

THE UNITED STATES MARINE CORPS FORCE 2030:
RECRUITING FOR ENLISTED LATERAL ENTRY

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degree

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General Studies

by

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ABSTRACT

THE UNITED STATES MARINE CORPS FORCE 2030: RECRUITING FOR ENLISTED LATERAL ENTRY, by Major Kathryn C. Evezich, 131 pages.

In accordance with the Marine Corps' 38th Commandant's desire for a more mature force and lateral entry options laid out in "Force Design 2030," this is a mixed-methods study using both qualitative "quasi-statistics" and inferential statistics to explore the motivational drivers of civilians to enlist in the United States Marine Corps at the age of 21 or greater, when research indicates maturity and cognitive development is mostly complete. It also explores factors that may or may not be related to the retention of the same "non-traditional-aged" Marines. A comprehensive review of historical and current lateral entry programs within the Department of Defense and recommendations on how the Marine Corps could proceed in developing a modern lateral entry program is explored.

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ACRONYMS

CGSC	Command and General Staff College
CMC	Commandant of the Marine Corps
DoD	Department of Defense
HRPP	Human Research Protection Program
HQMC	Headquarters Marine Corps
IRB	Institutional Review Board
M&RA	Manpower & Reserve Affairs
MOS	Military Occupational Specialty
PME	Professional Military Education
SecNav	Secretary of the Navy
TIS	Time In Service
TM	Talent Management
T/O&E	Table of Organization and Equipment
UCMJ	Uniform Code of Military Justice
USC	United States Code
USMC	United States Marine Corps

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CHAPTER 1

INTRODUCTION

In this current era of heightened global competition, the Marine Corps requires a vehicle for rapidly recruiting mature, seasoned experts. We can no longer afford the cost in time – measured in years and sometimes decades – to train and educate all our technical leaders, particularly given the extraordinary pace of technological change.

—General David H. Burger, 38th Commandant of the Marine Corps,
Talent Management 2030

Background

Theoretical Framework: The Why

In his 2019 *Commandant's Planning Guidance*, the 38th Commandant of the Marine Corps (CMC), General David H. Berger outlined an ambitious plan to meet the strategic goals of the Marine Corps in the future.¹ Based on the 2018 *National Defense Strategy* (NDS), he proposed that “Force 2030” will conduct distributed and littoral operations using combined arms capabilities down to the squad level. In the corresponding April 2021 *Force Design Annual Update*, General Berger’s fourth priority for the subsequent 12 months was to generate a new personnel model that shifts the focus to maturing the force demanded by Force Design 2030.² The initiative was to mature the force in order to improve the success of distributed *stand-in forces*.

¹ Commandant of the Marine Corps (CMC), *Commandant's Planning Guidance: 38th Commandant of the Marine Corps*, by General David H. Berger, July 17, 2019, <https://www.marines.mil/News/Publications/MCPPEL/Electronic-Library-Display/Article/1907265/38th-commandants-planning-guidance-cpg/>.

² Commandant of the Marine Corps (CMC), *Force Design 2030: Annual Update*, by General David H. Berger, April 2021), 9, <https://www.marines.mil/Portals/1/Docs/>

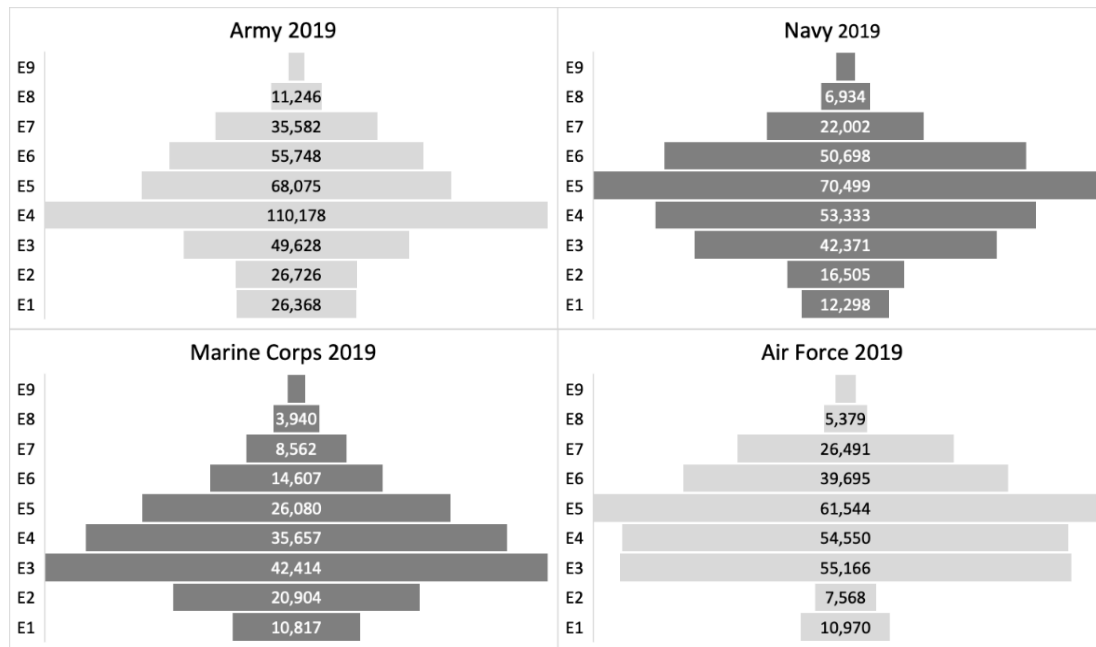


Figure 1. Grade Breakdown by Service

Source: Created by the author using data from Office of the Under Secretary of Defense of Defense, Personnel and Readiness, “Appendix B: Active Component Accessions and Force,” in *Population Representation in the Military Services* (Washington, DC: Department of Defense, 2019), https://www.cna.org/pop-rep/2019/appendixb/b_36.html.

Current active-duty demographics highlight the challenge. Figures 1 and 2 illustrate how the Marine Corps is traditionally structured, with the most significant number of personnel at the E-3 and E-4 grades, corresponding to less experienced 18 to 21-year-olds.³ As of September 2021, Manpower and Reserve Affairs’ (M&RA) Command Profile indicates that there were 67,592 Marines ages 17-21 years,

2021%20Force%20Design%20Annual%20Update.pdf?ver=D8ZSD8j66Pci2kEsR4BYDw%3d%3d.

³ Office of the Under Secretary of Defense of Defense, Personnel and Readiness, “Appendix B: Active Component Accessions and Force,” in *Population Representation in the Military Services* (Washington, DC: Department of Defense, 2019), https://www.cna.org/pop-rep/2019/appendixb/b_36.html.

representing 43% of the total active-duty population.⁴ This current pyramid model is deliberate and based on the 1985 All-Volunteer Force initiative and an Enlisted Grade Structure Review specifically designed to ensure the service's historical pyramid distribution.⁵ However, the bottom-heavy ranks and corresponding young ages indicate how unseasoned and inexperienced the current force is compared to the desired end state the Commandant envisions and requires for Force 2030. The Marine Corps' future mission, employment, and influence on strategic outcomes rely heavily on sound decision-making at the lowest level.

⁴ Marine & Reserve Affairs, "Command Profile," last modified 2022, <https://www2.manpower.usmc.mil/ncp/age>.

⁵ Eric Reid, *The Courage to Change: Modernizing U.S. Marine Corps Human Capital Investment and Retention for the 21st Century* (Washington, DC: The Brookings Institution, June 2021), https://www.brookings.edu/wp-content/uploads/2021/06/FP_202106_28_courage_to_change_reid_v3-1.pdf.

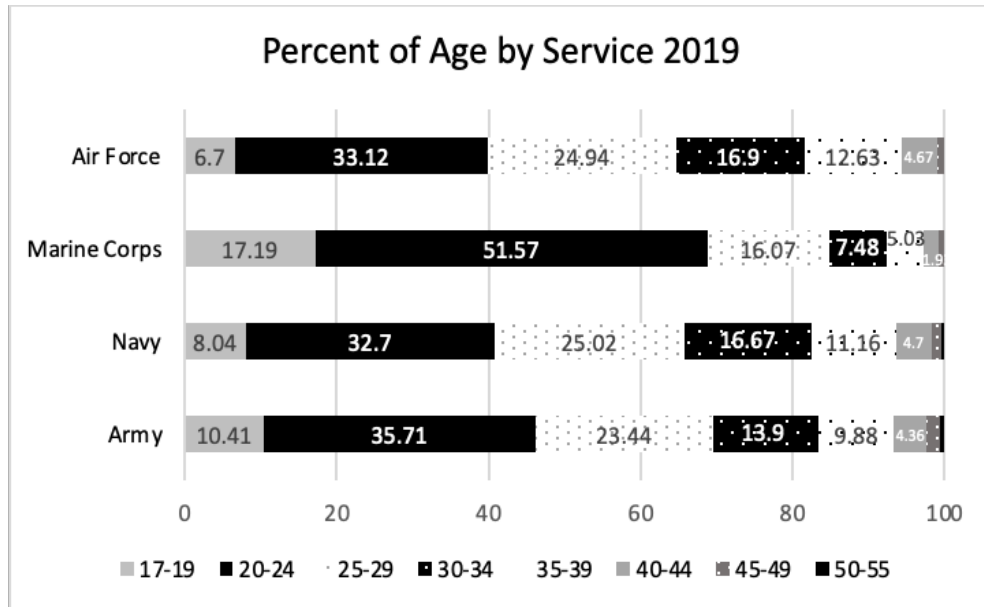


Figure 2. Percent of Age-Group by Service

Source: Created by the author using data from Office of the Under Secretary of Defense of Defense, Personnel and Readiness, “Appendix B: Active Component Accessions and Force,” in *Population Representation in the Military Services* (Washington, DC: Department of Defense, 2019), https://www.cna.org/pop-rep/2019/appendixb/b_36.html.

Colonel Eric Reid, a US Marine and a Federal Executive Fellow at the Brookings Institute, offered the following two examples that support the need for a more mature population in his published paper *The Courage to Change*:

In July 2007, Major General Robert Neller [future Commandant], then commanding an infantry division, published a memorandum entitled “A Commitment to Squad Leaders.” In it, he declared, “We will never achieve the result/capacity we desire from infantry squad leaders unless we invest in their development. It is not possible, except in extraordinary cases, to train the skills and develop that maturity in the type of Marine we are looking for on their first enlistment.”⁶

⁶ Reid, *The Courage to Change*, 44.

During exercise Sea Dragon 2015-2017, the Marine Corps Warfighting Lab experimented with units, placing them in what they believed would be future warfare scenarios. “With admirable understatement, the final report notes that participants and observers unanimously agreed that providing units with fully-trained and appropriately mature Marines dramatically improved combat performance over units staffed in the normal manner.”⁷

Of note, Colonel Reid also addressed the “young and lean” myth, by consolidating the Marine Corps’ own data which “demonstrate[s] that teenaged Marines are less physically capable on average than slightly older Marines.”⁸ Reid’s collective research and persuasive call to action to mature the force is rooted in neuroscience and psychology, discussed further in chapter 2.

