

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

The public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.
PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.

1. REPORT DATE (DD-MM-YYYY) 16-04-2018	2. REPORT TYPE Master's of Military Studies	3. DATES COVERED (From - To) SEP 2017 - APR 2018
--	---	--

4. TITLE AND SUBTITLE The Impact of Generation Z on Marine Corps Recruiting	5a. CONTRACT NUMBER N/A
	5b. GRANT NUMBER N/A
	5c. PROGRAM ELEMENT NUMBER N/A

6. AUTHOR(S) Rosenbrock, David E., Major, USMC	5d. PROJECT NUMBER N/A
	5e. TASK NUMBER N/A
	5f. WORK UNIT NUMBER N/A

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) USMC Command and Staff College Marine Corps University 2076 South Street Quantico, VA 22134-5068	8. PERFORMING ORGANIZATION REPORT NUMBER N/A
--	--

9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)	10. SPONSOR/MONITOR'S ACRONYM(S) Dr. Bradford A. Wineman
	11. SPONSOR/MONITOR'S REPORT NUMBER(S) N/A

12. DISTRIBUTION/AVAILABILITY STATEMENT
Approved for public release, distribution unlimited.

13. SUPPLEMENTARY NOTES

14. ABSTRACT
Scientific research remains divided on the concept of generational differences. The studies discussed in this thesis correlate with current market research. The features identified throughout this study already impact today's recruiting market and will continue to make accessions difficult for the foreseeable future. Marine Corps Recruiting Command (MCRC) needs to invest in modernizing business practices to target the next generation better. Failure to adjust can result in an overworked, ineffective, stressed recruiting force. This study provides several recommendations, which allows recruiting officials the ability to tailor the solution based on the current environment.

15. SUBJECT TERMS
Generation Z; Recruiting; Marine Corps; Generational Differences; Digital Natives; Challenges; iGeneration;

16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON
a. REPORT	b. ABSTRACT	c. THIS PAGE			USMC Command and Staff College
Unclass	Unclass	Unclass	UU	40	19b. TELEPHONE NUMBER (Include area code) (703) 784-3330 (Admin Office)

*United States Marine Corps
Command and Staff College
Marine Corps University
2076 South Street
Marine Corps Combat Development Command
Quantico, Virginia 22134-5068*

MASTER OF MILITARY STUDIES

TITLE:


The Impact of Generation Z on Marine Corps Recruiting


SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF MILITARY STUDIES

AUTHOR:

Major David E. Rosenbrock, USMC

AY 2017-18

Mentor and Oral Defense Committee Member: Dr. Bradford A. Wineman
Approved: 
Date: 10 April 2018

Oral Defense Committee Member: Dr. Paul D. Giers
Approved: 
Date: 10 April 2018

DISCLAIMER

THE OPINIONS AND CONCLUSIONS EXPRESSED HEREIN ARE THOSE OF THE INDIVIDUAL STUDENT AUTHOR AND DO NOT NECESSARILY REPRESENT THE VIEWS OF EITHER THE MARINE CORPS COMMAND AND STAFF COLLEGE OR ANY OTHER GOVERNMENTAL AGENCY. REFERENCES TO THIS STUDY SHOULD INCLUDE THE FOREGOING STATEMENT.

QUOTATION FROM, ABSTRACTION FROM, OR REPRODUCTION OF ALL OR ANY PART OF THIS DOCUMENT IS PERMITTED PROVIDED PROPER ACKNOWLEDGEMENT IS MADE.

Table of Contents

Disclaimer	i
Table of Contents	ii
List of Tables.....	iii
Preface.....	iv
Executive Summary	v
Introduction.....	1
Generations Defined.....	3
Characteristics of Generation Z.....	6
A. Increased Digital Media Consumption	6
B. Collaborative yet Independent	7
C. Multitasking	9
D. Differing Work Beliefs.....	10
E. High Expectations.....	10
F. Delayed Adulthood.....	11
Challenges to Recruiting.....	12
Recommendations	17
Conclusion	24
Bibliography	29

List of Tables

	Page
Table 1: Generations by Start and End Dates.....	3
Table 2: MCRC Prospecting Data FY 13 - FY 17.....	12

Preface

Generational differences are a well-discussed topic that ignites the passions of both supporters and critics. I hope to provide useful information on the subject to help inform decision makers within Marine Corps Recruiting Command on the potential impacts the next generation might have on its ability to accomplish the mission. Recruiting remains one of the Marine Corps' toughest assignments. Every day, Marines are out searching for the proverbial "needle in a haystack." Their dedication to their job and their commitment to our institution is an example for all. This thesis is not a condemnation of recruiting command or any agency that supports it, but rather a mechanism to start a conversation that could benefit the force.

The research provided has several limitations. The lack of funding and time force this project to be a mere analysis of existing scientific literature. The Marine Corps should invest resources to more fully investigating the impact of generational differences on recruiting and retention.

I appreciate the assistance from Major Steve Reamy, MCRC G-3 Research. He provided a wealth of insight and resources that made this project possible. Also, I would also like to thank my mentor, Bradford Wineman. His interest, enthusiasm, and guidance helped to shape the direction of the project.

Executive Summary

Title: The Impact of Generation Z on Marine Corps Recruiting

Author: Major David E. Rosenbrock, United States Marine Corps

Thesis: The changing attitudes, perceptions, and characteristics of Generation Z pose unique challenges to Marine Corps recruiters. To recruit Generation Z effectively, MCRC needs to adjust policies, procedures, and marketing themes to account for generational differences.

Discussion: Scientific research remains divided on the concept of generational differences. Despite some setbacks and faulty research techniques, recent studies show support for differences between generational cohorts. More research with nationally representative samples will be required to validate current findings further.

The studies discussed in this thesis correlate with current market research. The features identified throughout this study already impact today's recruiting market and will continue to make accessions difficult for the foreseeable future. Marine Corps Recruiting Command (MCRC) needs to invest in modernizing tactics, techniques, and procedures to target the next generation better. Failure to adjust can result in an overworked, ineffective, stressed recruiting force. Force preservation will become a chief concern of leaders as more problems plague the beleaguered force. If appropriate actions are taken to account for the different attitudes and perceptions of the next generation, MCRC will continue to enjoy success while simultaneously relieving pressure on its recruiters.

Several recommendations can assist in posturing MCRC for future success. This study provides several recommendations, which allows recruiting officials the ability to tailor the solution based on the current environment. Future research should continue to inform modernization efforts, as the next generation becomes the forefront of the recruiting effort. With minimal investment, MCRC can implement the proposed recruiting-based mobile application and a longitudinal study, which would significantly assist in future recruiting efforts. Additional recommendations may require more resources from the command but might prove beneficial in the future.

Conclusion: Recruiting will continue to be a challenging endeavor with significant impact on the future force. The organization needs to continue to adapt to the new operating environment to ensure future success. The recommendations provided in this study allow MCRC to make gradual adjustments to recruiting policy. At a minimum, leaders should initiate the conversation about how the next generation might differ from previous generations and how to attract the next generation of Marines.

Introduction

The United States Marine Corps has a long tradition of battlefield success. Regardless of the conditions, Marines strive to accomplish the assigned task and to do so in an ethical, dignified manner. According to the Commandant of the Marine Corps, General Robert B. Neller, “The success of the Marine Corps hinges on the quality of our Marines. This is the foundation from which we make Marines, win our Nation’s battles, and return quality citizens to American society.”¹ To accomplish this, the Marine Corps puts a great deal of emphasis on recruiting. The Marine Corps selects and entrusts Noncommissioned Officers (NCOs), Staff Noncommissioned Officers (SNCOs), and Commissioned Officers to accomplish the critical task of finding and preparing civilians to earn the title of United States Marine.

The organization charged with accomplishing the Marine Corps’ annual accession goal is the Marine Corps Recruiting Command (MCRC). The mission of this command is “the perpetuation of the Marine Corps and the standards of preparedness and military vigor that Marines have upheld since 1775.”² The Marines of MCRC conduct recruiting operations throughout the country and focus on eight basic recruiting tasks to find and prepare civilians to attend recruit training. These tasks are: obtaining names, prospecting, screening, selling, processing, pool program, shipping, and command recruiting—all of which involve direct contact with today’s youth.³ Recruiting has become increasingly challenging; recruiters struggle to make missions without compromising the high quality of today’s Marine Corps.

Since recruiting remains a top priority in the United States Marine Corps, it is essential to continually evaluate the current market for trends that may jeopardize MCRC’s mission. The changes in technology over the last several decades have had a significant impact on society. Digital platforms have changed how young people learn, communicate, and spend their leisure

time. These changes have the potential to produce negative impacts on MCRC's ability to accomplish its annual accession goal.

Marine Corps Recruiting Command uses systematic recruiting to accomplish its mission. This process analyzes production data to determine recruiter prospecting and interview goals. As a recruiter becomes more proficient, the amount of contacts and interviews required to produce a contract decrease causing a reduction in recruiting objectives. The process allows a Station Commander to plan out individual recruiter workloads based on previous performance. While effective, systematic recruiting compensates for market difficulties by increasing recruiter workload. This masking may prevent recruiting leadership from seeing a need for change. Since recruiters continue to make mission, few realize the ineffectiveness of the current marketing campaign; the current message does not resonate with the target population. Additionally, policies and standard operating procedures (SOPs) are not optimized to recruit and retain the current generation. The canvassing recruiter absorbs these inefficiencies causing him or her to work harder to accomplish the mission.

