995, 'Psychological contracts and organizational citizenship behaviour: The effect of unfulfilled obligations on civic virtue behaviour', *Journal of Organizational Behavior*, vol. 16, no. 16, pp. 289-98.

Rosen, L.N., Moghadam, L.Z. & Vaitkus, M.A. 1986, 'The military family's influence on soldiers' personal morale: A path analytic model', *Military Psychology*, vol. 1, no. 4, pp. 201-13.

Rosendaal, B.W. 2003, 'Dealing with part-time work', *Personnel Review,* vol. 32, no. 4, pp. 474-91.

Rousseau, D.M. 2001, 'Schema, promise and mutuality: The building blocks of the psychological contract', *Journal of Occupational & Organizational Psychology,* vol. 74, no. 4, pp. 511-41.

Roy Morgan Research 2009, *Department of Defence census 2007 public report,* Department of Defence, Canberra.

SaBRE 2013, *Future reserves infographics*, viewed 18 September 2013, <http://www.sabre.mod.uk/Employers/Future-Reserves-2020/Future-Reserves-Infographics#.UqnU9xZqZUQ>.

Sanchez, R.P., Bray, R.M., Vincus, A.A. & Bann, C.M. 2004, 'Predictors of job satisfaction among active duty and reserve/guard personnel in the U.S. military', *Military Psychology*, vol. 16, no. 1, pp. 19-35.

Sanders, P. 1982, 'Phenomenology: A new way of viewing organizational research', *Academy of Management Review,* vol. 7, pp. 353-60.

Scheers, H. 2003, 'Learning to talk: From manual work to discourse work as self-regulating practice', *Journal of Workplace Learning*, vol. 15, no. 7/8, pp. 332-7.

Schindlmayr, T. 2001, *Defence personnel environment scan 2020*, Directorate of Strategic Personnel Planning & Research, Canberra.

Schmidtchen, D. 1999, 'Re-thinking the psychological contract between Army and its people,' *Australian Defence Force Journal*, vol. 137, pp. 5-8.

Schmidtchen, D. 2007, 'The pros and cons of workforce specialisation', *Australian Defence Force Journal,* vol. 172, pp. 83-94.

Schostak, J.F. 2002, *Notes from understanding, designing and conducting qualitative research in education – Framing the project*, Open University Press, Buckingham.

Schuler, R.S. 1992, 'Linking the people with the strategic needs of the business', *Organizational Dynamics,* vol. 21, no. 1, pp.18-32.

Seale, C. 1999, *The quality of qualitative research*, Sage, London.

Seashore, S.E. & Taber, T.D. 1975, 'Job satisfaction indicators and their correlates', *American Behavioral Scientist*, vol. 18, pp. 333-68.

Senate Foreign Affairs, Defence and Trade References Committee 2005, *The effectiveness of Australia's military justice system*, Parliament of the Commonwealth of Australia, Canberra.

Shomos, A., Turner, E. & Will, L. 2013, *Forms of work in Australia*, Productivity Commission Staff, Canberra.

Shuck, B. & Herd, A.M. 2011, 'Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development in HRD,' *Human Resource Development Review,* vol. 11, no. 2, pp. 156-81.

Sigler, K.J. 1999, 'Challenges of employee retention', *Management Research News,* vol. 22, no. 10, pp. 1-5.

Simons, J.A., Irwin, D.B. & Drinnien, B.A. 1987, *Psychology – The search for understanding,* West Publishing Company, New York, NY.

Sixsmith, J.A. & Sixsmith, A.J. 1987, 'Empirical phenomenology: Principles and method', *Quality and Quantity,* vol. 21, pp. 313-33.

Small, S.A. & Riley, D. 1990 'Toward a multidimensional assessment of work spillover into family life', *Journal of Marriage and the Family*, vol. 52, pp. 51-61.

Smith, H. 2012, 'National conference 2012 presentation Plan Suakin: A critique,' *The Australian Reservist,* vol. 19*,* pp. 40-4.