The Future

In addition to the self-inflicted constricted flow from first-term to subsequent-term populations to maintain the pyramid shape, the subsequent-terms population has its own complex realities. Before the new Blended Retirement System (BRS), the legacy “High-3” retirement system relied on many subsequent-term Marines becoming *Careerists* and staying until retirement eligible, which produced a flow of Marines maturing in the system up to and beyond 20 years of service to receive full retirement benefits. The new BRS makes separating from the Corps before 20 years a significantly more attractive option (because it allows service members to exit the service with

⁷ Reid, *The Courage to Change*, 47.

⁸ Ibid., 35.

benefits similar to a 401(K) and not wait for a traditional pension), which intensifies other contributing factors that tend to push Marines toward the civilian sector, (such as: perceived better pay and compensation, enhanced quality of life, more family stability, and increased opportunities for job experimentation and exploration).

In November 2021, the CMC published *Talent Management 2030* with specific strategic talent management (TM) guidance based around four broad categories:

- (1) Implementation of new models for recruiting talent;
- (2) Establishment of an assignments process consistent with our warfighting philosophy;
- (3) Introduction of new measures to increase career flexibility; and
- (4) Adoption of modern digital tools, processes, and analytics, consistent with industry standards.⁹

With one exception, the above initiatives appeared to have robust supporting data and research within the published document indicated by associated roll-out dates later in the document. However, the “new models for recruiting talent” initiative did not have a timeline. It is known to be in its infancy and needs additional research for a creative solution. Marine Corps recruiting methods have changed little since the 1980s and it is here where the Marine Corps can seize opportunities to modernize how it attracts the right kind of individual to join the few, and potentially stay long term.¹⁰

⁹ Commandant of the Marine Corps (CMC), *Talent Management 2030*, by General David H. Berger, November 2021, 4, https://www.hqmc.marines.mil/Portals/142/Users/183/35/4535/Talent%20Management%202030_November%202021.pdf?ver=E88HXGUdUQoiB-edNPKOaA%3d%3d&linkId=100000081290819.

¹⁰ Reid, *The Courage to Change*.

Problem Statement

The Marine Corps is comprised of a young population with almost 70% of the force under the age of 22, which is still early on when young adults are developing decision-making and cognitive functions. All new Marines begin at the bottom of the pay and rank scales and must work upward within a strict promotion plan based on time in service or grade first, then merit. Force 2030 and current world threats require the Corps to adopt new models for recruiting and retaining talent and the expertise to conduct complex, multi-domain operations across distributed, often contested, littoral environments. How can the Marine Corps modernize recruiting practices in order to specifically target civilians who are cognitively mature and “seasoned experts?”¹¹

Purpose of Study

The purpose of this mixed-methods pilot study was to research why “non-traditional-aged” individuals joined the Marine Corps later in life and how that can be capitalized upon in modern recruiting practices to achieve the end states envisioned for Force 2030. The results of this study can potentially be duplicated and scaled to collect more data and be incorporated into the framework of a lateral entry program in order to make a stronger recruiting and retention model specifically tailored for the Marine Corps to meet Force 2030 expectations. The conclusion of this study provides a recommended lateral entry framework and recommended motivators for an older population that could

¹¹ CMC, *Talent Management 2030*, 6.

be used as “a focused weapon, and aim[ed] at the exact individual we need” to mature the force.¹²

Primary Research Questions

How can the Marine Corps recruit mature civilians sought by the Commandant for Force 2030?

Secondary Research Questions

1. What are the extrinsic motivators that drive individuals to join the Marine Corps later in life?
2. What are the intrinsic motivators that drive individuals to join the Marine Corps later in life?
3. What motivators have helped retain “non-traditional new joins”?
4. Are there any notable demotivators that hindered or almost prevent “non-traditional-aged” individuals to join?
5. What frameworks exist (past or current) for lateral entry of mature civilians?

Assumptions

Due to the nature of this pilot study and the CMC’s intent to mature the force, the definition of what success looks like is subjective and relative. This study assumes:

1. The CMC’s vision is valid, feasible, and obtainable.
2. Maturity increases with age.

¹² CMC, *Commandant’s Planning Guidance*, 7.

3. Full cognitive development for the majority of individuals completes between ages 21 and 25, therefore it was assumed in this study that applying the ages of 21 and older to the enlisted population would produce the most beneficial target population.

4. Gender can influence the age at which individuals mature, however for this study it was assumed that the average individual is more mature at the age of 21 or older, regardless of gender. Analyzing gender effects and making recommendations based on gender is outside the scope and capabilities of this study.

5. This study is part of an ongoing process to solve an enduring talent management (TM) problem and is intended to contribute to the larger body of work, which includes other innovations to recruit highly specific talent.

6. Personnel surveyed will be truthful and accurate to the best of their ability.

7. Due to human research and time restrictions at Command and General Staff College (CGSC), the statistical relevance of this study is not robust, but still provides insight for future studies.

Definition of Terms

E-1, E-2 . . . E-9: Enlisted grades, or level of promotion, within the US military services. Though associated rank titles may differ from service to service, the grades are universal, with “1” the lowest, and “9” the highest.

Entry-Level Training: For the Marine Corps, Entry-Level Training consists of two to three phases: 13 weeks at Recruit Training (formerly known as Boot Camp), time at Marine Combat Training (MCT) or the School of Infantry (SOI), and then various lengths at their respective Military Occupational Specialty (MOS) schools for non-infantry Marines.

First-Term: Typically, new Marines sign a contract for four years of service. These first four years are considered their “first-term.” Subsequent terms begin upon completion of a Marine’s first enlistment and the beginning of their first reenlistment contract. Some first-terms are longer than four years.

Talent: “An individual’s innate potential to do something well. . . It is important to note that ‘talent’ is not a synonym for ‘MOS’ or ‘training’.”¹³

Talent Management TM: “The act of aligning the talents of individual Marines with the needs of the service to maximize the performance of both. It describes a system of institutional processes and policies designed to attract, develop, retain, and incentivize the most talented and best performing Marines while disincentivizing the least.”¹⁴

Time-In-Service (TIS): is calculated beginning at the date a Marine enlists and ending the day printed on their discharge papers. It is a collective time in a service.

Lateral Entry: is a term commonly used in academia and business that simply indicates a person can enter a program, institution, or business at a position other than an entry-level position.

Non-traditional-aged: Traditionally, the US Marine Corps recruits 18–19-year-old individuals directly from high school senior classes. *Non-traditional-aged recruits* or *new-joins* are individuals who are younger or older than those ranges. For this study, the term non-traditional-aged refers to those who are at least three years older than the traditional population, i.e. 21 years old or older.

¹³ CMC, *Talent Management 2030*, 5.

¹⁴ Ibid., 4.

O-1, O-2 . . . O-10: Officer grades, or level of promotion, within the US military services. Though associated rank titles may differ from service to service, the grades are universal with “1” the lowest and “10” the highest.

Pilot Study: a study that is a small-scale version of what could be a larger test, usually when an instrument is pre-tested. The term is often interchanged with “feasibility study.” Pilots often start as qualitative studies to create meaning, then become more quantitative and concrete as they grow.¹⁵

Stand-In Forces (SIF):

SIF are small but lethal, low signature, mobile, relatively simple to maintain and sustain forces designed to operate across the competition continuum within a contested area as the leading edge of a maritime defense-in-depth in order to intentionally disrupt the plans of a potential or actual adversary. Depending on the situation, stand-in forces are composed of elements from the Marine Corps, Navy, Coast Guard, special operations forces, interagency, and allies and partners.¹⁶

Scope

The scope of this study is limited to the target population of active-duty Marines who enlisted at least three years later (greater than or equal to 21 years old) than traditional recruits at 18 years of age. This study does not address the equivalent officer population or officer recruitment practices. Further, the target population is those who have joined in the last five years, between 2016 and 2021, in order to provide the most current and relevant data.

¹⁵ Edwin Teijlingen and Vanora Hundley, “The Importance of Pilot Studies,” *Social Research Update*, no. 35 (Winter 2001), <https://sru.soc.surrey.ac.uk/SRU35.html>.

¹⁶ David Berger, “A Concept for Stand-In Forces,” *Proceedings* 147, no. 11 (November 2021): 4, <https://www.usni.org/magazines/proceedings/2021/november/concept-stand-forces>.

Limitations and Delimitations

Limitations for this study include: Time was the most significant and challenging limitation, as this body of work had to be completed before graduation and within the eight months of the academic year, in addition to all other required credits. The time required to conduct a “full Institutional Review Board (IRB)” governing human research was unreasonable for this study and academic year and therefore was tailored to be “IRB exempt.” Per CGSC Human Research Protection Program (HRPP) rules, one of the “exempt” criteria requires distribution to be limited to only 99 potential participants. This constraint produced results that were not statistically robust, but nonetheless insightful. Finally, mixed methods research with “quasi-statistics” is inherently limited because the qualitative research portion is conducted by the researcher and subject to biases and interpretation; and, for this study, “quasi-statistics” are labeled as such because the quantitative results from this pilot study are too small to be considered mathematically relevant and instead are limited to only providing further clarity to the qualitative analysis. To minimize this, quantitative analyses using inferential statistics was conducted.

Delimitations self-imposed on this study include: The survey was planned to only be open for 2 weeks in order to complete the body of work on time. The random participants selected for the sample population were chosen from the eligible population who also then had official government emails on file.

Significance of Study

To have the skills needed to wage warfare in the modern age and during distributed operations, the Marine Corps needs mature and experienced service members

to carry out its varied, no-fail missions. The current model of recruitment and retention is based on the Vietnam Era model developed with attrition warfare in mind. To achieve success on the expected modern battlefield, the recruitment and retention models need to adapt, and lateral entry could be a key component. General Berger believes that diversity of thought, rather than diversity of demographics, will be a key US advantage in future wars.¹⁷ Against educated and often homogenous enemies, the Marine Corps can gain the advantage by being more mature, experienced, and capable of innovative, creative solutions, and decisive, effective actions down at the lowest levels.

Summary

The Marine Corps is the youngest military service in the US Department of Defense (DoD). The Marine Corps Force of 2030 needs to be more mature and technically skilled to execute complex, distributed operations to be ready for future warfare. To do this, the Marine Corps needs to understand what motivates civilians to join the Corps later in life and then utilize innovative means to incorporate maturity and experience into the middle enlisted ranks rather than growing all expertise internally.

¹⁷ Marine Corps Association, “General David H. Berger, CMC Speaks at MCA National Breakfast Sept 2021,” September 21, 2021, video of speech, <https://www.youtube.com/watch?v=uRwsv7qmXs4>.