The changing attitudes, perceptions, and characteristics of Generation Z pose unique challenges to Marine Corps recruiters. To recruit this generation effectively, MCRC needs to adjust policies, procedures, and marketing themes to account for generational differences. The institution cannot rely on past or current success to predict future performance. The themes that once resonated with the target market currently fall on deaf ears. Several reports have identified that the Marine Corps' recruiting force is overburdened; recruiters are working harder with longer hours. Failure to adapt business practices to accommodate the new recruiting market will devastate the recruiting force. MCRC needs to be proactive in its research and innovative in its pursuit to recruit the next generation. In order to inform future recruiting efforts, this study

provides an overview of generational differences, the distinct characteristics of the next generation, and potential challenges associated with recruiting Generation Z. Based on this framework, this study concludes with research-based recommendations to improve recruiting efficiency.

Generations Defined

First, a generational cohort consists of “people born within a similar span of time (15 years at the upper end) who share a comparable age and life stage and who were shaped by a particular span of time.”⁴ According to this definition, the significant events that occur during the formative years of a generation influence the perceptions, attitudes, and beliefs of the members of that cohort. Significant ambiguity exists between the start and end dates, characteristics, and naming conventions associated with generations. Since these cohorts have no official start and end dates, scientists have difficulty testing for generational differences. Table 1 shows some of the more common cohort groupings and names. This study primarily focused on Generation Z.

Table 1
Generations by Start and End Dates

Source	PEW ⁵	Wiedmer ⁶	Bencsik ⁷	Tuglan ⁸	Southgate ⁹	Desai ¹⁰
Silent/Traditionalist	1928-1945	1900-1945	1925-1946	pre-1946	—	1928-1945
Baby Boomer	1946-1964	1946-1964	1946-1960	1946-1964	—	1946-1964
Gen X	1965-1980	1961-1981	1960-1980	1965-1977	1967-1981	1965-1980
Gen Y (Millennial)	1981-1996	1980-1990	1981-1994	1978-2000	1982-1996	1981-1989
Gen Z	—	1995-2015	1995-2010	2001-TBD	1997-2011	1990-2017

Source: Author’s own construction compiled from the literature review.

Further complicating the study of generational cohorts are the “cuspers.” These individuals are born on or near the transition from one generation to the next. They display characteristics of both generations to varying levels.¹¹ As the generation becomes more developed and influenced by the current environment, the characteristics of the generation become more pronounced. Sometimes, the inclusion of “cuspers” masks or diminishes the

significance of a trend within a research sample.¹² Unfortunately, it is difficult, if not impossible, to eliminate their impact on generational research. Generational cuspers can provide insight into the next generation; the cuspers of Generation Z are currently old enough to enlist and serve in the Marine Corps.

For this study, Generation Z consisted of all persons born from 1995-2014. Generation Z was the first generation to grow up entirely immersed in digital technology. The events that shaped this generation included the wars in Iraq and Afghanistan, natural disasters such as hurricanes and earthquakes, the global recession, and multiple international terrorist threats.¹³ These factors played a critical role in changing the beliefs and attitudes of Generation Z compared to other generations. These changes could manifest in characteristics that are unique to this cohort and may require an adjustment in how organizations interact with the new generation.

Critics of generational studies contend that generations are composed of unique individuals and that it is impossible to attribute traits and characteristics to an entire group. Although individuals make up each generational cohort, according to W. Keith Campbell, “ignoring valuable information regarding real differences observed between groups of individuals at risk of stereotyping or overlooking other valuable information is misguided.”¹⁴ Several firms conduct market research to generalize about a target market. Advertising appeals to the largest target population of a consumer group; to disregard information based on individual uniqueness is impractical and could significantly reduce advertising effectiveness. Additionally, critics have argued generational differences seem intuitive but lack rigorous scientific study.¹⁵ Limited sample sizes, inadequate funding, and insufficient research methodologies constrained much of the research. There is no doubt that the scientific community has much more work to do in understanding generational differences. However, several researchers have started

conducting longitudinal studies with sufficient sample size over a significant period to control for life-stage effect.¹⁶ Scientists have paid significant attention to Generation Y (Millennials) and have recently shifted their focus to the study of Generation Z.¹⁷ While the results are somewhat mixed, the growing body of literature appears to validate some generational differences. Jean M. Twenge, a psychologist and professor at San Diego State University who specializes in generational research, published a robust study in 2010 supporting the theory of generational differences. The study identified the increase in leisure and extrinsic values and the decrease of social and intrinsic values among Generation Y members. The study compiled three separate data points (i.e., 1976, 1991, and 2006) with 16,507 respondents. Her study provided empirical evidence of “small to moderate” generational differences between Baby Boomers, Generation X, and Generation Y.¹⁸

Moreover, when comparing generational data to consumer data, there seems to be sufficient overlap to consider the validity of generational differences. For example, Joint Advertising, Marketing Research and Studies (JAMRS), a research firm providing analysis to inform Department of Defense advertising for recruiting, shows an increasing trend in the following career aspirations among today’s youth: engaging careers, contributing to society, correcting social inequalities, and establishing a work-life balance.¹⁹ These findings directly correlate with the findings of other scientific literature that specifically address the characteristics of Generation Z.²⁰ Angelia Bencsik’s study, published in the *Journal of Competitiveness*, directly addresses Generation Z’s desire to impact the world and establish “work-life balance and a workplace stability.”²¹ According to an article published by the PEW Research Center in March 2018, generational research can provide valuable insights into the behaviors and beliefs of the

next generation.²² This information can assist MCRC in adapting its business practices to more effectively recruit the next generation of Marines.

Characteristics of Generation Z

Several characteristics have been used to describe this new generation. These characteristics provide additional insight into preferences, attitudes, and beliefs that may distinguish this generation from generations past. As Generation Z enters the workforce, more characteristics may emerge or become better defined. This study focused on the characteristics most relevant to Marine Corps recruiting.

A. Increased Digital Media Consumption

The first characteristic of Generation Z is the total emersion in digital technology. Generation Z has grown up as “digital natives” fully immersed in the recent advancements in Internet and mobile technology.²³ Their expertise in dealing with technology often exceeds that of their parents and teachers.²⁴ Many authors have identified an increased role for these children in helping adults learn the technology and that their expertise affords Generation Z members a level of influence in both the home and classroom.²⁵ According to a Pew research poll conducted in 2015, nearly 73% of teens had personal access to a smartphone.²⁶ Some 76% of the teens surveyed used social media, and of that amount, 62% provided their social media contact information when making new friends.²⁷ Today’s teens remain continuously connected to the Internet, social media, and their digital devices.²⁸ According to a literature review by Anthony Turner, teens experience as much as eight hours of combined digital media per day.²⁹ Given the extensive amount of digital media consumption, it appears today’s teens have very little time for traditional activities such as exercise or outdoor activities.

Generation Z uses a wide variety of digital platforms ranging from smartphones, tablets, computers, video gaming consoles, to the television. Texting is a dominant form of communication among teens. According to a Pew research poll conducted in 2015, 55% of teens communicated with their friends daily via text messaging.³⁰ Electronic gaming accounts for approximately one-quarter of the time spent in media consumption.³¹ According to a Pew research poll, 72% of teens aged 13-17 played some form of an interactive video game on a computer, tablet, or mobile device.³² In addition to gaming, teens spent an inordinate amount of time browsing the Internet. Caroline Geck contended Generation Z relied heavily on search engines such as Google because of the number of results produced. Students have been more likely to use top choices and cease further research. This trend suggests teens are not information literate and lack the critical thinking required to analyze the value of the information they find and instead rely on expediency.³³ Of particular interest to the diversity recruiting market, media consumption seems to rise for diverse and socially disadvantaged teens with an average increase of four and one-half additional media hours per day over white teens.³⁴ Moreover, the increase in working and single parents who cannot directly supervise their children leave today's teenagers with large amounts of unsupervised digital media time filling the role of an "electronic babysitter."³⁵

B. Collaborative yet Independent

Generation Z demonstrates the characteristics of a highly collaborative group but still maintains many strong individualistic traits. As mentioned in previous sections, this generation has grown up with a constant digital connection. Generation Z demonstrates the ability to collaborate through the different types of video games they play both in-person with each other and through the Internet.³⁶ Additionally, many teachers have included collaborative learning in

their classrooms seeing it as the best way to engage the student population and to develop and maintain interest in the curriculum.³⁷ According to Diane Gayeski in an article about Generation Z, “To decrease uncertainty in the world, they often prefer to seek jobs together, seeking to share housing, errands, and social activities.”³⁸ Collaboration differs from teamwork by the manner in which the work is accomplished. For effective teamwork, participants accomplish tasks under the supervision of a leader.³⁹ Collaboration requires equal say among the members of the group and a communally accepted division of labor based on skill or ability level. According to Cathie McClellan, “collaboration is slow and messy and may seem inefficient.”⁴⁰

While they are fully capable of collaborative work, Generation Z still display individual traits such as increased self-esteem, assertiveness, ambition, and narcissism.⁴¹ Young adults learn that “everything is within reach, self-belief is essential for success, and other people’s opinions are rarely important.”⁴² These beliefs tied with the technological “expert power”⁴³ and the influence it yields, create a cohort of young workers who believe they have the answers and are utterly confused when a supervisor does not heed their advice. These characteristics undermine the effectiveness of a team with a hierarchical structure and favor the loosely structured, egalitarianism of collaboration.