Smith, H. & Jans, N. 2011 'Use them or lose them? Australia's Defence Force Reserves', *Armed Forces & Society,* vol. 37, no. 2, pp. 301-20.

Smith, J.A. & Osborn, M. 2003, 'Interpretative phenomenological analysis', in J.A. Smith (ed.), *Qualitative psychology: a practical guide to research methods*, Sage Publications, London, pp. 51-80.

Smith, R. 2006, 'Defence people – Our greatest asset', *Defence Magazine,* September*,* pp. 16-29.

Spector, P.E. 1985, 'Measurement of human service staff satisfaction: Development of the job satisfaction survey', *American Journal of Community Psychology*, vol. 31, pp. 693-713.

Spence, I. 2010, 'Army Reserve update', paper presented at the *DRA National Conference*, Canberra, 23 October.

Spiegelberg, H. 1994, *The phenomenological movement: A historical introduction*, 3rd edn, Kluwer Academic Publishers, Dordrecht.

Spinelli, E. 1989, *The interpreted world: An introduction to phenomenological psychology*, Sage Publications, London.

Srivastava, P. & Hopwood, N. 2009, 'A practical iterative framework for qualitative data analysis', *International Journal of Qualitative Methods,* vol. 8, no. 1, pp. 76-84.

Stamper, C.L. & Van Dyne, L. 2003, 'Organizational citizenship: A comparison between part-time and full-time service employees', *Cornell Hotel and Restaurant Administration Quarterly,* vol. 44, no. 1, pp. 33-42.

Stone, R.J. 1995, *Human resource management,* 2nd edn, Jacaranda Wiley, Milton.

Stone, R.J. 1998, *Human resource management,* 3rd edn, John Wiley & Sons, Milton.

Storey, J. 2005, *Human resource management – A critical text,* Routledge, London.

Strauss, A. & Corbin, J. 1998, *Basics of qualitative research: Techniques and procedures for developing grounded theory*, 2nd edn, Sage, Thousand Oaks, CA.

Swider, B.W., Boswell, W.R. & Zimmerman, R.D. 2011, 'Examining the job search-turnover relationship: The role of embeddedness, job satisfaction, and available alternatives', *Journal of Applied Psychology*, vol. 96, no. 2, pp. 432-41.

Taylor, E., Vineberg, R., Goffard, S.J. & DeGracie, J. 1972, 'Need functioning at four stages in military service', paper presented at the *80th Annual Convention APA*, 1972, Washington, DC.

Taylor, T., Darcy, S., Hoyes, R. & Cuskelly, G. 2006, 'Using psychological contract theory to explore issues in effective volunteer management', *European Sport Management Quarterly,* vol. 6, no. 2, pp. 123-47.

Thomas, H.D.C. & Anderson, N. 1998, 'Changes in newcomers' psychological contracts during organizational socialization: A study of recruits entering the British army', *Journal of Organizational Behavior,* vol. 19, pp. 745-68.

Thorsteinson, T.J. 2003, 'Job attitudes of part-time vs. full-time workers: A meta-analytic review', *Journal of Occupational and Organizational Psychology,* vol. 76, no. 2, pp. 151-77.

Toppe, C.M., Kirsch, A.D. & Michel, J. 2001, *Giving and volunteering in the United States,* Independent Sector, Waldorf, MD.

Vaitkus, M. & Griffith, J. 1990, 'An evaluation of unit replacement on unit cohesion and individual morale in the US Army all-volunteer force', *Military Psychology,* vol. 2, pp. 221-39.

Van Breugel, G., Van Olffen, W. & Olie, R. 2005, 'Temporary liaisons: The commitment of 'temps' towards their agencies', *Journal of Management Studies,* vol. 42, no. 3, pp. 539-66.

van de Ven, C. 2004, *The psychological contract; a big deal?,* Behavioural Sciences Service Centre – Ministry of Defence, Hague.

Van Willigen, M. 2000, 'Differential benefits of volunteering across the life course', *Journal of Gerentogy: Social Sciences*, vol. 55B, pp. 308-18.