CHAPTER 2

LITERATURE REVIEW

We should have an open door for exceptionally talented Americans who wish to join the Marine Corps, allowing them to laterally enter at a rank appropriate to their education, experience, and ability.

—General David H. Berger, 38th Commandant of the Marine Corps,
Talent Management 2030

Introduction

The purpose of this pilot study was to research why “non-traditional-aged” individuals join the Marine Corps later in life, (why someone would enlist at 21 years old or older) and then how the service can use that data to create a successful lateral entry program to hire future Marines from the private sector with the critical skills and maturity sought by the Commandant for Force 2030.

This chapter will familiarize the reader with the relevant literature related to US military recruitment of more mature persons, starting small with individuals, and then widening the aperture and application within institutions. This body of work is organized into three primary sections, the first section is focused on the individual person; the second helps understand maturity, and the third section expands the lens to active-duty military institutions. Literature collection for this body of work was primarily accomplished with assistance from the professional librarians at the Ike Skelton Combined Arms Research Library using scholarly databases for works available digitally, and interlibrary loans for hard-copy documents. Supplemental research was conducted using traditional search engines such as Google Scholar.

The first section of the following literature review focuses on what motivates humans, extrinsically and intrinsically, and includes a psychological experiment that provides an example of how motivators affect people and their propensity for innovation and creativity. This section also introduces a survey that is currently in circulation collecting related data on the American young-adult population and brand new enlisted Marine recruits.

The second section provides theoretical background information about human cognitive maturity. It includes theories that establish a basic understanding of what is considered “mature” in order to proceed with this research and future recruiting.

The third and final section of this review focuses on lateral entry methods, for which there were already historic and current precedents. The Marine Corps Band has two different enlisted entry methods and subsequent career paths that appeal to a particular and desired skillset. The US Navy and US Army have direct commissioning into the officer ranks for specific, restricted skills such as engineering, medical, law, and space operations. Moreover, the US Navy executed a mass enlisted lateral entry program after the bombing of Pearl Harbor when it rapidly established the Seabees and subsequently deployed them throughout the Pacific during World War II. The Navy still sees value in procuring mature, skilled personnel and currently has a program termed “direct procurement” vice “lateral entry.”¹⁸

Parts of this literature review are intended to provide context and detailed background to the reader who may be unfamiliar with these concepts and institutions.

¹⁸ Dina Levy et al., *Expanding Enlisted Lateral Entry: Options and Feasibility* (Santa Monica, CA: RAND, 2004).

Other parts are intended to answer secondary research questions and provide material for recommendations in chapter 5.

Recruitment Motivators

The literature in this section is relevant to how data gathered in chapter 4 will be analyzed. It also provides a brief understanding of human psychology and how data could be used to ultimately influence a lateral entry framework and answer the primary research question.

Human Motivation

Humans associate a measure of value to things, ideas, and feelings. To properly recruit (and retain) the most desired population of people, recruiters should understand some of the ways in which individuals are motivated. Generally, there are two categories of motivation that inspire people to act, work, create, and persevere—intrinsic motivation and extrinsic motivation.¹⁹

The seminal authors of human motivation, Richard Ryan and Edward Deci, define intrinsic motivation as “the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.”²⁰ Therefore, intrinsic motivation is not something that can be given or taken,

¹⁹ Richard M. Ryan and Edward L. Deci, “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions,” *Contemporary Educational Psychology* 25, no. 1 (January 2000): 54–67.

²⁰ *Ibid.*, 56.

but rather must be facilitated: “for example, optimal challenges, effectance [*sic*] promoting feedback, and freedom from demeaning evaluations are all predicted to facilitate intrinsic motivation.”²¹

Much of the research on intrinsic motivation is focused on autonomy vice control and has found that choice, opportunity, and self-direction contribute the most to the feeling of autonomy.²² During a 2009 TEDGlobal conference, Dan Pink—an editor, scholar, and *New York Times* bestselling author—argued that the top three intrinsic motivators are autonomy, mastery, and purpose. He believed these are the basis for a fundamental shift in business operations and that traditional management is outdated and focuses too much on compliance.²³ He cites psychological research of renowned economist Dan Ariely and teams from the London School of Economics, and current company models (Atlassian, Google, and Wikipedia) that prove the value of fostering environments that produce intrinsic motivation.²⁴ This arguably revolutionary current style of business could provide models for creating an updated Marine TM system more aligned with today’s values and motivators.

Extrinsic motivation is the opposite of intrinsic and pertains to when something is done in order to receive a separable outcome, such as money, a grade, or to avoid

²¹ Ryan and Deci, “Intrinsic and Extrinsic Motivations, 58.

²² *Ibid.*, 59.

²³ Dan Pink, “The Puzzle of Motivation,” TED Talk presented at the TED Conference, July 2009, https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation.

²⁴ *Ibid.*

punishment.²⁵ Ryan and Deci also use autonomy to describe extrinsic motivation as shown in their sketch, figure 3. The left side describes one extreme, that of compliance and reactance. Extrinsic motivators are most often “the carrot” of transactional awards, such as pay/bonuses, benefits, housing, geo-location preference, leave/sick policy, maternity/paternity leave, and retirement plans. As opposed to “the stick” of punishment, reprimand, demotion, and threats. Swinging to the right, closer to intrinsic motivation, is integrated regulation, which occurs when an individual is self-motivated but still ultimately driven by an external force.²⁶

²⁵ Ryan and Deci, “Intrinsic and Extrinsic Motivations,” 60.

²⁶ Ryan and Deci, “Intrinsic and Extrinsic Motivations.”

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Figure 3. A Taxonomy of Human Motivation

Source: Richard M. Ryan and Edward L. Deci, “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions,” *Contemporary Educational Psychology* 25, no. 1 (January 2000): 61.

In the 1960s, psychologist Sam Glucksberg reproduced a creative problem-solving experiment originally designed by Karl Duncker in 1945, known as The Candle Problem. Glucksberg’s version tested creative and critical thinking when subject to financial reward.²⁷ In the experiment, two groups (one was financially motivated, the other was not) were each given a candle, matches, and a box of tacks and asked to suspend the candle from the wall. In addition to the presence (or lack) of financial motivation, another variable was tested which included how the objects were physically

²⁷ Sam Glucksberg, “The Influence of Strength of Drive on Functional Fixedness and Perceptual Recognition,” *Journal of Experimental Psychology* 63, no. 1 (1962): 36–41.

presented. One set-up presented with the tacks *outside* the box, and the results were as Glucksberg hypothesized, the financially motivated group completed the task faster and with fewer failed attempts. The other set-up had the tacks *inside* the box, presumably requiring more creative and critical thinking, and this time the extrinsically incentivized (financially motivated) group did worse.²⁸ “The hypothesis formulated by Glucksberg states: ‘When the correct habit is low in the habit hierarchy, a high drive should retard problem-solving.’”²⁹ Said simply, extrinsic financial incentives can inhibit performance during critical creative problem-solving. See figure 4 for a visual representation of both Duncker’s and Glucksberg’s experiments.

²⁸ Ibid.

²⁹ Joachim Ramm, “Solving the ‘Candle Problem:’ Exploring the Link between Financial Incentives and Performance in Individuals and Groups” (Master’s Thesis, University of Bergen, Institute of Economics, 2012), 6, <https://bora.uib.no/bora-xmloi/bitstream/handle/1956/6340/100116498.pdf?sequence=1&isAllowed=y>.

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Figure 4. The Candle Problem

Source: Nicholas Chee, “The ‘CANDLE’ Problem,” *NCHEE Life Journal* (blog), July 7, 2013, <https://kwokshern.wordpress.com/2013/07/07/the-candle-problem/>.

Of note, Glucksberg’s experiment has been replicated more recently in 2012 by a graduate student of economics, Joachim Ramm, who found opposing results for both individuals and teams solving the problem using the financial variable. However, Ramm noted that Glucksberg only used male participants, whereas Ramm’s experiment used male and female undergraduates in mixed-gender teams, which added a variable to the more modern version and could be a source of the differing outcome.³⁰ The different effects of financial reward on creativity and innovation based on gender should be considered as a factor in future research, though not further discussed in this body of

³⁰ Ramm, “Solving the ‘Candle Problem’.”

work. Both the original research by Glucksberg and modern research by Ramm depict an interesting phenomenon relating extrinsic motivators to creative and critical thinking, qualities that the Marine Corps is seeking in conjunction with maturity to promote “diversity of thought, rather than diversity of demographics.”³¹

This sub-section on human motivation influenced how data is coded in chapter 4 using qualifiers such as “intrinsic” and “extrinsic.” The example from The Candle Problem also presents ideas for consideration in chapter 5 regarding creating systems that foster creative and critical thinking in this age-of-knowledge, and how motivators may not always operate as intended.

Marine Corps Recruiting Motivators

Since 2002, the DoD via the Joint Advertising, Market Research & Studies (JAMRS) has conducted the Youth Poll (YP) a survey of young adults ages 16 to 24 *with no current or prior military service* to gauge their impressions and motivators pertaining to the military services.³² The survey includes 70 questions subdivided into the following seven categories: Current Experience (job hours, education level, GPA), Future Plans (education, military propensity, military support within the family), Views of the US Military (recruiter contact, reasons may join, reasons wouldn’t join), Career Goals (decision factors), Current Events (economic impacts, political impacts, social impacts),

³¹ Marine Corps Association, “General David H. Berger, CMC Speaks at MCA National Breakfast Sept 2021.”

³² Nathan Coe, Pengyn Huang, Travis Welburn, Chris Sanders, Lindsay Thomas, and Andrew Thurston, *YP48/Fall 2020 Youth Poll Technical Report* (Alexandria, VA: DoD, Office of People Analytics (OPA) Joint Advertising, Market Research & Studies (JAMRS), November 2021).

Personal Health Statistics (height, weight, medical conditions) and Background (demographic questions).³³

JAMRS also conducts regular surveys of new recruits who actually joined a uniformed service for the same impressions and motivators. Questions include: Armed Forces Qualification Test (AFQT) scores, their timing of interest in the military and in the Marine Corps, reasons for joining, other military services considered by Marine recruits prior to signing, other career options considered by Marine recruits before signing, how they were recruited, desired incentives to take an MOS that they are qualified for but was not their first choice, and high school activities including grade point average (GPA), sports, and clubs.³⁴

This sub-section is relevant in that during this literature review, the researcher was unable to find any further existing studies that include the data elements of age and motivators, indicating a well-timed opportunity to conduct similar research as mentioned above, but specifically tailored to the “non-traditional-aged” population already in the Marine Corps, in order to further the lateral entry initiative. Therefore, the JAMR was used to identify potential questions and motivators for the current study.