Additionally, studies have suggested there has been an increase in the Narcissistic Personality Index measured from 1982 to 2006.⁴⁴ Stefanie Boswell experimented to investigate “academic entitlement” (AE) among college students. She found there was an inverse correlation between course self-efficacy and academic entitlement, stating that students, “who possess low self-efficacy for their ability to produce academic success may utilize AE to protect their self-esteem in the event of academic failure.”⁴⁵ She continued to argue there was a relationship between AE and social media use because they “encourage self-promoting behaviors.”⁴⁶

Additionally, Generation Z is believed to be more impatient and more impulsive.⁴⁷ This generation is accustomed to instant gratification, whether through online shopping, information, or on-demand television.⁴⁸ They often act without consideration of the consequences, “live for the present,” and have a “rapid reaction to everything.”⁴⁹

C. Multitasking

Constant connection and access to a wide variety of digital media platforms conditioned the members of Generation Z to be proficient at multitasking. In a recent study conducted in the northeastern United States, 80% of students self-reported that they multitasked at least 50% of the time.⁵⁰ The advancement of technology has led to the “massive expansion of multitasking behaviors and, as a result, to continuous partial attention.”⁵¹ The inability of the next generation to be present in the moment can have some severe implications for educational institutions, the civilian workforce, and the military.

According to a study by Kit Cho about multitasking, secondary tasks may limit the effectiveness of reading comprehension among students.⁵² The constant, rapid attainment of information paired with impulse-seeking behavior from instant gratification produce continuous “partial attention,” in which the student or employee is never fully engaged in the activity he or she is doing.⁵³ Another study conducted by Phuoc Tran measured the impact of multitasking on reading comprehension. Based on the cognitive load theory, Tran assessed multitasking behavior was beneficial to menial tasks. Conversely, multitasking behavior was detrimental to tasks that required higher mental activity.⁵⁴ Since they are conditioned to constant mental stimulation, the members of Generation Z may not be capable of distinguishing when multitasking is appropriate.

D. Differing Work Beliefs

Generation Z has differing views on the value of employment. Twenge identified a decreasing trend in work centrality. According to her review, Baby Boomers placed the highest value on work and considered it a fundamental component of personal identity. Successive generations continue to place less value on work, seeing it as a means to make a living but not a critical component of identity. Further, Twenge cited several studies that have shown a decrease in work ethic and employee motivation but an increase in the desire for leisure and work-life balance.⁵⁵ This trend could be derivative of parents working more extended hours to sustain their families. The most recent market research from JAMRS stated, “the most important factors youth look for in a career are pay, having the opportunity to do something meaningful, and having a good work-life balance” seems to confirm Twenge’s findings.⁵⁶ Generation Z seeks to develop practical skills that will be marketable in the workforce.⁵⁷ While not necessarily a dramatic change from previous generations, Generation Z places more importance on accumulating skills than loyalty to an employer or organization.⁵⁸ Members of this generation are willing to change jobs if the employment conditions are not ideal.

E. High Expectations

The members of Generation Z have high expectations for their future. According to a study at Northeastern University, 42% of youths expected to be self-employed. When controlling for race and ethnicity, 60% of diverse participants shared this belief.⁵⁹ Innovative, self-confident, and entrepreneurial, Generation Z has a positive outlook on their future professional and personal lives.⁶⁰ This positive outlook is undoubtedly related to dramatic changes in parenting techniques over the past several decades.⁶¹ Additionally, since they consider themselves citizens of the global community, Generation Z is passionate about making an impact in the world.⁶²

Independently, these traits seem positive and should allow for successful entry into the workforce. However, when paired with decreased attention spans, decreased work ethic or desire to work, and an increase in narcissistic or entitlement belief, these high expectations may lead to more stress, anxiety, or other potentially devastating conditions.⁶³

F. Delayed Adulthood

Another notable characteristic of Generation Z is the age at which members of the cohort become independent members of society. Recently, the age of adulthood and independence has increased in a significant trend that shows a later departure from the family home and an increased potential for returning to the parental home, a “transition reversal” more commonly referred to as “boomerang children.”⁶⁴ According to a Pew research poll conducted in 2014, adults from ages 18 to 34 were more likely to live in their parent’s house than with a significant other or roommate.⁶⁵ In fact, since 2009, living at home with one or both parents has been the dominant living arrangement for men ages 18 to 34.⁶⁶ This trend seems to impact minority families more significantly according to Marcus L. Britton. He contended minority populations are more likely to remain at home for extended periods with their parents and that more research is required to determine factors that lead to increased coresidence among diverse populations.⁶⁷ According to Scott South and Lei Lei, socioeconomic factors and significant life events (e.g., graduation, marriage, and divorce) do not adequately account for home-leaving-and-returning behaviors.⁶⁸ These studies indicate that delayed adulthood is not necessarily tied to just the economy or job market, but may reflect a change in the overall beliefs and norms involving the transition to adulthood.

Challenges to Recruiting

Recruiting the future of the Marine Corps continues to be a challenging endeavor. The attributes and characteristics of Generation Z may cause some additional difficulties in prospecting and eventually sending qualified poolees to recruit training. According to the JAMRS executive note on the 2016 State of the Market, “data indicate that without improvements to recruiting resources and processes, current or increased mission levels are not sustainable in the long term.”⁶⁹ The increased difficulty in recruiting does not seem to be a result of decreased recruiter performance. According to data from MCRC, recruiter efficiency may actually be improving despite the difficulties incurred by the current market. When comparing contracts and prospect contact volume, recruiters in fiscal year 2017 were slightly more efficient than recruiters in 2013.⁷⁰ Table 2 shows the recruiting data from 2013-2017.

Table 2
MCRC Prospecting Data FY 13-FY 17

	FY 13	FY 14	FY 15	FY16	FY17
Recruiters on Production	2936	2936	2936	2936	2936
Gross New Contracts	42721	39249	41833	43745	47315
Contact to Contract Ratio	1.58	1.48	1.59	1.53	1.47
Total Contacts	67484	58147	66426	66786	69713
Standard Deviation	114.2	108.1	117.9	116.1	112.5
Area Canvass (AC)	48%	49%	50%	49%	48%
Telephone Call (TC)	38%	39%	40%	39%	38%
Home Visit (HV)	1%	1%	1%	1%	1%
Digital Communications (DC)	1%	2%	3%	5%	8%
Office Traffic (OT)	12%	9%	7%	6%	5%

Source: Data compiled from Marine Corps Recruiting Information Support System.

While the data from Table 2 shows that recruiters are currently making mission, the table does not show the increased effort required to make mission. Studies have shown that the current recruiting force is overworked, under resourced, and incapable of sustaining the current pace of operations.⁷¹ To recruit Generation Z effectively, MCRC needs to adjust policies, procedures, and marketing themes to account for generational differences. Failure to adjust

accordingly may result in an ineffective recruiting force with significant force preservation concerns. The following characteristics present the most significant challenge to future recruiting efforts and should receive attention from recruiting officials.

According to JAMRS, today's youth does not see military service as a suitable option for employment. In 2004 about two-thirds of the recruiting market believed that the military could provide an attractive lifestyle; the percentage of youth who believed that in 2015 decreased to approximately one-third of the market. This disconnect can be the result of the prolonged war, negative media attention, or the belief that the military does not offer the type of lifestyle today's youths desire.⁷² This change can also be related to generational differences that have altered the perceptions and beliefs of the next generation. As previously noted, this generation is looking to make an impact and obtain work-life balance but they see work as a means to an end. They want to obtain financial security and enjoy leisure time with their close friends and families. They understand that they need real-world skills to make it in a competitive workforce and will seek these skills out.⁷³ Organizations need to "reassess interests, or even better, adapt their communication based on what the prospective student appears to be interested in."⁷⁴ The Marine Corps needs to find a better way to expose the ideas and benefits, both tangible and intangible, of military service to the members of Generation Z.⁷⁵

Increased levels of narcissism or entitlement will complicate future recruiting efforts. Narcissism can be characterized by someone who is "overconfident, self-centered, and lacks empathy for others."⁷⁶ This trait resembles entitlement or the feeling "the world owes you something."⁷⁷ According to Bencsik, members of Generation Z are overconfident and have an inflated view of their abilities.⁷⁸ Applicants who believe they are imminently qualified for the program may see an initial disqualification or inability to perform a task as an indicator that the

program is not right for them. According to Harry Wallace et al., when faced with a challenging task, a person with narcissistic tendencies will drop a more difficult task in favor of an easier task with greater assurance of success. The sample used for research consisted of 150 participants who had narcissistic characteristics as determined by the Narcissistic Personality Inventory (NPI), which has a high possible score of 40; the average score on the NPI for study participants was between 15 and 16.⁷⁹

In addition to a lack of task persistence, Wallace stated, “Narcissists’ capacity for self-serving reasoning should typically help them to escape ego-threatening implications of failures.”⁸⁰ These youths do not see a need to change; they are adequate as they are and the organization should adjust to them. Based on Wallace’s research, waivers or any issue that might hinder enlistment could cause this generation to lose interest and look elsewhere. According to data from MCRC, Delayed Entry Program (DEP) discharges for apathy increased from 23% in 2005 to almost 40% in 2016.⁸¹ The significant increase in apathy related discharges could be caused by several factors, but it does seem to reinforce the assertions made by Twenge, Bencsik, and Wallace. Moreover, narcissism could also lead to an increase in recruit training attrition for the same reasons. Since they have been influential over parents and educators in their formative years, this generation expects their employers to value their opinions, to accept them as they are, and to promote them quickly.⁸² These characteristics could further separate the Marine Corps from its intended recruiting market.

The impact of constant connection, increased digital media consumption, multitasking, and rising levels of narcissism or entitlement all have potential physical and mental side-effects that could reduce the availability of qualified applicants for military service. As previously mentioned, some youths spend upward of eight hours per day consuming digital media.