Verberg, R.M. 1999, 'Managing human resources across cultures: A comparative analysis of practice in industrial enterprises in China and the Netherlands', *International Journal of Human Resource Management,* vol. 10, no. 3, pp. 391-410.

Vertzonis, M. 2006, 'Reserve hardens up', *Army – The Soldiers Newspaper*, 24 August, viewed 22 May 2008, <http://www.defence.gov.au/news/armynews/editions/1150/personnel.htm >.

Vinas, T. 2003, 'Review benefits to retain employees', *Industry Week/IW,* vol. 252, no. 10, p. 10.

Volunteering Australia 2006, *Definitions and principles of volunteering*, viewed 21 January 2006, <http://www.volunteeringaustralia.org/sheets/definition.html>.

Wainwright, G.R. 2002, *Enhancing the transfer of permanent members of the Australian Defence Force to the active Reserve on completion of full-time service,* Directorate of Strategic Personnel Planning and Research, Canberra.

Walker, F. & Gregory, D. 2013, 'Boredom, poor pay depletes Army Reserve', *Sydney Morning Herald*, 13 February, viewed 14 April 2013, <http://www.smh.com.au/news/National/Boredom-poor-pay-depletes-Army-Reserve/2005/02/12/1108061923595.html>.

Walker, W.E. 1992, 'Comparing army reserve forces: A tale of multiple ironies, conflicting realities, and more certain prospects', *Armed Forces and Society*, vol. 18, no. 3, pp. 303-22.

Warn, J. 2001 'Overcoming learned helplessness', *Australian Defence Force Journal,* vol. 150 (Sep/Oct), pp. 57-61.

Warner, J. 1981, *Military compensation and retention: An analysis of alternative models and a simulation of a new retention model,* Institute of Naval Studies, Center for Naval Analysis, Alexandria, VA.

Warner, J. T. & Goldberg, M. S. 1984, 'The influence of non-pecuniary factors on labor supply: The case of Navy enlisted personnel', *Review of Economics and Statistics,* vol. 66, pp. 26-35.

Waters, A.-M. & Osei, K. 2001a, *2001 Australian Defence Force Reserve survey modelling report methodology annex. Prepared for the Directorate of Strategic Personnel Planning and Research,* National Centre for Social and Economic Modelling, University of Canberra.

Waters, A.-M. & Osei, K. 2001b, *2001 Australian Defence Force Reserve survey modelling report tables annex. Prepared for the Directorate of Strategic Personnel Planning and Research*, National Centre for Social and Economic Modelling, University of Canberra.

Waters, A.-M. & Osei, K. 2001c, *2001 Australian Defence Force Reserve survey modelling report. Prepared for the Directorate of Strategic Personnel Planning and Research*, National Centre for Social and Economic Modelling, University of Canberra.

Weiss, H., MacDermid, S., Strauss, R., Kurek, K., Le, B. & Robbins, D. 2002, *Retention in the armed forces: Past approaches and new research directions*, Military Family Research Institute, Purdue University, West Lafayette, IN.

Wertz, F.J. 1983, 'From everyday to psychological description: Analyzing the moments of a qualitative data analysis', *Journal of Phenomenological Psychology,* vol. 14, no. 2, pp. 197-241.

Wertz, F.J. 2005, 'Phenomenological research methods for counseling psychology', *Journal of Counseling Psychology*, vol. 52, no. 2, pp. 167-77.

Wilcox, T. & Lowry, D. 2000, 'Beyond resourcefulness: Casual workers and the human-centered organisation', *Business & Professional Ethics Journal*, vol. 19, no. 3/4, pp. 29-53.

Wilson, J. & Musick, M. 1997. 'Work and volunteering: The long arm of the job', *Social Forces,* vol. 76, no. 1, pp. 251-72.

Workplace Relations Act 1996 (Cth).

Zambelli, N. 2001, *2001 Australian Defence Force Reserves survey report*, Directorate of Strategic Personnel Planning and Research, Canberra.

Zambelli, N. 2002, *The Royal Military College (RMC) study of retention among Army Reserve officers report (2000)*, Directorate of Strategic Personnel Planning and Research, Canberra.