Industry Motivators

As a point of reference outside the military, the civilian cybersecurity industry recruiters actively hunt for candidates and continually monitor recruitment motivators, a

³³ Coe, *YP48/Fall 2020 Youth Poll Technical Report*.

³⁴ Office of People Analytics, Joint Advertising, Market Research & Studies (JAMRS), “Marine Corps Executive Summary: Active Duty New Recruit Survey (April-September 2020),” (PowerPoint presentation, JAMRS, Alexandria, VA, 2020).

practice the Marine Corps may need to adopt. A research company called (ISC)² conducted a study and found that 46% of the cyber professionals they surveyed were contacted weekly by recruiters regardless of whether they were looking for a job or not; 18% received calls daily.³⁵ They also found that though the extrinsic motivator of salary does matter, a clearly defined and defended job description is equally, if not more, important; the top three desires in a workplace are mostly intrinsic: “68% want their opinions taken seriously, 62% prefer clearly defined cybersecurity responsibilities, and 59% prioritize employee training and tech investment.”³⁶ For recruiters in the cyber-community, finding mid-career (4-7 years of experience) professionals is the most challenging and sought-after cohort—the same population the military would be recruiting.³⁷ Additionally, (ISC)² identified that military experience is one of the top valued skills sought by the civilian cyberspace industry “where confidence and validation of staff experience made the most impact.”³⁸ Due to the gap between the supply and demand of cybersecurity professionals, civilian recruiters aggressively search for and

³⁵ (ISC)², *Hiring and Retaining Top Cybersecurity Talent: What Employers Need to Know about Cybersecurity Jobseekers in 2018* (Clearwater, FL: (ISC)², 2018), 4, <https://www.isc2.org/-/media/Files/Research/ISC2-Hiring-and-Retaining-Top-Cybersecurity-Talent.ashx>.

³⁶ Ibid., 3.

³⁷ Jon Oltsik and Bill Lundell, *The Life and Times of Cybersecurity Professionals 2021*, vol. 5 (Milford, MA: The Enterprise Strategy Group, July 2021), 27, <https://www.esg-global.com/hubfs/ESG-ISSA-Research-Report-Life-of-Cybersecurity-Professionals-Jul-2021.pdf>.

³⁸ (ISC)², *A Resilient Cybersecurity Profession Charts the Path Forward: Cybersecurity Workforce Study 2021* (Clearwater, FL: (ISC)², 2021), 19, <https://www.isc2.org/-/media/ISC2/Research/2021/ISC2-Cybersecurity-Workforce-Study-2021.ashx>.

pursue potential new hires, even those not necessarily looking for a job. The Marine Corps will likely compete for the same pool of limited talent, and against these aggressive civilian recruiters as well as other services.

Continual skill development is a consistent and prominent trend among cyber professionals and one of the most sought-after qualities in an organization by new hires. “Conscientious employees expecting continuing education will simply invest their own time and money while growing to resent the organization” if not planned for and resourced by their company.³⁹ Offering opportunities to build talent is also used as an incentive to retain individuals. Currently, the industry uses extrinsic incentives such as tuition reimbursement, offering flextime to attend courses, and increased salaries or bonuses for academic achievements.⁴⁰

This sub-section is relevant to this body of work because it shows what an industry is like within the civilian market and how the Marine Corps will have to develop new and tailored compensation packages to recruit as well as retain from the same population. Ideas from this section will influence recommendations made in chapter 5 of this study.

³⁹ Oltsik and Lundell, *The Life and Times of Cybersecurity Professionals 2021*, 33.

⁴⁰ Burning Glass Technologies, *Recruiting Watchers for the Virtual Walls: The State of Cybersecurity Hiring* (Boston, MA: Burning Glass Technologies, June 2019), <https://www.burning-glass.com/research-project/cybersecurity/>.

Maturity

The literature in this section is intended to provide a brief insight into what data was considered in the construction of this study regarding scope and question development, and to provide scientific support to the Commandant's call for maturity.

Age of Cognitive Maturity

Multiple neuroscientists have published findings from longitudinal studies proving that the frontal lobes of the brain, which control “executive functions” such as planning and impulse control, are not fully developed until the early 20s or later. Sandra Aamodt, neuroscientist and science writer, specifically claims that humans do not have a *fully* developed frontal cortex, imperative to decision-making, until approximately age 25.⁴¹

Robert Kegan, a well-known psychologist and forefather in the field of organizational development, is known for his Constructive Development Theory. The theory has six stages based on how different ages “make-meaning” and interact with the world around them. His Imperial Balance or Instrumental Stage spans from age seven through the early 20s and is when young adults “are aware of others and their needs but have no sense of being responsible to others’ needs.”⁴² The next stage labeled Interpersonal Balance or Socialized Stage usually begins around age 21 and when young adults start “to understand another’s point of view, even when different from their own . .

⁴¹ Tony Fox, “Brain Maturity Extends Well Beyond Teen Years,” *NPR*, October 10, 2011, <https://www.npr.org/templates/story/story.php?storyId=141164708>.

⁴² Karen Eriksen, “The Constructive Development Theory of Robert Kegan,” *The Family Journal* 14, no. 3 (July 2006): 293.

. [They] possess the ability to reflect on values, to think abstractly, and to identify inner motivations. . . possess the capacity for insight” and have better impulse control. This is where 45-53% of adults operate ⁴³ Kegan’s theory supports the idea that cognitive maturity doesn’t occur until one’s early 20s. (20-30% of adults operate at the fourth stage with no associated age, and 1% at the fifth, usually not before the age of 40).⁴⁴

In addition to Kegan’s theories on how young adults perceive the world, psychologist Jeffery Arnett offers that since approximately the 1970s the age at which humans transition to full adulthood has shifted later, and that “emerging adulthood” occurs from 18-25; “it is no longer normative for late teens and early twenties to be a time of entering and settling into long-term adult roles. On the contrary, these years are more typically a period of change and exploration.”⁴⁵ Arnett posits data from demographics, subjective perceptions, and identity explorations which all support that there is a distinct and instrumental stage of maturity occurring between ages 18 and 25.⁴⁶ This same age bracket features a peak in risky behavior, such as unprotected sex, substance abuse, reckless driving, and binge drinking.⁴⁷

Both neuroscience and psychology support that today’s youth reach mature cognitive development between the ages of approximately 21 and 25. Therefore, when

⁴³ Erikson, “The Constructive Development Theory of Robert Kegan,” 294.

⁴⁴ Ibid., 290-298.

⁴⁵ Jeffrey Jensen Arnett, “Emerging Adulthood: A Theory of Development from the Late Teens through the Twenties.,” *American Psychologist* 55, no. 5 (2000): 469.

⁴⁶ Ibid., 474.

⁴⁷ Ibid., 475.

most of the Marine Corps' junior first-term population reaches the level of maturity needed for Force 2030 (over 21), they leave the Corps which perpetuates the bottom-heavy pyramid. Without a more modern approach to TM, the Marine Corps will (continue to) lose talent and experience and be unable to appropriately fill Force 2030 with mature Marines able to execute the increasingly complex future missions.

This sub-section is relevant because it supports the concept that maturity does generally occur with age and most people reach maturity between 21 and 25 years old. Though 21 is considered the youngest age of maturity in that range, when considered against the distribution of ages in the Marine Corps mentioned earlier in figure 2, 21 years of age is a reasonable place to begin recognizing maturity within the ranks.

Cause of Cognitive Maturity Other than Age

In addition to normal maturity occurring with age, there is also research that indicates an acceleration of brain development and maturity in response to violent or traumatic childhoods. In 2020, a meta-analysis of 54 studies suggested that threat-related trauma can induce early puberty, advanced cellular aging, and accelerated brain development. However, it also found that deprivation trauma such as poverty did not cause the same biological acceleration.⁴⁸ Additionally, there is a common euphemism that children subject to trauma grow up too fast; commonly used to minimize pain, and “a justification because it is often used to argue that growing up faster and becoming mature

⁴⁸ Natalie L. Colich, Maya L. Rosen, Eileen S. Williams, and Katie A. McLaughlin, “Biological Aging in Childhood and Adolescence Following Experiences of Threat and Deprivation: A Systematic Review and Meta-Analysis,” *Psychological Bulletin* 146, no. 9 (September 2020): 721–764.

beyond your years is indeed a good thing.”⁴⁹ This idea usually originates from two circumstances: children having to meet unrealistic standards and/or a forced role-reversal where the child becomes the caregiver and the caregiver takes the role of the child.⁵⁰ Nonetheless, trauma often produces more mature young adults earlier than age alone.

For the purpose of this study, this section is just a small sampling of the literature available related to maturity and did not include the breadth of considerations made toward quantifying maturity. It is meant to help illuminate why age and background are contributing factors towards recruiting a more mature population via a lateral entry option. Based on this, the current study will include a question on childhood trauma as a potential indicator or related cause of maturity.

Lateral Entry Precedents in the US Military

The literature in this section is intended to be a compilation of many lateral entry programs the US military has already executed or is currently using. It is meant to educate the reader on cases of precedents and create a shared understanding of what is feasible and could be viable in today’s Marine Corps. This section also offers answers to the fifth Secondary Research Question.

⁴⁹ Darius Cikanavicius, “The Effects of Trauma from Growing up Too Fast,” *Psych Central* (blog), *Red Ventures*, December 8, 2019, <https://psychcentral.com/blog/psychology-self/2019/12/trauma-growing-up-fast>.

⁵⁰ Ibid.

Marine Corps Band: The President's Own

The Marine Corps Band, also known as The President's Own, is a unique branch of the Corps that has conducted targeted recruitment for very specific skill sets since 1798, and pioneered the distinction between "musician Marine" contracts and "regular Marine" contracts in 1840.⁵¹ In 1916, Congress approved what would now be considered lateral entry, allowing musically skilled civilians to join the military ranks at an appropriate grade to their talent.⁵²

In his thesis on the Marine Corps Band, Major Raymond Ayers, son of a former Band Director, posits that lateral entry grade association is justified due to the time and money Marines invested in their musical skills and careers in such that 94% hold a bachelor's degree, 61% have a masters, and 7% hold a doctorate.⁵³ Of note, though most Marine Corps Band musicians hold degrees, they enlisted initially at commensurate enlisted ranks, not into officer ranks, which is commonly associated with a degree holder.

Currently, the Marine Corps Band recruiting process includes targeted advertising, qualification screening, a blind audition, and a four-year contract that does not require the attendance of Recruit Training (Boot Camp). When there is an anticipated vacancy in the band, audition information is posted on the official website, promoted through social media, newsletters, and directly emailed to college band directors and

⁵¹ Michael Ressler, *Historical Perspective on the President's Own U.S. Marine Band, 200th Anniversary* (Washington, DC: History and Museums Division, HQMC, 1998).

⁵² Ibid.