Although research has not established a causal link between increased technology usage and a decline in physical health, “there is no doubt that health problems due to physical inactivity have increased at the same time as children’s use of video games has increased.”⁸³ This increase in digital activity paired with a decrease in physical activity puts today’s youths at a higher risk of childhood obesity.⁸⁴ Further, immersion in a “technologically-rich environment” has raised concerns about the increase in attention deficit disorder diagnoses, Internet addiction, and a heightened potential for anxiety, which could potentially disqualify an applicant from service.⁸⁵

The Department of Defense (DOD) defines accession standards, which determine an applicant’s eligibility to serve. The individual service may add additional qualification standards but cannot reduce the standards established by DOD. According to a report produced by The Heritage Foundation using data provided by the Pentagon, 71% of enlistment aged Americans are ineligible to serve. Of that estimated 24 million people, fitness related issues account for 27% of the disqualification and health problems account for 32%.⁸⁶ Other trends throughout society illustrate the decrease in health and fitness throughout the country. Take, for example, obesity in the United States, “in 2006, Mississippi was the only U.S. state with an adult obesity rate above 30 percent. Today, 30 states can claim that dubious honor.”⁸⁷ If Generation Z continues along their current trajectory, the military will continue to struggle to find medically and physically qualified applicants in a significantly reduced qualified population.

Recruiting continues to be a demanding career assignment and has become increasingly challenging in the last few years. According to JAMRS, “recruiting conditions have become extremely difficult for Marine Corps recruiters in 2016. Perceived goal achievability is at its lowest point in 15 years, and Marine Corps recruiters are working harder, longer, and feeling more pressure.”⁸⁸ This problem will not impact just the Marine Corps, but all of the services.

Except for the United States Army, self-reported perceptions of the ability to achieve the monthly assigned mission have decreased significantly across the services.⁸⁹ Moreover, the percentage of recruiters reporting they work more than 60 hours per week has increased for all of the services except the United States Air Force. Thirty-two percent of the Marine Corps recruiters surveyed reported working more than 80 hours per week.⁹⁰ These trends in recruiter workload, across all of the services, help to identify the challenging youth market of today's recruiter.

As mentioned previously, some Generation Z characteristics may lead to increased program attrition or decreased propensity to serve. These traits could further exacerbate recruiting challenges and may pose a risk to the recruiting force. According to JAMRS on the challenges faced by recruiters, "over 65% reported finding qualified youths was a barrier" and that Military Entrance Processing Site (MEPS) processing, pre-screened leads, and marketing needed improvement to facilitate recruiting operations better. Recruiters throughout the armed forces expressed similar concerns about the difficulty in finding applicants and getting them through the enlistment process.⁹¹ Finding people to enlist has always been a challenge for military recruiters; however, numerous studies produced by JAMRS indicate that since 2013 this task has become significantly more difficult.⁹² Qualified young adults are becoming more difficult to find causing recruiters to work longer hours. As depicted previously in Table 2, fewer potential enlistees are actively seeking out recruiters. Since 2013, office traffic contacts decreased from 12% to 5% in 2017.

JAMRS recommends that "the military will need to deploy a more aggressive strategy to engage and reconnect with the youth market," and failure to adjust recruiting processes could have several negative impacts on the recruiting force.⁹³ These studies echo the sentiment of this

thesis and reinforce the need to start a conversation concerning the future of Marine Corps recruiting.

Recommendations

Generation Z will continue to be a challenging market for recruiters. The changes in attitudes and perceptions brought on by their more salient characteristics may require MCRC to adapt. According to the JAMRS executive note on the 2016 State of the Market, “data collected among military recruiters in 2016 demonstrated that their ability to find and efficiently contract high-quality, qualified youth has become increasingly difficult.”⁹⁴ Based on the information presented in this study, this trend will only worsen as the characteristics of Generation Z become more prevalent. Below are recommendations based on current research that can mitigate some of the negative impacts on recruiting.

The first step to increasing recruiting efficiency is the development and implementation of a longitudinal “time-lag” study.⁹⁵ This survey would provide actionable information for recruiting officials to use when making policy decisions. The JAMRS New Recruit Survey and Youth Poll are examples of this type of study. Recruiting personnel provide the New Recruit Survey to new applicants after initial enlistment at the MEPS. This survey evaluates the applicants’ interest in the military, background, reasons for joining, and reflections on their experience with the recruiting process.⁹⁶ This study produced a high yield of respondents with a total of 33,532 participants across all services. While informative, this study focused on personnel who had already met with, discussed career options, and processed with a military recruiter. It may not accurately represent the population since many of the participants may have had a pre-existing propensity to serve.

The JAMRS Youth Poll collects responses from 16-24-year-olds selected randomly from around the country. According to the JAMRS website, the survey tracks, “future plans and military propensity, favorability of the military, perceived knowledge of the military, perceptions of current economic conditions, reactions to current events, and military eligibility.”⁹⁷ The current survey covered from December 2016 to June 2017 and had a total of 5,188 respondents from the age of 16-21.⁹⁸ The survey provides valuable insight about the propensity to serve but does very little to identify market characteristics.

Neither study, in its current form, provides accurate, actionable information to inform recruiting decisions. The Youth Poll focuses exclusively on propensity and perceptions of the youth job market. The New Recruit Survey focuses on recruiter interaction and reasons for joining after an applicant has already committed to a particular branch of service. A more accurate study should solicit career aspirations from the youth market before meeting a service recruiter. Participants should rank the importance of both tangible and intangible benefits when making future career choices. These rankings provide more significant insights into the desires and goals of the youth market and could help identify future deficiencies in recruiting policies and advertising that could be adjusted. After analyzing several years of data, recruiting officials can determine what changes may be necessary to optimize the recruiting strategy. If JAMRS is unable or unwilling to modify the existing survey, MCRC should commission the survey as an independent venture.

The next step is the development and release of a Marine sponsored mobile application. Generation Z prefers media they can interact with; specifically, mobile applications or “apps” that provide multiple features such as comments, texting, videos, and connection with social media platforms. These mobile apps can have a positive impact on marketing by providing

information and “shifting purchase intention.”⁹⁹ The proposed app could include games to create initial interest, fitness trackers plus training programs, information such as Marine Corps history and general orders, information on jobs and benefits of joining, and a chat function to reach out to recruiting personnel. The application would allow the Marine Corps to exploit the next generation’s use of social media platforms and apps as the primary means of information and communication. When accessing the app the first time, users could link the app to Facebook to allow access to demographics, friend lists, and contact information. Linking data derived from the app to the Enlisted Priority Prospect Card (ePPC) or the Officer Priority Prospect Card (oPPC) would allow future engagement by recruiters. This concept would allow the members of Generation Z to explore the Marine Corps on their terms and may open the door for a future conversation with a recruiter. At the very least, the mobile app would help to bridge the ever-increasing disconnect between the Armed Forces and the youth market.¹⁰⁰

The third step is to modify the existing marketing strategy. The results of the longitudinal study will inform recruiting officials about the current market and help to identify themes and messages that are important to the target audience. If the goal is to influence behavior, the message must be tailored to the intended audience. As previously mentioned, teens today desire skills and traits that will make them successful or more competitive in the job market.¹⁰¹ While today’s generation desires to make a global impact, there is a persistent trend of increased value in extrinsic benefits.¹⁰² The current marketing strategy focuses on making an impact, but also fighting battles and patriotic service.¹⁰³ According to research conducted by JAMRS, the Marine Corps ranked the lowest on advertisement aided recall—measuring the relative impact an advertisement had on the target population—with 27% compared to the U.S. Army (50%), Navy (40%), and Air Force (38%). This trend is complicated further by the fact that during this period,

the U.S. Army was the only branch of service to spend more on advertising than the Marine Corps.¹⁰⁴

The Marine Corps needs to develop a marketing strategy that connects with the target population in a meaningful way. This change may mean a departure from focusing on strictly intangible benefits and balancing advertisements with both tangible and intangible benefits. In the past, advertising has traditionally focused on themes like pride, honor, and duty. These themes, while important, neglect an entire segment of the population who may not know about multiple technical career opportunities that the Marine Corps provides. The Marine Corps can exploit the recent advancements in Information Warfare and the development of a cyber specialty to attract a more technologically based market. Including these aspects into the marketing strategy will allow the Marine Corps to compete with the other services in a limited enlistment market. The Marine Corps has to trust that the transformation process that occurs through enlistment, recruit training, and Military Occupational School training will continue to produce high-quality Marines thoroughly indoctrinated into the Corps' ethos.

The fourth step requires improvement to the Delayed Entry Program (DEP). Robust pool leadership will continue to be the decisive factor for reducing both DEP and MCRD attrition. The DEP is the primary vehicle for preparing applicants for recruit training and maintaining a commitment to the program. According to CNA, the longer an applicant or "poolee" remains in the DEP, the greater the chance of DEP attrition. Using data from 2005 to 2012, DEP attrition percentage increases in a nearly linear fashion from 13.4% at four months to 32.7% at ten months. Conversely, longer DEP times correlate with decreased active-duty attrition.¹⁰⁵ Since the members of Generation Z tend to display increased narcissistic characteristics, longer periods in the DEP may cause them to lose interest.

The members of this generation quickly make decisions and act on impulse. Increased delays in attending recruit training may lead to buyer's remorse and continued exposure to negative influencers. According to data from MCRC, DEP attrition is on the rise with an overall increase to 18.5% for 2017 compared to 15.9% for 2014.¹⁰⁶ As mentioned previously, DEP discharges for apathy increased from 23% in 2005 to almost 40% in 2016.¹⁰⁷ While not definitive, the increase of these types of discharges corresponds with the dates Generation Z became old enough to enlist. There are many factors that impact DEP attrition; more research will be required to determine if the increase in attrition is related to generational differences or if there are other confounding variables.

DEP duration needs to be optimized to reduce both DEP and recruit training attrition. Additional research and cost-benefit analysis should be conducted to determine the ideal time in the DEP, and Recruiting Station pool managers should apply that duration as a metric. Further, the training conducted while in the DEP would be essential to overcome the individualistic nature of the next generation. Team building exercises, physical activity, and continued mentoring will continue to play a vital role in the preparation of these applicants for recruit training. MCRC should develop a "Pool Program Toolkit" to provide recruiters with additional resources and ideas on how to ensure a well-rounded poolee. As previously mentioned, this generation wants interaction, something the current program provides but also seeks relevant skills to make them successful in the future. The toolkit can guide recruiters in providing additional skills to poolees before attending recruit training.

The final step involves modifying recruiting policy to offset continued difficulty in recruiting Generation Z. The first of these suggestions is to change the maximum age to enlist. The current maximum age for non-prior service applicants is the applicant's 29th birthday, but

the commanding generals of the two recruiting regions can waive the maximum age to 34.¹⁰⁸ The applicant's perceived ability at recruit training is the determining factor for waiver approval. According to CNA, age does have a positive correlation with male applicant DEP, recruit training, and 24-month active-duty attrition, but age was an insignificant factor for female attrition.¹⁰⁹ However, according to a Pew research poll conducted in 2012, 80% of parents in 1993 considered full adulthood at age 22 compared to 67% of parents today. Thirty-one percent of parents today say that children should not be independent until age 25.¹¹⁰ According to Elaina Loveland, 81% of Generation Z students believe that college is the critical next-step for future career success.¹¹¹ Dr. Diane Gayeski said Generation Z is “skeptical about employment as a concept in general” and “42 percent of teenagers expected to work for themselves –African American and Hispanic teenagers actually trended higher in that attitude (60% and 59% respectively).”¹¹² The ambitious and self-confident nature of Generation Z may shift the age at which an applicant considers serving in the military. Many high school students consider the military as a last resort and desire to seek other education and career opportunities.¹¹³ These applicants are spending more time at home with their families and venturing out in short bursts. Once they realize they are not quite as successful in civilian ventures as expected, they may turn to the military later in life. Changing the maximum enlistment age would be a means to reduce administrative barriers that may prevent an applicant from moving forward in the enlistment process.

The final recommendation proposes a change in the criteria used to screen applicants for service. The primary metrics of concern are the Armed Service Vocational Aptitude Battery (ASVAB) and the Initial Strength Test (IST). According to the official website for the ASVAB, “The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict

future academic and occupational success in the military.”¹¹⁴ According to Jacob Vigdor et al., “students who gain access to a home computer between fifth and eighth grade tend to witness a persistent decline in reading and math scores.”¹¹⁵ Additional research shows a relationship between increased exposure to digital media and a decline in academic performance in children.¹¹⁶ Generation Z relies heavily on technology and multitasks continuously; they have conditioned themselves to operate efficiently at increased cognitive loads.¹¹⁷ On average, today’s generation far exceeds the technological skill of previous generations.¹¹⁸ The perceived decrease in academic performance does not seem to be related to cognitive ability but rather the psychometric tool used to measure it. At a minimum, the ASVAB needs to be normed for the current generation. The last norming of the ASVAB occurred in 1996.¹¹⁹ Additional research on the impact of technology on standardized test scores would be beneficial in determining the future validity of the ASVAB and may necessitate a modification of the existing test to better evaluate the skills required to serve in the modern military.

The IST measures applicants’ physical fitness in attempts to ensure they are fit enough to begin recruit training. With the overall increase in digital media consumption, it makes sense that physical fitness may be on the decline.¹²⁰ The DEP typically prepares applicants both physically and mentally for the rigors of recruit training. If applicants are less active, they will require more training to pass an IST before recruit training. Considering the research on DEP attrition, MCRC may be challenged by the requirement to meet IST standards at the risk of increasing DEP duration and risking increased attrition.¹²¹ As predicted by Wallace in his study on narcissism and task persistence, when the overconfident Generation Z applicant does not pass the IST before contracting or shipping, the applicant may lose interest in the program or disappear because of the impact to his or her self-esteem and social image.¹²² The potential solution to this

dilemma could be the expansion of physical conditioning platoons at recruit training to further develop recruits, as required, for the rigors of training. This change could extend recruit training for some enlistees, but it provides structured, supervised training and increased exposure to Marine Corps indoctrination.

Conclusion

The scientific validity of generational differences remains a point of contention. Unfortunately, the Marine Corps cannot wait until generational differences are confirmed. This study illustrated a change in the attitudes, perceptions, and habits of the members of Generation Z. These changes may become more prevalent as the generation continues to form and join the workforce. The proposed adoption of a longitudinal study to measure changes in the target population can inform policy and advertising decisions. The suggested mobile application can be used to connect with younger generations who embrace technology and assist in their preparation for recruit training. These steps could rapidly impact recruiting efficiency at a relatively low cost.

Recommended areas for future study include research on generational differences, the optimal time for membership in the DEP, and the impact that increased technology has on standardized testing and overall health and fitness. Unfortunately, this study generated more questions than answers. The overall shift in the beliefs and attitudes of Generation Z could be reflective of a social revolution, which could have far-reaching implications for both society and the military institution. This revolution could change the way the military is manned, trained, and employed. The ability of the Marine Corps to adapt to the future environment will determine its future efficacy; it has spent a great deal of mental energy determining what the future operating environment will look like, but MCRC needs to invest energy in examining the next generation

of future Marines. The life-blood of the Marine Corps is its ability to find and mold young citizens into the warriors of tomorrow.

¹ Senate Appropriations Defense Subcommittee, *The Commandant's Posture of the United States Marine Corps President's Budget 2017*, March 2, 2016, 4.

² Commanding General, Marine Corps Recruiting Command, "Marine Corps Recruiting Command Enlistment Processing Manual," MCRCO 1100.1 (Quantico, VA2014), 1-3.

³ Commanding General, Marine Corps Recruiting Command, "Volume III: Guidebook for Recruiting Station Operations 2015 Edition," MCO 1130.76D (Quantico, VA2015), 1-3.

⁴ M. McCrindle and E. Wolfinger, *The Abc of Xyz: Understanding the Global Generation* (Kensington, Australia: University of New South Wales Press, 2009), 1-2.

⁵ Pew Research Center, "Comparing Millennials to Other Generations," in *Pew: Social and Demographic Trends* (Washington, DC: Pew Research Center, 2015), 1-2.

⁶ Terry Wiedmer, "Generations Do Differ: Best Practices in Leading Traditionalists, Boomers, and Generations X, Y, and Z," *Delta Kappa Gamma Bulletin* 82, no. 1 (2015): 52-55.

⁷ Andrea Bencsik, Gabriella Horváth-Csikós, and Tímea Juhász, "Y and Z Generations at Workplaces," *Journal Of Competitiveness* 8, no. 3 (2016): 92.

⁸ Bruce Tulgan, "The Great Generational Shift: Update 2017," ed. Rainmaker Thinking Inc. (2017), 2.

⁹ Duncan Southgate, "The Emergence of Generation Z and Its Impact in Advertising: Long-Term Implications for Media Planning and Creative Development," *Journal Of Advertising Research* 57, no. 2 (2017): 227-28.

¹⁰ Supriya Pavan Desai and Vishwanath Lele, "Correlating Internet, Social Networks and Workplace - a Case of Generation Z Students," *Journal of Commerce and Management Thought* 8, no. 4 (2017): 805.

¹¹ Paige Bader, Sean Marsh, and Jason Fors, "Department of Defense Acting Responsibly: An Examination of Generational Research," (Alexandria, VA: Joint Advertising, Market Research and Studies, 2013), 26.

¹² Ibid.

¹³ Debbie C. Hampton and Yolanda Keys, "Generation Z Students: Will They Change Our Nursing Classrooms?," *Journal of Nursing Education and Practice* 7, no. 4 (2017): 112.

¹⁴ W. Keith Campbell et al., "Generational Differences Are Real and Useful," *Industrial & Organizational Psychology* 8, no. 3 (2015): 329-30.

¹⁵ Sean Lyons et al., "Generational Differences in the Workplace: There Is Complexity Beyond the Stereotypes," *Industrial and Organizational Psychology* 8, no. 3 (2015): 346.

¹⁶ Ibid., 348-49.

¹⁷ Michael Dimock, "Defining Generations: Where Millennials End and Post-Millennials Begin," *PEW Research Center: Fact Tank: News in the Numbers* (Washington, DC: Pew Research Center, March 1, 2018).

¹⁸ Jean M. Twenge et al., "Generational Differences in Work Values: Leisure and Extrinsic Values Increasing, Social and Intrinsic Values Decreasing," *Journal Of Management* 36, no. 5 (2010): 1117-33.

¹⁹ Katherine R. Helland, "Generational Values and Their Impact on Military Recruiting," (Joint Advertising, Market Research and Studies, 2016), 9.

²⁰ Elaina Loveland, "Instant Generation," *Journal Of College Admission*, no. 234 (2017): 36.

²¹ Bencsik, Horváth-Csikós, and Juhász, "Y and Z Generations at Workplaces," 93.

²² Dimock, "Defining Generations: Where Millennials End and Post-Millennials Begin," *PEW Research Center: Fact Tank: News in the Numbers* (Washington, DC: Pew Research Center, March 1, 2018); Richard Fry, Ruth Igielnik, and Eileen Patten, "How Millennials Today Compare with their Grandparents 50 Years Ago." *PEW Research Center: Fact Tank: News in the Numbers* (Washington, DC: Pew Research Center, March 16, 2018).