⁵³ Raymond Ayers, "'Marine' Character of the United States Marine Band," (Master's thesis, Marine Corps University, 2008), 14.

civilian instrumental band directors.⁵⁴ Basic qualifications to be a Marine musician are similar to those of a traditional Marine, such as security clearance eligibility, being within the height and weight standards, subjectivity to the Uniformed Code of Military Justice (UCMJ), and enlistment with an initial four-year contract. However, musicians enter the service as Staff Sergeant (E-6).⁵⁵ Instead of Recruit Training, they are subject to four weeks of “Red Book Training” where they receive instruction from the Assistant Drum Major, who is a Staff Non-Commissioned Officer raised in the fleet’s Field Bands (see subsequent sub-section), who did attend traditional Recruit Training. During “Red Book Training,” musicians learn the same knowledge a traditional Recruit would and additionally learn items specific to their unique military role, such as White House protocol.⁵⁶ The President’s Own also wear rank insignia specific to their billet, with a lyre (small harp) in place of crossed-rifles (unless they were former traditional Marines), reminiscent of when most branches had distinguishing icons prior to 1946.⁵⁷

The retention of musical experts is remarkably high. Though they only compete for promotion internal to the band, and only when there is a vacancy, retention rates are

⁵⁴ Jason Fettig, “The President’s Own, United States Marine Band and Marine Chamber Orchestra; Career Information,” United States Marine Band, last modified January 1, 2021, https://www.marineband.marines.mil/Portals/175/Docs/Career%20Information/Career_Info_2021.pdf.

⁵⁵ Ibid.

⁵⁶ Ayers, “‘Marine’ Character of the United States Marine Band.”

⁵⁷ Department of the Navy, United States Marine Corps (DON, USMC), Marine Corps Historical Reference Pamphlet, *United States Marine Corps Ranks and Grades 1775-1969* (Washington, DC: Historical Division, Headquarters Marine Corps, 1970), <https://www.usmcu.edu/Portals/218/ranks%20and%20grades%201775-1969.pdf>.

above 80%, and most Marines either stay for their initial four years or a full 30 years.⁵⁸

The effects of the BRS on the Marine Corps Band are yet to be documented.

This sub-section is relevant because it shows the most restrictive form of lateral entry already in existence within the Marine Corps. As a mini example, it shows how small, exclusive, and regulated programs could be designed. Whereas the following sub-section will expand the aperture to a relatively more medium-sized case study.

Field Bands across the Services

In addition to the President's Own, the Marine Corps furnishes two other types of bands, each with different recruitment and retention processes: The Marine Corps Drum and Bugle Corps (also known as the Commandant's Own) augments the Marine Corps Band in Washington, DC; and Field Bands, which are assigned to major Marine Corps installations and continental US-based Major Subordinate Commands (MSC), to perform both at home and abroad as ambassadors of the service.

After similarly rigorous auditions, Marines in the Drum and Bugle Corps follow the traditional enlistment route of four-year contracts, Recruit Training, Marine Combat Training (MCT), and their MOS school at the Naval School of Music.⁵⁹ However, they do not typically deploy, and they have a modified promotions process with less time in

⁵⁸ Ayers, "'Marine' Character of the United States Marine Band."

⁵⁹ Marines, "Drum & Bugle Corps History," accessed November 2, 2021, <https://www.drumcorps.marines.mil/About/History/>.

service (TIS) and professional military education (PME) requirements than their Fleet Marine Force peers.⁶⁰

Marines of the Field Bands also follow the traditional audition and enlistment route of four-year contracts and Recruit Training but are deployable and serve a secondary mission to provide rear area/base security to their MSC Headquarters if deployed.⁶¹ They start as Privates (E-1) and promote within the standard promotion system common across all enlisted MOSs. Most Marines for Field Bands are recruited from high schools.⁶²

The US Army specifically targets musicians who have a college degree or are working professionals, rather than high schoolers. As of fiscal year 2018, more than 80% of Army Band members held a bachelor's degree or higher.⁶³ These technical experts enter as an E-4 and attend Basic Combat Training. Those who become part of a Special Army Band, based on the proficiency and application of their unique technical skillset,

⁶⁰ Commandant of the Marine Corps (CMC), Marine Corps Order (MCO) P1400.32D, Ch 2, Subject: Marine Corps Promotion Manual, Volume 2, Enlisted Promotions (Headquarters Marine Corps, Washington DC, June 14, 2012).

⁶¹ United States Government Accountability Office (GAO), GAO-17-657, *Military Bands, Military Services Should Enhance Efforts to Measure Performance*, Report to Congressional Committees (Washington, DC: GAO, August 2017), <https://www.gao.gov/assets/gao-17-657.pdf>.

⁶² Kyle Yakopovich, "A Market Trend Analysis of the Marine Corps Band Musician Enlistment Option Program (MEOP)" (Master's thesis, Naval Postgraduate School, 2020).

⁶³ Ibid.

are then promoted to E-6 two months later.⁶⁴ The Army also offers selective incentives such as student loan repayment for some instrumental specialties. Likewise, the US Air Force and US Navy target musicians with degrees, send them to basic training, start them as an E-3, and offer specific incentives.⁶⁵

This sub-section shows a more militaristic form of lateral entry compared to the previous sub-section, even though it is for an identical skill. The Field Bands offer an example of a possible future lateral entry framework.

US Navy: The Seabees, 1940s

Following the bombing of Pearl Harbor in 1941 and the beginning of World War II, the Secretary of the Navy (SecNav) approved the formation of the US Navy's Seabees, a military force specifically for the construction of military infrastructure during hostilities against an enemy in an austere and dangerous environment. In order to fill the ranks and provide legal military leadership, there was a great deal of improvisation and innovation: The SecNav approved the officers of the Civil Engineer Corps to become military leaders in order to have the appropriate expertise leading the construction battalions.⁶⁶ For the enlisted ranks, qualifications and physical standards were made less strict, and in the end, 325,000 men enlisted, populating more than 60 highly skilled

⁶⁴ The US Army Band, "Careers With Pershing's Own," US Army last modified 2022, <https://www.usarmyband.com/vacancies>.

⁶⁵ Yakopovich, "A Market Trend Analysis of the Marine Corps Band Musician Enlistment Option Program (MEOP)."

⁶⁶ Naval History and Heritage Command, "Seabee History - World War II," US Navy, last modified April 2016, <http://public2.nhhcaws.local/research/library/online-reading-room/title-list-alphabetically/s/seabee-history0/world-war-ii.html>.

trades.⁶⁷ They participated in three weeks of boot-camp training and six weeks of advanced military training and were often sent directly to overseas assignments.⁶⁸ As the war progressed, developed special-purpose battalions pulled their officers from the Merchant Marine Corps and trained their enlisted troops from scratch rather than hiring from the trade industries.⁶⁹

This sub-section is relevant because it shows the other extreme (compared to The President's Own) of how lateral entry could be conducted rapidly and at large scale in order to fill an immediate need.

US Navy: Lateral Entry Recruitment in the 1970s

In 1973, with the draft soon to end, the Navy initiated a study to solve the following problem:

. . . achieving a balanced all-volunteer force . . . There are many enlisted jobs which utilize training and experience that are comparable to civilian jobs such as aircraft mechanics . . . and other such skilled people. Incentives, however are not generally available at initial enlistment for individuals already possessing Navy required training and experience. The objective [of this study] is to develop new concepts for lateral entry recruitment of skilled civilian personnel into Navy enlisted occupation at different advanced paygrade . . . [such as] Petty Officer Second Class [E-5] and Petty Officer First Class [E-6] personnel, 25 to 35 years old . . .⁷⁰

Originally the study had seven secondary research areas:

⁶⁷ Naval History and Heritage Command, "Seabee History - World War II."

⁶⁸ Ibid.

⁶⁹ Ibid.

⁷⁰ L. H. Kernodle, Jr., *Lateral Entry Recruitment at Advance Paygrades* (Washington DC: Naval Personnel Research and Development Laboratory, June 1973), iii.

1. Comparison of school's curricula to MOS
2. Compare and evaluate civilian training to Navy qualification standards
3. Determine the appropriate amount of military indoctrination
4. Develop procedures to reinstate former Navy personnel
5. Explore the use of advancement exams to determine skills and pay grade eligibility
6. Determine program impact upon advancement quotas and patterns
7. Determine program impacts upon ratings multiple duty concept

However, funding limited the study to only answering the first two areas.⁷¹ The study compared ten Navy Career Reenlistment Objective ratings (MOSs) to civilian occupations to evaluate the level of similarity. The findings indicated that there were several comparable skills but training and education to obtain those skills were different between civilian and military training, and, that specific paygrade training criteria for lateral entry had been previously established (presumably the Seabees).⁷²

The conclusions of the study addressed that lateral entry recruits would be more skilled than "regular vertical path" sailors, further MOS training could be determined via an examination at entry, and some civilian specialties cover more than one Navy MOS.⁷³

⁷¹ Kernodle, *Lateral Entry Recruitment at Advance Paygrades*, 3.

⁷² *Ibid.*, iv.

⁷³ *Ibid.*

Ultimately, the recommendations only go so far as to say that the MOS comparison data should be distributed to recruiters for their use in identifying potential recruits.⁷⁴

This sub-section is relevant because it shows the ongoing challenge and need for lateral entry. It also illustrates how past research initiatives on the subject were incomplete due to funding and added to the current knowledge gap.

US Navy: Direct Procurement Enlisted Program (DPEP)

The US Navy's DPEP is the most relevant model of lateral entry currently in existence. Volume IV, Chapter 1, Section 13 of the current (dated 2016) *Navy Recruiting Manual-Enlisted* "provides for the enlistment of applicants with civilian acquired postsecondary vocational or technical training and/or significant work experience. DPEP requirements apply to both Active and Reserve Component applicants except where component-specific criteria are identified."⁷⁵ The Instruction offers exactly what paygrade a sailor could enter at based on years of work experience, supervisory experience, and technical or vocational training hours in a trade equal to a "critically manned rating" (MOS) within the Navy. Table 1 and corresponding notes are provided below directly from the Instruction.

⁷⁴ Kernodle, Jr., *Lateral Entry Recruitment at Advance Paygrades*, v.

⁷⁵ Policy and Programs Division, Operations Department, Navy Recruiting Command, COMNAVCRUITCOMINST 1130.8K CH-3, *Navy Recruiting Manual-Enlisted* (Millington, TN: Commander, Navy Recruiting Command, September 5, 2019), 486, <https://www.cnrc.navy.mil/eToolbox/instructions/Navy%20Recruiting%20Manual%20-%20Enlisted.pdf>.

Table 1. Direct Procurement Enlisted Program, Training Experience Equivalency

Paygrade	Minimum Years Work Experience	Minimum Supervisory Experience	Minimum Vocational of Technical Training Hours
E3	1	0	1,080
E4	2	0	1,080
E5	4	2	2,160
E6	7	4	2,160

Note 1: The vocational/technical training must be accredited and not part of a high school curriculum.