²³ Wiedmer, "Generations Do Differ," 55.

²⁴ Dina H. Bassiouni and Chris Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture: A Critical Literature Review," *Journal Of Customer Behaviour* 13, no. 2 (2014): 119-20; Jane P. Preston et al., "Benefits and Challenges of Technology in High Schools: A Voice from Educational Leaders with a Freire Echo," *Interchange: A Quarterly Review Of Education* 46, no. 2 (2015): 171.

²⁵ Preston et al., "Benefits and Challenges of Technology in High Schools," 171; Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 120.

-
- ²⁶ Amanda Lenhart, "Teens, Technology and Friendships: Video Games, Social Media and Mobile Phones Play an Integral Role in How Teens Meet and Interact with Friends," in *Pew: Internet and Technology* (Washington, DC: Pew Research Center, 2015), 7.
- ²⁷ *Ibid.*, 4.
- ²⁸ Anthony Turner, "Generation Z: Technology and Social Interest," *Journal Of Individual Psychology* 71, no. 2 (2015): 104.
- ²⁹ *Ibid.*, 106.
- ³⁰ Lenhart, "Video Games, Social Media and Mobile Phones Play an Integral Role in How Teens Interact," 2.
- ³¹ Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 122.
- ³² Lenhart, "Video Games, Social Media and Mobile Phones Play an Integral Role in How Teens Interact," 2.
- ³³ Caroline Geck, "The Generation Z Connection: Teaching Information Literacy to the Newest Net Generation," *Teacher Librarian* 33, no. 3 (2006): 2-4.
- ³⁴ Turner, "Technology and Social Interest," 106.
- ³⁵ Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 120.
- ³⁶ *Ibid.*, 119.
- ³⁷ Wiedmer, "Generations Do Differ," 56.
- ³⁸ Diane Gayeski, "Will Gen Z Even Care About Hr Technology?," *Workforce Solutions Review* 6, no. 3 (2015): 11.
- ³⁹ Andrew Campbell, "Collaboration is Misunderstood and Overused," *Harvard Business Review*, September 2011, <https://hbr.org/2011/09/collaboration-is-misunderstood>.
- ⁴⁰ Cathie McClellan, "Teamwork, Collaboration, and Cooperation as a Student Learning Outcome for Undergraduates," *Assessment Update* 28, no. 1 (January 2016): 5.
- ⁴¹ Jean M. Twenge, "A Review of the Empirical Evidence on Generational Differences in Work Attitudes," *Journal of Business & Psychology* 25, no. 2 (2010): 210.
- ⁴² "Generational Changes and Their Impact in the Classroom: Teaching Generation Me.," *Medical Education* 43, no. 5 (2009): 399.
- ⁴³ Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 120.
- ⁴⁴ Twenge, "Generational Changes and Their Impact in the Classroom," 401.
- ⁴⁵ Stefanie S. Boswell, "'I Deserve Success': Academic Entitlement Attitudes and Their Relationships with Course Self-Efficacy, Social Networking, and Demographic Variables," *Social Psychology Of Education* 15, no. 3 (2012): 362.
- ⁴⁶ *Ibid.*
- ⁴⁷ Bencsik, Horváth-Csikós, and Juhász, "Y and Z Generations at Workplaces," 93.
- ⁴⁸ Turner, "Technology and Social Interest," 110.
- ⁴⁹ Bencsik, Horváth-Csikós, and Juhász, "Y and Z Generations at Workplaces," 95.
- ⁵⁰ Phuoc Tran, Rogelio Carrillo, and Kaveri Subrahmanyam, "Effects of Online Multitasking on Reading Comprehension of Expository Text," *Cyberpsychology* 7, no. 3 (2013): 2.
- ⁵¹ Turner, "Technology and Social Interest," 111.
- ⁵² Kit W. Cho, Jeanette Altarriba, and Maximilian Popiel, "Mental Juggling: When Does Multitasking Impair Reading Comprehension?," *Journal of General Psychology* 142, no. 2 (2015): 100-02.
- ⁵³ Turner, "Technology and Social Interest," 111.
- ⁵⁴ Tran, Carrillo, and Subrahmanyam, "Effects of Multitasking on Reading Comprehension," 10.
- ⁵⁵ Twenge, "Review of Generational Differences at Work," 203-04.
- ⁵⁶ Jeremy T. Hall, "Youth's Perceptions of Fit and Personal Alignment with Military Careers," (Joint Advertising, Market Research and Studies, 2017), 1.
- ⁵⁷ Hampton and Keys, "Will They Change Our Nursing Classrooms?," 113.
- ⁵⁸ Desai and Lele, "Correlating Internet, Social Networks and Workplace - Generation Z," 808.
- ⁵⁹ Gayeski, "Will Gen Z Even Care About Hr Technology?," 10.
- ⁶⁰ Maria-Cristina Iorgulescu, "Generation Z and Its Perception of Work," *Cross-Cultural Management Journal* 18, no. 1 (2016): 48.
- ⁶¹ Twenge, "Generational Changes and Their Impact in the Classroom," 399.
- ⁶² Loveland, "Instant Generation," 36.
- ⁶³ Twenge, "Generational Changes and Their Impact in the Classroom," 403.
- ⁶⁴ Scott J. South and Lei Lei, "Failures-to-Launch and Boomerang Kids: Contemporary Determinants of Leaving and Returning to the Parental Home," *Social Forces* 94, no. 2 (2015): 864.
- ⁶⁵ Richard Fry, "For First Time in Modern Era, Living with Parents Edges out Other Living Arrangements for 18- to 34-Year-Olds," in *Pew: Social and Demographic Trends* (Washington, DC: Pew Research Center, 2016), 1.

-
- ⁶⁶ Ibid.
- ⁶⁷ Marcus L. Britton, "Race/Ethnicity, Attitudes, and Living with Parents During Young Adulthood," *Journal of Marriage and Family* 75, no. 4 (2013): 995, 1010.
- ⁶⁸ South and Lei, "Failures-to-Launch and Boomerang Kids," 886.
- ⁶⁹ JAMRS, "2016 State of the Market: Implications from Youth and Recruiter Data.," (Alexandria, VA: Joint Advertising, Market Research and Studies, 2017), 3.
- ⁷⁰ Data retrieved from the Marine Corps Recruiting Information Support System (MCRISS) by Major Stephen Reamy, MCRC G-3, Research. The data was provided on 20 February 2018 via Excel spreadsheet.
- ⁷¹ JAMRS, "2016 State of the Market," 3; Taylor P. Fairley, "2016 Recruiter Quality of Life Survey: Marine Corps," (Alexandria, VA: Joint Advertising, Market Research and Studies, 2017), 9.
- ⁷² JAMRS, "2016 State of the Market," 1-3.
- ⁷³ Loveland, "Instant Generation," 36.
- ⁷⁴ Ibid., 38.
- ⁷⁵ JAMRS, "2016 State of the Market," 4.
- ⁷⁶ Twenge, "Generational Changes and Their Impact in the Classroom," 401.
- ⁷⁷ Ibid.
- ⁷⁸ Bencsik, Horváth-Csikós, and Juhász, "Y and Z Generations at Workplaces," 100.
- ⁷⁹ Harry M. Wallace, C. Beth Ready, and Erin Weitenhagen, "Narcissism and Task Persistence," *Self and Identity* 8, no. 1 (2009): 87-88.
- ⁸⁰ Ibid., 88.
- ⁸¹ Data retrieved from the Marine Corps Recruiting Information Support System (MCRISS) by Major Stephen Reamy, MCRC G-3, Research. The data was provided on 8 March 2018 via Excel spreadsheet.
- ⁸² Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 120; Wiedmer, "Generations Do Differ," 57.
- ⁸³ Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 121.
- ⁸⁴ Preston et al., "Benefits and Challenges of Technology in High Schools," 172.
- ⁸⁵ Ibid.
- ⁸⁶ Thomas Spoehr and Bridget Handy, "The Looming National Security Crisis: Young Americans Unable to Serve in the Military," *The Heritage Foundation Backgrounder* No. 3282 (Feb 2018): 1-3. Report pgs 1-3.
- ⁸⁷ Ibid., 6.
- ⁸⁸ Fairley, "2016 Recruiter Quality of Life Survey," 3.
- ⁸⁹ Ibid., 8.
- ⁹⁰ Ibid., 9.
- ⁹¹ JAMRS, "2016 State of the Market," 3.
- ⁹² JAMRS, "2016 State of the Market," 3; Fairley, "2016 Recruiter Quality of Life Survey: Marine Corps," (Alexandria, VA: Joint Advertising, Market Research and Studies, 2017), 9.
- ⁹³ Ibid., 3-4.
- ⁹⁴ Ibid., 1.
- ⁹⁵ Twenge, "Review of Generational Differences at Work," 202.
- ⁹⁶ Erin Pontius et al., "Active Duty New Recruit Survey-Fall 2016: October 2016-March 2017 Topline Report," (Alexandria, VA: JAMRS, 2017), 1.
- ⁹⁷ JAMRS, "Youth Poll, Official Briefings: Spring 2017," ed. Market Research and Studies Joint Advertising (Alexandria, VA: Joint Advertising, Market Research and Studies, 2017).
- ⁹⁸ "Spring 2017 Propensity Update: Youth Propensity," (Alexandria, VA: Joint Advertising, Market Research and Studies, 2017), 35.
- ⁹⁹ Omdeep Gupta and Gagan Gulati, "Psycho-Analysis of Mobile Applications Usage among Generation Z Teens," *International Journal on Global Business Management and Research* 3, no. 1 (2014): 81-82.
- ¹⁰⁰ JAMRS, "2016 State of the Market," 1.
- ¹⁰¹ Hampton and Keys, "Will They Change Our Nursing Classrooms?," 113.
- ¹⁰² Bencsik, Horváth-Csikós, and Juhász, "Y and Z Generations at Workplaces," 94; Hampton and Keys, "Will They Change Our Nursing Classrooms?," 113; Twenge et al., "Generational Differences in Work Values," 1133.
- ¹⁰³ JAMRS, "Military Advertising Tracking Study: Overview of Wave 57 Results: Events and Partnership (April-June 2017)," (Alexandria, VA: Joint Advertising, Market Research and Studies, 2017), 1.
- ¹⁰⁴ Ibid., 4, 47.
- ¹⁰⁵ Jeff Peterson, Jared Huff, and Aline Quester, "The Role of the Delayed Entry Program in Recruiting the All-Volunteer Force," (CNA, 2013), 4, 62.

-
- ¹⁰⁶ Data retrieved from the Marine Corps Recruiting Information Support System (MCRISS) by Major Stephen Reamy, MCRC G-3, Research. The data was provided on 20 February 2018 via Excel spreadsheet.
- ¹⁰⁷ Data retrieved from the Marine Corps Recruiting Information Support System (MCRISS) by Major Stephen Reamy, MCRC G-3, Research. The data was provided on 8 March 2018 via Excel spreadsheet.
- ¹⁰⁸ CG, MCRC, "Marine Corps Recruiting Command Enlistment Processing Manual," 3-12.
- ¹⁰⁹ Shannon Desrosiers and Elizabeth Bradley, "Differences in Male and Female Predictors of Success in the Marine Corps: A Literature Review," (Arlington, VA: CNA, 2015), iii.
- ¹¹⁰ Richard Fry et al., "Young, Underemployed, and Optimistic: Coming of Age, Slowly, in a Tough Economy," in *Pew: Social and Demographic Trends* (Washington, DC: Pew Research Center, 2012), 2.
- ¹¹¹ Loveland, "Instant Generation," 38.
- ¹¹² Gayeski, "Will Gen Z Even Care About Hr Technology?," 10.
- ¹¹³ JAMRS, "2016 State of the Market," 2.
- ¹¹⁴ ASVAB Testing Program, Defense Manpower Data Center, accessed January 15, 2018, <http://www.official-asvab.com/index.htm>
- ¹¹⁵ Jacob L. Vidgor, Helen F. Ladd, and Erika Martinez, "Scaling the Digital Divide: Home Computer Technology and Student Achievement," *Economic Inquiry* 52, no. 3 (2014): 1117.
- ¹¹⁶ Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 121.
- ¹¹⁷ Tran, Carrillo, and Subrahmanyam, "Effects of Multitasking on Reading Comprehension," 1-4.
- ¹¹⁸ Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 119-20.
- ¹¹⁹ ASVAB Testing Program, Defense Manpower Data Center, accessed January 15, 2018, http://www.official-asvab.com/norming_res.htm
- ¹²⁰ Bassiouni and Hackley, "'Generation Z' Children's Adaptation to Digital Consumer Culture," 121.
- ¹²¹ Desrosiers and Bradley, "Male and Female Predictors of Success," 4.
- ¹²² Wallace, Ready, and Weitenhagen, "Narcissism and Task Persistence," *Self and Identity* 8, no. 1 (2009): 87-88.

Bibliography

- Al-Asfour, Ahmed, and Larry Lettau. "Strategies for Leadership Styles for Multi-Generational Workforce." *Journal of Leadership, Accountability & Ethics* 11, no. 2 (June 2014): 58-69.
- Anderson, David, Kenneth Conover, Jason Jackson, and Edwin Santibanez. "Navy Advertising: Targeting Generation Z." MBA Professional Report, Naval Post Graduate School, 2015.
- Bader, Paige, Sean Marsh, and Jason Fors. "Department of Defense Acting Responsibly: An Examination of Generational Research." Alexandria, VA: Joint Advertising, Market Research, and Studies, 2013.
- Bassiouni, Dina H., and Chris Hackley. "'Generation Z' Children's Adaptation to Digital Consumer Culture: A Critical Literature Review." *Journal of Customer Behaviour* 13, no. 2 (June 2014): 113-33.
- Bencsik, Andrea, Gabriella Horváth-Csikós, and Tímea Juhász. "Y and Z Generations at Workplaces." *Journal of Competitiveness* 8, no. 3 (September 2016): 90-106.
- Boswell, Stefanie S. "'I Deserve Success': Academic Entitlement Attitudes and Their Relationships with Course Self-Efficacy, Social Networking, and Demographic Variables." *Social Psychology of Education* 15, no. 3 (September 2012): 353-65.
- Britton, Marcus L. "Race/Ethnicity, Attitudes, and Living with Parents During Young Adulthood." *Journal of Marriage and Family* 75, no. 4 (August 2013): 995-1013.
- Campbell, Andrew. "Collaboration is Misunderstood and Overused." *Harvard Business Review*, September 2011. <https://hbr.org/2011/09/collaboration-is-misunderstood>.
- Campbell, W. Keith, Stacy M. Campbell, Lane E. Siedor, and Jean M. Twenge. "Generational Differences Are Real and Useful." *Industrial & Organizational Psychology* 8, no. 3 (September 2015): 324-31.
- Cho, Kit W., Jeanette Altarriba, and Maximilian Popiel. "Mental Juggling: When Does Multitasking Impair Reading Comprehension?" *Journal of General Psychology* 142, no. 2 (April 2015): 90-105.
- Commanding General, Marine Corps Recruiting Command. "Marine Corps Recruiting Command Enlistment Processing Manual." Quantico, VA, 2014.
- Commanding General, Marine Corps Recruiting Command. "Volume III: Guidebook for Recruiting Station Operations 2015 Edition." Quantico, VA, 2015.
- Costanza, David P., and Lisa M. Finkelstein. "Generationally-Based Differences in the Workplace: Is There a There There?" *Industrial & Organizational Psychology* 8, no. 3 (September 2015): 308-323.

- Desai, Supriya Pavan, and Vishwanath Lele. "Correlating Internet, Social Networks, and Workplace—A Case of Generation Z Students." *Journal of Commerce and Management Thought* 8, no. 4 (October 2017): 802-15.
- Desrosiers, Shannon, and Elizabeth Bradley. "Differences in Male and Female Predictors of Success in the Marine Corps: A Literature Review." Arlington, VA: CNA, February 2015.
- Dimock, Michael. "Defining Generations: Where Millennials End and Post-Millennials Begin." *PEW Research Center: Fact Tank: News in the Numbers*. Washington, DC: Pew Research Center, March 1, 2018.
- Fairley, Taylor P. "2016 Recruiter Quality of Life Survey: Marine Corps." Alexandria, VA: Joint Advertising, Market Research, and Studies, October 2017.
- Fry, Richard. "For First Time in Modern Era, Living with Parents Edges Out Other Living Arrangements for 18- to 34- Year-Olds." *PEW Research Center: Social and Demographic Trends*. Washington, DC: Pew Research Center, May 24, 2016.
- Fry, Richard, Cary Funk, Eileen Patten, and Seth Motel. "Young, Underemployed, and Optimistic: Coming of Age, Slowly, in a Tough Economy." In *Pew: Social and Demographic Trends*, 1-3. Washington, DC: Pew Research Center, 2012.
- Fry, Richard, Ruth Igielnik, and Eileen Patten. "How Millennials Today Compare with their Grandparents 50 Years Ago." *PEW Research Center: Fact Tank: News in the Numbers*. Washington, DC: Pew Research Center, March 16, 2018.
- Gayeski, Diane. "Will Gen Z Even Care About HR Technology?" *Workforce Solutions Review* 6, no. 3 (May 2015): 9-11.
- Geck, Caroline. "The Generation Z Connection: Teaching Information Literacy to the Newest Net Generation." *Teacher Librarian* 33, no. 3 (February 2006): 19-23. EBSCOhost (accessed November 28, 2017).
- Gupta, Omdeep, and Gagan Gulati. "Psycho-Analysis of Mobile Applications Usage among Generation Z Teens." *International Journal of Global Business Management and Research* 3, no. 1 (August 2014): 80-95.
- Hall, Jeremy T. "Youth's Perceptions of Fit and Personal Alignment with Military Careers." Executive Note prepared by Joint Advertising, Market Research, and Studies, July 2017.
- Hampton, Debbie C., and Yolanda Keys. "Generation Z Students: Will They Change Our Nursing Classrooms?" *Journal of Nursing Education and Practice* 7, no. 4 (2017): 111-15.
- Helland, Katherine R. "Generational Values and their Impact on Military Recruiting." Executive Note prepared by Joint Advertising, Market Research, and Studies, October 2016.