Note 2: Work experience and vocational or technical training compensation.

a. Every two additional years of work experience may be substituted for one year (1,080 hrs) of vocational/technical training.

b. Every additional 1,080 hours of training may be substituted for one year of work experience.

Note 3: College Education Compensation. 24 semester hours or 36 quarter hours of college credit earned in qualifying courses may be substituted for 1,080 vocational or technical training hours. College credit compensation may be substituted for vocational/technical training hours only for those credit hours earned in courses that are specifically related to the occupational field/rating in which the member is enlisting. For example: If a member is applying for the HM rating and has 3 semester credits in each of the following courses (English 100, Humanities 101, Biology 120, Emergency Medical Technician-EMT1, Statistics, Basic College Study Skills, Anatomy 100, and World History), then only the nine credits earned for the Biology, EMT, and Anatomy courses can be applied. The other credits were earned in subjects that are not specifically related to the HM rating.

Note 4: Supervisory experience cannot be substituted.

Source: Policy and Programs Division, Operations Department, Navy Recruiting Command, COMNAVCRUITCOMINST 1130.8K CH-3, *Navy Recruiting Manual-Enlisted* (Millington, TN: Commander, Navy Recruiting Command, September 5, 2019), 486, <https://www.cnrc.navy.mil/eToolbox/instructions/Navy%20Recruiting%20Manual%20-%20Enlisted.pdf>.

The instruction directs a standard four-year Active Component contract and a guaranteed/non-transferable rating (MOS) based on their skillset. DPEP applicants are approved for a paygrade in accordance with table 1, however, they all enter as an E-3 until they complete their specific Navy training track including Recruit Training (Boot Camp), upon which they are then promoted accordingly. Further, the Instruction lays out the detailed requirements for documentation, training tracks, and how and which “critically manned ratings” are authorized for the DPEP. This program offers an existing framework, already within the Department of the Navy, that the Marine Corps could use as a foundation to build from.

Direct Commission Officers

Since the 1890s, Title 10 of the US Code (USC) Section 532, has allowed appointments into the Medical and Dental Corps of the Regular Army, Regular Air Force, and Regular Navy directly to the grades O-2 through O-6.⁷⁶ As a recent example, the US Navy used “direct commissioning” to fill their engineer officer ranks per Section 8137 (repealed in 2021). In 2019, “Program Authorization 101” authorized the lateral entry of qualified engineers (with a bachelor of mechanical/electrical/aerospace, etc. engineering and a similar advanced degree) to commission as an O-3, O-4, O-5, or O-6 in the regular US Navy on an initial four-year obligation.⁷⁷ This type of authority exception does not often appear in Title 10; however, per Public Law 116-92, part of the 2019 DoD Personnel Reforms, Section 230 offers all the military services new flexibility, specifically for laterally-entering cyber professionals:

(1) IN GENERAL.—It shall be a policy of the Department of Defense to promote and maintain digital expertise and software development as core competencies of civilian and military workforces of the Department, and as a capability to support the National Defense Strategy, which policy shall be achieved by—

(A) the recruitment, development, and incentivization of retention in and to the civilian and military workforce of the Department of individuals with aptitude, experience, proficient expertise, or a combination thereof in digital expertise and software development;

⁷⁶ 10 USC 532: Qualifications for Original Appointment as a Commissioned Officer, accessed November 18, 2021, <https://uscode.house.gov/view.xhtml?hl=false&edition=prelim&req=granuleid%3AUSC-prelim-title10-section532&num=0&saved=%7CZ3JhbnVsZWlkOIVTQy1wcmVsaW0tdGl0bGUxMC1zZWNoaW9uNTMx%7C%7C%7C0%7Cfalse%7Cprelim>.

⁷⁷ Director, Military Personnel Plans and Policy (N13), “Program Authorization 101,” (Office of the Chief of Naval Operations, Washington, DC, April 25, 2019), https://www.mynavyhr.navy.mil/Portals/55/Career/OCM/PA-101_EDO_Lateral_Entry_Apr-2019.pdf.

(B) at the discretion of the Secretaries of the military departments, the development and maintenance of civilian and military career tracks related to digital expertise, and related digital competencies for members of the Armed Forces, including the development and maintenance of training, education, talent management, incentives, and promotion policies in support of members at all levels of such career tracks; and

(C) the development and application of appropriate readiness standards and metrics to measure and report on the overall capability, capacity, utilization, and readiness of digital engineering professionals to develop and deliver operational capabilities and employ modern business practices.⁷⁸

Though this new broader policy looks very similar to previous direct commission authorizations, it is not limited to officers, allowing liberties at all ranks.

The US Army also recently established a direct commission program that can appoint officers up-to-the-grade-of colonel (O-6) upon entry based on “entry grade credit.”⁷⁹ The entry grade credit is calculated pursuant to Title 10 of the US Code, Sections 533 and 12207. Section 533 dictates one credit for every year of advanced education beyond a baccalaureate degree or required prerequisite degree for a profession, credit for experience in a health profession, and additional credit for an unusual or special experience or previous military medical experience.⁸⁰ Section 12207 dictates similar

⁷⁸ National Defense Authorization Act for Fiscal Year 2020, Public Law 116-92, 116th Cong. (20 December 2019), <https://www.congress.gov/bill/116th-congress/senate-bill/1790/text>.

⁷⁹ Secretary of the Army, Memorandum, Subject: Army Directive 2019-27 (Direct Appointment of Officers Up to the Grade of Colonel (Other Than Special Branches)) (Secretary of the Army, Washington, DC, September 12, 2019), https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN19240_AD2019-27_Web_Final.pdf.

⁸⁰ 10 USC 533: Service Credit upon Original Appointment as a Commissioned Officer, accessed January 28, 2022, <https://www.govinfo.gov/content/pkg/USCODE-2010-title10/html/USCODE-2010-title10-subtitleA-partII-chap33-sec533.htm>.

rules for the reserve component. The Army is utilizing the first sub-section (one credit per year beyond a bachelor's degree) as a means to recruit other professionals.

Per Army Directive 2019-27, US Army institutional units (TRADOC, Futures Command, etc.) were tasked to “identify and report, in writing, needed qualifications, experience, training, and education” for the functional areas (FA): FA 40 Space Operations, FA 18 Special Forces, FA 38 Civil Affairs, FA 37 Psychological Operations, FA 51 Research, Development, and Acquisitions, FA 48 Foreign Area Officer, FA 52 Nuclear and Counter-Proliferation, FA 59 Strategist, FA 49 Operations Research/Systems Analysis, FA 50 Force Management, FA 57 Simulations Operations, and FA 46 Public Affairs.⁸¹ Individual Army branches were also tasked to manage their own recruitment of prospective officers, provide experts during the interview process, make recommendations on entry grade credit scoring, and “complete and maintain written work plans for FA[s] before the appointed officer’s arrival at his or her first unit of assignment.”⁸² This Directive lays the foundation for modern lateral entry practices in the Army. However, during this literature review, the researcher was not able to find further information detailing how the Army or branches within the Army are conducting their prescribed tasks or any official statement regarding the success rate of the program.

This sub-section is relevant because it showed the existing legal framework that allowed for officer lateral entry through the last half-century. It also outlined the new

⁸¹ Secretary of the Army, Army Directive 2019-27.

⁸² Ibid.

legal opportunity for military services to expand lateral entry programs to the enlisted ranks.

Summary

This literature review was a compilation of research about human motivation and possible effects on innovation and creativity, and, how the US already has some constructs of lateral entry built into the recruitment systems. Additionally, it looked at the DoD as a whole and initiatives that are being conducted outside of the active-duty military preview regarding non-traditional-age recruiting and lateral entry programs. Finally, it also framed the knowledge gap and emphasized the need for this body of work relative to the Marine Corps as well as further, large-scale research in order to execute a modern lateral entry program to meet new and emerging warfighting requirements.

This literature review releveled the lack of information specific to the “non-traditional” population, influencing the creation of the first four Secondary Research Questions which are explored in chapter 4. This review also answered the fifth Secondary Research Question about preexisting and current lateral entry programs.

CHAPTER 3

RESEARCH METHODOLOGY

Success on future battlefields as a distributed stand-in force will require our Marines to be more physically fit and cognitively mature, with a higher level of operations experience.

—General David H. Burger, 38th Commandant of the Marine Corps,
Talent Management 2030

Introduction

The purpose of this mixed methods study is to research why “non-traditional-aged” individuals join the Marine Corps later in life; why someone enlisted at 21 or older. Using an online survey hosted by the program Verint, data was collected from a qualified “non-traditional” sample currently in the Marine Corps. The results of this study can be duplicated and scaled up to collect more data and be incorporated into the framework of a lateral entry program in order to make a stronger recruiting and retention model specifically tailored for the Marine Corps to meet Force 2030 requirements. At the conclusion of this study, a recommended lateral entry framework is provided. Additionally, recommendations will include intrinsic or extrinsic motivators for an older population that could be used as “a focused weapon” aimed at and targeting specific individuals needed to mature the force.⁸³ This study is supported by the Marine Corps’ Manpower and Policy (MP) Division of M&RA per Appendix C.

⁸³ CMC, *Commandant’s Planning Guidance*, 7.

Method

This mixed-methods pilot study sought to create quantitative “quasi-statistics” to facilitate qualitative pattern recognition and meaning-making about what motivated non-traditional aged civilians to join the US Marine Corps.⁸⁴ Professor Joseph Maxwell’s article in *Qualitative Inquiry* journal states how “quantitizing” qualitative data facilitates pattern recognition or meaning-extraction from qualitative data.⁸⁵ The distinct difference between qualitative research vice quantitative research is a difference in thinking, whether “variance theory” or “process theory” is being applied to the data.⁸⁶

Data was collected using responses to a survey instrument comprised of 37 open and close-ended questions solicited from current active-duty Marines who entered at an older, “non-traditional” age. This study is considered mixed methods because it includes both qualitative assessments of open-ended responses and statistical analysis of close-ended responses, however, it is weighted more toward the qualitative analysis of survey responses with inferential statistics used to provide more validity to this study.

Data Collection

Population and Sample

For this study, the sample is derived from the small population of active-duty Marines who enlisted at least three years later than the traditional norm, greater than or

⁸⁴ Joseph A. Maxwell, “Using Numbers in Qualitative Research,” *Qualitative Inquiry* 16, no. 6 (July 1, 2010): 475–482.

⁸⁵ *Ibid.*, 476.

⁸⁶ *Ibid.*, 477.

equal to 21 years old. The target sample was bound to those who joined in the last five years, between 2016 and 2021 in order to provide the most current and relevant data about this population in relation to the current economic, political, and social environments. For this study, the Manpower Management Information Systems (MI) Division of M&RA queried the data from the whole active-duty population and found 16,927 Marines who met the target sample criteria, as shown in table 2.