- Iorgulescu, Maria-Cristina. "Generation Z and Its Perception of Work." *Cross-Cultural Management Journal* 18, no. 1 (January 2016): 47-54. EBSCOhost (accessed November 28, 2018).
- JAMRS. "2016 State of the Market: Implications from Youth and Recruiter Data." Alexandria, VA: Joint Advertising, Market Research, and Studies, 2017.
- JAMRS. "Military Advertising Tracking Study: Overview of Wave 57 Results: Events and Partnership (April-June 2017)." Alexandria, VA: Joint Advertising, Market Research, and Studies, 2017.
- JAMRS. "Spring 2017 Propensity Update: Youth Propensity." Alexandria, VA: Joint Advertising, Market Research, and Studies, 2017.
- JAMRS. "Youth Poll, Official Briefings: Spring 2017." edited by Market Research and Studies Joint Advertising. Alexandria, VA: Joint Advertising, Market Research, and Studies, 2017.
- Jian, Chen and Lian Rong. "Generational Differences in Work Values in China." *Social Behavior & Personality: An International Journal* 43, no. 4 (May 2015): 567-578.
- Jiří, Bejtkovský. "The Employees of Baby Boomers Generation, Generation X, Generation Y and Generation Z in Selected Czech Corporations as Conceivers of Development and Competitiveness in their Corporation." *Journal of Competitiveness* 8, no. 4 (December 2016): 105-123.
- Johnson, Genevieve Marie. "Traditional Literacy Skills and Internet Use Among 8- to 12-Year-Old Children." *Reading Psychology* 34, no. 5 (September 2013): 486-506.
- Kick, Amanda L., Jonna Contacos-Sawyer, and Brennan Thomas. "How Generation Z's Reliance on Digital Communication Can Affect Future Workplace Relationships." *Competition Forum* 13, no. 2 (2015): 214-222. <https://search-proquest-com.lomc.idm.oclc.org/docview/1755486105?accountid=14746>.
- Knopf, Alison. "Put Down the Phone, Pick Up Your Feet: The Importance of Physical Activity for Young People." *Brown University Child & Adolescent Behavior Letter* 33, (July 2, 2017): 1-2.
- Lenhart, Amanda. "Teens, Technology, and Friendships: Video Games, Social Media and Mobile Phones Play an Integral Role in How Teens Meet and Interact with Friends." In *PEW: Internet and Technology*, 1-8. Washington, DC: Pew Research Center, 2015.
- Loveland, Elaina. "Instant Generation." *Journal of College Admission*, no. 234 (Winter 2017): 34-38.
- Lyons, Sean, Michael Urick, Lisa Kuron, and Linda Schweitzer. "Generational Differences in the Workplace: There is Complexity Beyond the Stereotypes." *Industrial and Organizational Psychology* 8, no. 3 (September 2015): 346-56.

- Macky, Keith, Dianne Gardner, and Stewart Forsyth. "Generational Differences at Work: Introduction and Overview." *Journal Of Managerial Psychology* 23, no. 8 (December 2008): 857-861.
- Mangen, Anne, Bente R. Walgermo, and Kolbjørn Brønnick. "Reading Linear Texts on Paper Versus Computer Screen: Effects on Reading Comprehension." *International Journal of Educational Research* 58, (March 2013): 61-68.
- McClellan, Cathie. "Teamwork, Collaboration, and Cooperation as a Student Learning Outcome for Undergraduates." *Assessment Update* 28, no. 1 (January 2016): 5-15. EBSCOhost accessed March 12, 2018.
- McCrindle, M., and E. Wolfinger. *The Abc of Xyz: Understanding the Global Generation*. Kensington, Australia: University of New South Wales Press, 2009.
- Meuse, Kenneth P. De, and Kevin J. Mlodzik. "A Second Look at Generational Differences in the Workforce: Implications for HR and Talent Management." *People & Strategy* 33, no. 2 (April 2010): 50-58.
- Pekerti, Andre, and Denni Arli. "Do Cultural and Generational Cohorts Matter to Ideologies and Consumer Ethics? A Comparative Study of Australians, Indonesians, and Indonesian Migrants in Australia." *Journal of Business Ethics* 143, no. 2 (June 8, 2017): 387-404.
- Peterson, Jeff, Jared Huff, and Aline Quester. *The Role of the Delayed Entry Program in Recruiting the All-Volunteer Force*. CNA: Center for Naval Analyses, October 2013.
- Pew Research Center. "Comparing Millennials to Other Generations." In *Pew: Social and Demographic Trends*, 1-2. Washington, DC: Pew Research Center, 2015.
- Polat, Soner, and Ender Kazak. "Primary School Teachers' Views on Intergenerational Learning." *Educational Sciences: Theory & Practice* 15, no. 5 (October 2015): 1189-1203.
- Pontius, Erin, Alyssa Marciniak, Lindsey Brewer, and Jeremy Hall. "Active Duty New Recruit Survey-Fall 2016: October 2016-March 2017 Topline Report." Alexandria, VA: JAMRS, June 2017.
- Preston, Jane P., Sean Wiebe, Martha Gabriel, Alexander McAuley, Barbara Campbell, and Ron MacDonald. "Benefits and Challenges of Technology in High Schools: A Voice from Educational Leaders with a Freire Echo." *Interchange: A Quarterly Review Of Education* 46, no. 2 (May 1, 2015): 169-85.
- Schoeppe, Stephanie, Stephanie Alley, Wendy Van Lippevelde, Nicola A. Bray, Susan L. Williams, Mitch J. Duncan, and Corneel Vandelanotte "Efficacy of Interventions that use Apps to Improve Diet, Physical Activity, and Sedentary Behaviour: A Systematic Review." *International Journal of Behavioral Nutrition & Physical Activity* 13, (December 7, 2016): 1-26.

- Senate Appropriations Defense Subcommittee. "The Commandant's Posture of the United States Marine Corps President's Budget 2017." *Testimony from General Robert B. Neller, Commandant of the Marine Corps, before the Senate Appropriations Defense Subcommittee*. March 2, 2016.
- Sheldrake, Rosie, and Neal Watkin. "Teaching the iGeneration: What Possibilities Exist in and beyond the History Classroom?" *Teaching History* no. 150 (March 1, 2013): 30-35.
- South, Scott J., and Lei Lei. "Failures-to-Launch and Boomerang Kids: Contemporary Determinants of Leaving and Returning to the Parental Home." *Social Forces* 94, no. 2 (December 2015): 863-890.
- Southgate, Duncan. "The Emergence of Generation Z and Its Impact on Advertising: Long-Term Implications For Media Planning and Creative Development." *Journal of Advertising Research* 57, no. 2 (June 2017): 227-235.
- Spoehr, Thomas, and Bridget Handy. "The Looming National Security Crisis: Young Americans Unable to Serve in the Military." *The Heritage Foundation Backgrounder* No. 3282 (February 2018): 1-10. <https://www.heritage.org/defense/report/the-looming-national-security-crisis-young-americans-unable-serve-the-military>.
- Stafford, Darlene E., and Henry S. Griffis. *A Review of Millennial Generation Characteristics and Military Workforce Implications*. CNA: Center for Naval Analyses, May 2008.
- Stafford, Darlene E., and Michael J. Moskowitz. "Leading the Change: The Research Community in Navy's Strategic Vanguard." *Eighth Annual Navy Workforce Research and Analysis Conference*. CNA: Center for Naval Analyses, January 2009.
- Tran, Phuoc, Rogelio Carrillo, and Kaveri Subrahmanyam. "Effects of Online Multitasking on Reading Comprehension of Expository Text." *Cyberpsychology* 7, no. 3 (December 2013): 1-17.
- Tulgan, Bruce. "The Great Generational Shift: Update 2017." *Rainmaker Thinking, Inc.* (2017). http://rainmakerthinking.com/assets/uploads/2017/02/Gen-Shift-2017_Electronic.pdf (accessed January 2, 2018).
- Tulgan, Bruce. "How to Bring Out the Best in Today's Talent." *Professional Safety* 58, no. 10 (October 2013): 38. MasterFILE Premier, EBSCOhost (accessed January 2, 2018).
- Turner, Anthony. "Generation Z: Technology and Social Interest." *Journal of Individual Psychology* 71, no. 2 (Summer 2015): 103-113.
- Twenge, Jean M. "Generational Changes and Their Impact in the Classroom: Teaching Generation Me." *Medical Education* 43, no. 5 (May 2009): 398-405.
- Twenge, Jean M. "A Review of the Empirical Evidence on Generational Differences in Work Attitudes." *Journal of Business & Psychology* 25, no. 2 (June 2010): 201-210.

- Twenge, Jean M., Stacy M. Campbell, Brian J. Hoffman, and Charles E. Lance. "Generational Differences in Work Values: Leisure and Extrinsic Values Increasing, Social and Intrinsic Values Decreasing." *Journal of Management* 36, no. 5 (September 2010): 1117-1142.
- Vallone, Donna, Alexandria Smith, Tricia Kenney, Marisa Greenberg, Elizabeth Hair, Jennifer Cantrell, Jessica Rath, and Robin Koval. "Agents of Social Change: A Model for Targeting and Engaging Generation Z across Platforms." *Journal of Advertising Research* 56, no. 4 (December 2016): 414-425.
- Venters, James W., Mark T. Green, and Debra M. Lopez. "Social Media: A Leadership Challenge." *Business Studies Journal* 4, (January 2, 2012): 85-93.
- Vidgor, Jacob L., Helen F. Ladd, and Erika Martinez. "Scaling the Digital Divide: Home Computer Technology and Student Achievement." *Economic Inquiry* 52, no. 3 (July 2014): 1103-1119.
- Wallace, Harry M., C. Beth Ready, and Erin Weitenhagen. "Narcissism and Task Persistence." *Self & Identity* 8, no. 1 (January 2009): 78-93. EBSCOhost (accessed January 15, 2018).
- Wartella, Ellen, Vicky Rideout, Heather Montague, Leanne Beaudoin-Ryan, and Alexis Lauricella. "Teens, Health and Technology: A National Survey." *Media and Communication* 4, no. 3 (2016). doi:<http://dx.doi.org/10.17645/mac.v4i3.515>.
- Wiedmer, Terry. "Generations Do Differ: Best Practices in Leading Traditionalists, Boomers, and Generations X, Y, and Z." *Delta Kappa Gamma Bulletin* 82, no. 1 (September 2015): 51-58.