Table 2. Target Population for this Study, Enlisted Marines Who Recently Joined at the Age of 21 or Older

Present Grade	Year Originally Joined Armed Forces Active Duty Base Date (AFADBD)						Grand Total
	2016	2017	2018	2019	2020	2021	
E1	3	3	2	11	28	409	456
E2		4	21	74	133	1924	2156
E3	14	107	674	1389	2656	1742	6582
E4	86	338	1898	2206	646	7	5181
E5	923	1155	369	44	2		2493
E6	31	5	11	4	6	2	59*
Grand Total	1057	1612	2975	3728	3471	4084	16927
*28 within the Marine Corps Band, the rest are spread out among all the larger MOS categories (02xx, 03xx, 04xx, etc.)							

Source: Created by author from data released by Manpower Information (MI) at Marine & Reserve Affairs (M&RA).

Survey Design

In order to collect raw data from the targeted sample, a survey was created that was influenced by the current JAMRS YP survey given to the US youth population between the ages of 16 and 25 and the literature reviewed in chapter 2. The survey was built according to techniques laid out in Krosnick and Presser's *Handbook of Survey*

Research: the survey was arranged with questions perceived as most relevant first while putting more simple, perhaps less relevant, questions toward the end when survey fatigue may be occurring. A 7-point Likert scale with verbal labels offered the most reliable, valid, and discernible options for participants. Questions requiring specific memory recall were assigned time references to minimize recall error. The consideration was made to randomize the order in which choices to questions were presented in order to counterbalance unconscious bias toward options listed first verse last. However, due to the small scope of this study, it was deduced that counterbalancing may introduce variance in measurement too difficult to analyze. Instead, respondent accountability was verified by occasionally asking respondents to reconfirm their selection of multiple individual items by offering an overall grouping of those previous items, (which was also used during data analysis as a “force multiplier”). By combining the individual answers and the overall categorical selection mathematically, it became obvious when respondents verified their answers accordingly (as most did) or contradicted themselves (shown later in table 4 and figures 11 and 16). Closed-ended questions were primarily based on pre-existing surveys in lieu of extensive pre-testing, as is normally required for such questions. Open-ended questions were used “to add a richness” to some questions, and accountability of accuracy to others.⁸⁷

Certain questions on this survey were heavily influenced by the JAMRS YP survey and therefore share some well-honed qualities and proven survey techniques. This

⁸⁷ Jon Krosnick and Stanley Presser, “Chapter 9: Question and Questionnaire Design,” in *Handbook of Survey Research*, 2nd ed., ed. Peter V. Marsden and James D. Wright (Bingley, UK: Emerald, 2010), 263–313.

practice minimized some of the need for extensive pre-testing related to word choice and response options. Pre-testing the content of the survey was conducted outside of Verint (due to time limitations) using a version created in Microsoft Word. The recruitment letter (Appendix B), authorization page (Appendix A), and survey (Appendix A) were shown to 26 fellow Marine graduate students at CGSC with additional guidance clarifying their role as pre-testers such as: Does every question offer a response option for everyone? Is everyone represented? Are questions clear and well understood? Are there any leading or biased questions? How is the overall length? Would you feel comfortable providing answers to these questions? Can the recruitment email be more appealing in order to recruit max participation? And, if there were any further comments or concerns. No response data was collected. Modifications after the pre-tests included: removing jargon, adding “decline to answer” options, and emphasizing specific words in the text.

Additional pre-testing was then conducted to test the above modifications and technical functionality in Verint by distributing a test link to eight graduate students at CGCS who were not Marines. Their fictitious responses influenced the consolidation of response options to make the overall survey shorter and simpler. All test-link response data was erased from Verint and not used for analysis within this study.

The “Recruiting for Lateral Entry Survey (RLES)” consists of 37 questions (Appendix A will show 38, one was thrown out during legal review and the instrument was not renumbered prior to release) displayed in three sections: recruitment, retention, and demographics. Of the 37 questions, 2 were screening questions to determine eligibility, 5 were open-ended for qualitative assessment, and the remaining 30 were a

mixture of “select-one,” “select all that apply,” “short one-line response,” and Likert Scale matrices used in both qualitative and quantitative analysis.

Questions in the first section of the survey asked respondents to reflect on their recruitment. Responses provided data that measured the circumstances leading to and surrounding the time of their enlistment (age, employment, education, childhood trauma), their leadership positions during Entry-Level Training in order to quantify maturity levels, and their personal rationale for enlisting later in life. The second section asked respondents to consider their current status in the Marine Corps. Responses provided data that measured their current motivational drivers, outlook toward the Corps, and their desire or non-desire to be retained within the service. The third section measured demographic data to verify or acknowledge a proper representation of participation, and to look for any patterns related to race, ethnicity, or gender.

This survey shares many similarities with others already in circulation, and potentially collects duplicate data from some of the same population. However, this survey provides new insights into a specific population by building on similar questions to gain further insight into respondents’ circumstances prior to joining, gauging their potential maturity level, and providing better insight into the likelihood of retention. The data is leverageable for future lateral entry programs targeting at a more mature population.

The final RLES instrument provided in Appendix A and its methodology in chapter 3 were both reviewed by the Human Research Protection Program (HRPP) and the Quality Assurance Office (QAO) of CGSC and given control number #22-02-55,

reviewed by the Institutional Research and Assessment Division (IRAD) of the Army University, the USMC HRPP, and the USMC Survey and Test Branch of M&RA.

Survey Distribution

On behalf of the Primary Researcher, the Manpower Information Division (MI) of M&RA sent the recruitment email (Appendix B) to a random selection of 99 of those 16,927 Marines. The email included a link to the RLES hosted by Verint, the US Army's Training and Doctrine Command (TRADOC) official survey program. The Verint landing page again showed the recruitment and liability verbiage shown in Appendix A and requested an additional acknowledgment of participation consent before continuing. Participation was voluntary and anonymous. The survey was open for five calendar days when a second email was sent out by MI in order to maximize participation; however, the above protocol was breached when MI accidentally sent the email to their whole contact list, totaling an estimated 800,000 email addresses of current and recently discharged Marines. Upon realization of what occurred, the Primary Researcher took the following steps: informed MI of the mistake allowing them to conduct their own remedial actions, asked QAO to shut down the Verint survey link, and drafted a breach of protocol notice for the CGSC and USMC HRPPs.

Upon receipt of the breach notice, CGSC HRPP viewed this incident as an "adverse action that does not impact safety" and agreed to let the researcher keep the first 99 responses received, as that was the number of participants originally approved. The responses included in the analysis were provided by the CGSC QAO who sorted by timestamp, verified participant anonymity, and then released the raw data of the first 99 participants to the Primary Researcher.

Of note, prior to the accidental over-distribution, there were 25 undeliverable emails of the 99, and 14 completed surveys. Within an hour of the over-distribution and before/as the survey link was closed, there were 217 completed surveys, 297 started but not completed, and 685 screened out by the eligibility questions.

Data

The responses from the 99 Marine sample population only represents 0.58% of the 16,927-person target population, and therefore represents limited statistical generalizability. However, there are insights into the phenomenon of this unique population to be had.

The qualitative data initially came from the open-ended questions from the survey and by applying pattern analysis and theme recognition. According to Braun and Clarke, there are six iterative steps to the thematic analysis of qualitative data: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.⁸⁸ To do this, a Microsoft Word document was used for each open-ended question in which the respondents' written response for that particular question were reviewed and coded (step 2 above). Using these steps, and Nowell, Norris, and White's guide, themes emerged within each question.⁸⁹ Some questions produced two opposing themes, such as positive or negative

⁸⁸ Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (January 2006): 77–101.

⁸⁹ Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. Moules, "Thematic Analysis: Striving to Meet the Trustworthiness Criteria," *International Journal of Qualitative Methods* 16, no. 1 (December 2017): 160940691773384.

perspectives; other questions produced multiple themes, such as constraints, restraints, and gender-oriented thoughts.

Then, quantitative data was used to add numerical richness to those patterns and themes. Statistical analysis was used on questions related to gender, maturity/leadership, motivators at the time of enlistment, current motivators at the time of the survey, childhood trauma, desired MOS, desire to be retained, and current outlook regarding their career in the Corps. Four different types of tests were conducted depending on the variable combination, either a t-test, a correlation, a Chi-Square, or an ANOVA. Ultimately, the combination of qualitative analysis and descriptive statistics provided the opportunity to “make meaning” of the overall data.

Ethical Considerations

In accordance with the Belmont Principles of ethical standards, all ethical standards were taken into consideration: Respect for Persons, Beneficence, and Justice.⁹⁰ The steps of participant interaction were as follows: The initial eligible population list was pulled by the MI Division of M&RA from across the whole active-duty Marine Corps and only included rank, name, age at entry, and official email; there was no other potentially discriminating data pulled in order to maximize anonymity and minimize bias. On behalf of the Primary Researcher, the MI Division of M&RA intended to send the recruitment email (Appendix B) to a random sample of 99 Marines from that list, which protected the contact information of the Marines, the identity of respondents, and the

⁹⁰ Department of Health, Education, and Welfare, *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research* (Bethesda, MD: The Commission, 1978).

disaffiliation of the Primary Researcher. The recruitment email provided information about the study, a copy of the informed consent form for their records, and directions about how to participate—by clicking on the survey link and explicitly acknowledging participation via the landing page of Verint prior to starting the survey questions. The survey was strictly voluntary, without a requirement for participants to provide any personally identifiable information (PII) and provided respondents the ability to quit the survey at any time without the researcher knowing. (All of these were presented to potential participants using Appendix B and the Verint landing page statement of consent). Additionally, there was no mechanism to link participants' identification to their responses.

Verint is an online survey program, used by the United States Army Training and Doctrine Command, that resides on the Cloud behind the appropriate security measures that ensure data protection. The resulting data was only made available to the researcher and one authorized member of the thesis committee, who is a Research Psychologist for IRAD and assisted in analyzing the data. The screened data from Verint that was provided by CGSC QAO was stored on the Primary Researcher's personal computer behind a document-specific password. The risk to participants was minimal given the nature of the material and anonymous procurement of the data. There were also no inherent benefits to participants, as the data collection is unaffiliated to their identification.

The Human Protections Director of CGSC approved this study's design, methodology, and the corresponding appendixes as "Institutional Review Board (IRB) exempt" documented in Appendix D. Additionally, the USMC HRPP reviewed the study

via submission through the HQMC Survey Office Service Desk and concurred with the “exempt” status, also documented in Appendix D.

Summary

This chapter outlined the methodology of this research project and how by surveying the current non-traditional-entry population already in the US Marine Corps, recruiting efforts for future tailorable lateral entry recruits could be tailored to optimize recruitment and retention. Using an anonymous survey to sample part of the target population will enable data analysis for future research.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

Preparing the Data

Before collecting any data, many of the options available to respondents were coded as “intrinsic” or “extrinsic” in order to potentially identify larger themes within the detailed data and ensure balanced options of each, an example is shown below in table 3. The list of motivators is strongly based on the JAMRS YP survey. The categorical coding was based on the review of literature; however, the author realizes the potential for bias in these representations and that some readers may disagree.

Table 3. Response Options Coded as Intrinsic or Extrinsic

	Extrinsic	Intrinsic
MOTIVATORS	9	9
Pay/money	E	
Travel, experience, & adventure		I
To develop discipline		I
It's my duty/obligation to my country		I
To pay for future education	E	
Gain experience/work skills	E	
Family tradition of service		I
Was unable to find a job	E	
Health and medical benefits	E	
Pension and retirement benefits	E	
To develop leadership skills	E	
Pride/self-esteem/honor, & challenge		I
Belong to something elite		I
Make a positive difference in my community		I
Provide future job opportunities	E	
To better my life		I
Make a positive global impact		I
Future job opportunities based on veteran status	E	

Source: Created by author.

Second, the data was examined in order to remove blatant inaccuracies. Of the 99 respondents, 28 were removed: 11 respondents answered the first screening question but did not answer any other questions even though they chose to “submit” the survey at the end; 10 more were deleted because their responses clearly indicated they should have been screened out by the first question and were not (they enlisted under the age of 21 or commissioned rather than enlisted); 4 were deleted due to their selection of every or no options available, which provided no discriminating responses; 1 was deleted due to being six months away from retirement and not originally recruited from today’s society and its current hiring challenges; and, 2 were deleted for being reservists, which are not

included in the target sample. In total, answers from 71 of the 99 respondents were used for analysis. Of those 71, there were also 11 respondents retained who were just outside the original parameters, joining in 2015, because they were only one year outside the original scope, which was chosen arbitrarily to reflect “recent” new joins.

Third, before cross-analysis of the research, the Primary Researcher prepared some of the data by creating variables, in order to reduce the data for ease of analysis. One such change was creating an individual *recruitment motivation value* for each individual respondent where the extrinsic scores were inverted (extrinsic became negative, intrinsic remained positive), meaning a higher value represented higher intrinsic values; then their extrinsic and intrinsic motivators were averaged. Additionally, the forced-choice intrinsic/extrinsic motivation verifying question (Q13) provided data to create a force multiplier when assigned values of –5 for the overall extrinsic option “pay, benefits, promotion opportunities,” or +5 for the overall intrinsic option “esprit de Corps, MOS opportunities, Marine lifestyle, deployment.” That additional amount was added to each respondent’s average accordingly to create a composite motivation score per individual. This was done to give the *recruitment motivation value* more weight because of its overall importance to the survey and this question sequence. The same process was used with questions on current motivation (Q29 and Q31) to create a *current motivation value*. An example of this process is shown in table 4. A *leadership value* was created for each respondent by assigning the value of “1” to every leadership position selected in the Entry Level Training leadership questions (Q22 and Q23) and adding all the values together to achieve an overall leadership value per individual.

Table 4. A Snippet of the Calculation of the Motivation Variable

Q10: How important were the following to you regarding joining the Corps?																						
Extrinsic Motivators							Intrinsic Motivators							Average between Intrinsic and Extrinsic	Q13. Overall, what was the strongest motivator that brought you to the Corps?	Force multiplier value to reflect Q13 choices	Motivation Value					
Pay/money	education	To pay for future experience/work	Gain	Was unable to find a job	Health and medical benefits	Pension and retirement	To develop leadership skills	Future job opportunities	Provide future job opportunities	Travel, discipline, experience, and	It's my duty/obligation to To develop	Family tradition of service	Pride/self-esteem/honor	Belong to something elite	Make a positive difference in my	To better my life	global impact	Make a positive				
-1	-2	-1	-1	-1	-1	-1	-3	-1	-1	1	3	1	1	3	1	1	4	1	0.2	Pay, benefits, promotion opportunities	-5	-4.7
-3	-5	-1	-1	-1	-3	-1	-1	-5	-3	1	1	1	5	3	1	1	1	1	-0.4	Esprit de Corps, MOS opportunities, Marine lifestyle, deployment	5	4.5

Source: Created by author.

To initiate data analysis, the open-ended questions (Q4, Q12, Q33, Q34, and Q35) were each manually coded using the qualitative methods described in chapter 3 to look for overarching themes and patterns. Then, the closed-ended questions were analyzed and worked to add quantitative “quasi-statistics” to each theme. The following sections present the data and findings related to the first four Secondary Research Questions based on the survey results.

Character Data of Respondents

The following data is provided to give an overall picture of who participated in the survey and the characteristics that qualified them as reasonable participants for this research. 71 of the original 99 respondents’ data was used for analysis based on self-screening during the survey and the Primary Researcher’s data screening. Of those, it was assumed all 71 *truly* meet the basic criteria for eligibility. Most respondents were in their early 20’s when they enlisted as shown in figure 5 (Q3). The Primary Researcher looked closely at the two who skipped the age question and examined their other responses to

determine that they were part of the intended targeted mature sample. Their open-ended questions revealed they did some time at a college or in an industry indicating they were not 18 at enlistment. They then also provided data for all subsequent questions and provided open-ended responses.

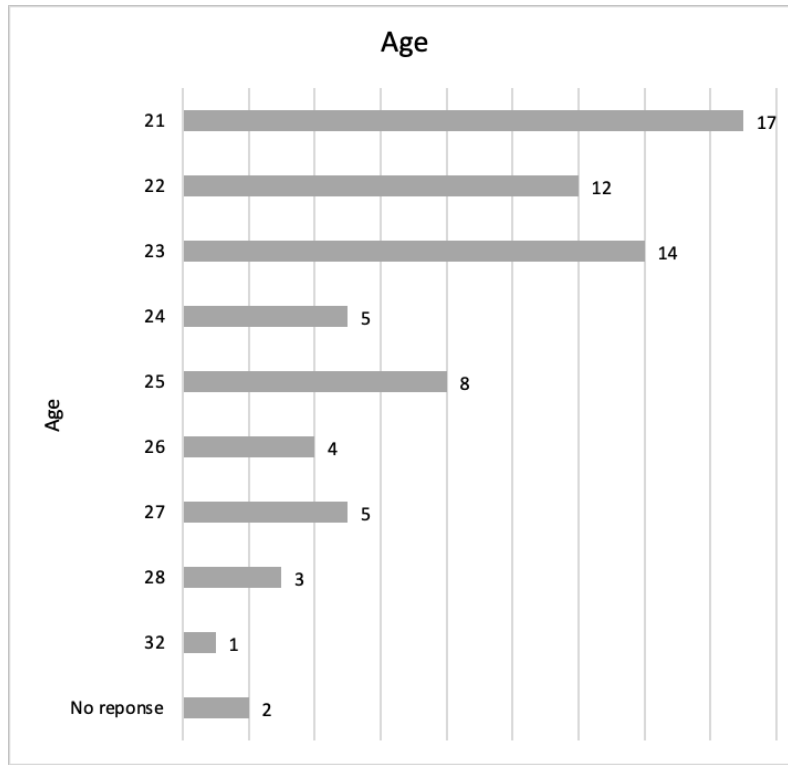


Figure 5. Age of Respondents at Time of Enlistment

Source: Created by author.

The largest population has been in the service (Q27) for three years, shown in figure 6 below. There were three who did not respond to the question. The Primary Researcher looked closely at the three who did not answer the question and determined the rest of their answers provided useful data, and their unknown time-in-service (TIS)

was irrelevant to their eligibility to provide a response. This TIS data will also be used later in a more detailed analysis.

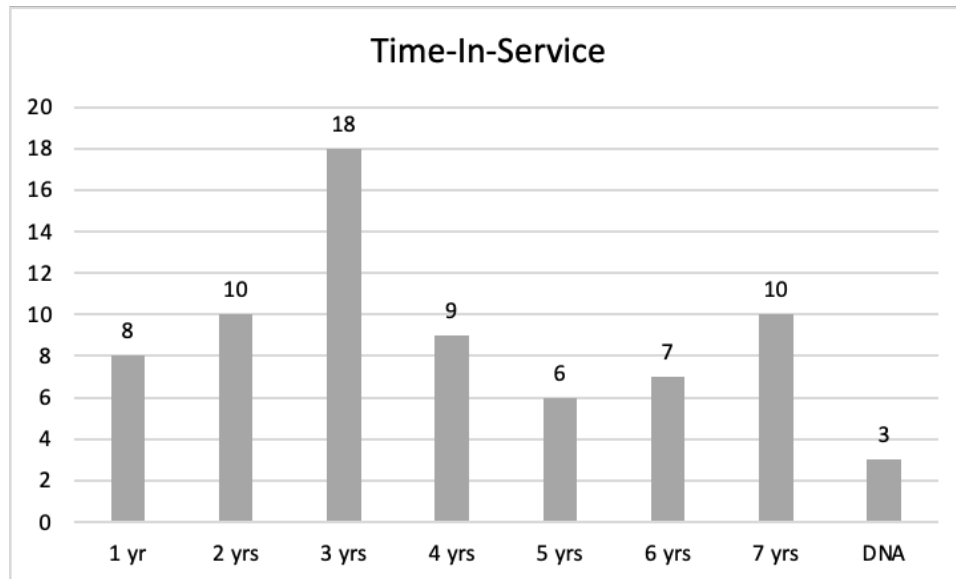


Figure 6. Time-In-Service of Respondents at the Time of the Survey

Source: Created by author.

The sample population, as shown in figures 7 and 8, yielded a distribution of gender, race, and ethnicity almost equal to that of the whole enlisted active-duty Marine Corps population which is usually around 91% male and 9% female, and approximately 80% white, 11% black/African American, and 9% distributed among others.⁹¹ Of note, gender yielded no significant patterns when related individually to maturity/leadership,

⁹¹ Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy (ODASD (MC&FP)), *2020 Demographics Profile of the Military Community* (Washington, DC: Department of Defense, 2020), <https://download.militaryonesource.mil/12038/MOS/Reports/2020-demographics-report.pdf>.

recruitment motivation, and trauma. (Gender was analyzed using an independent sample *t*-test to determine if there was a relationship with *leadership*, but the results were not significant: There was no significant effect for gender, $t(14.80) = .041$, $p = .967$, the difference between men ($M = 2.22$, $SD = 1.62$) and women ($M = 2.20$, $SD = 1.62$) was negligible. Gender was analyzed using an independent *t*-test to determine if there was a relationship with *recruitment motivation*, but the results were not significant. There was no significant effect for gender, $t(12.35) = -.02$, $p = .98$, despite women ($M = 2.04$, $SD = 4.89$) attaining higher scores than men ($M = 2.01$, $SD = 4.91$). A chi-square test of independence showed that there was no significant association between gender and trauma, $X^2(2, N = 71) = .05$, $p = .976$.)

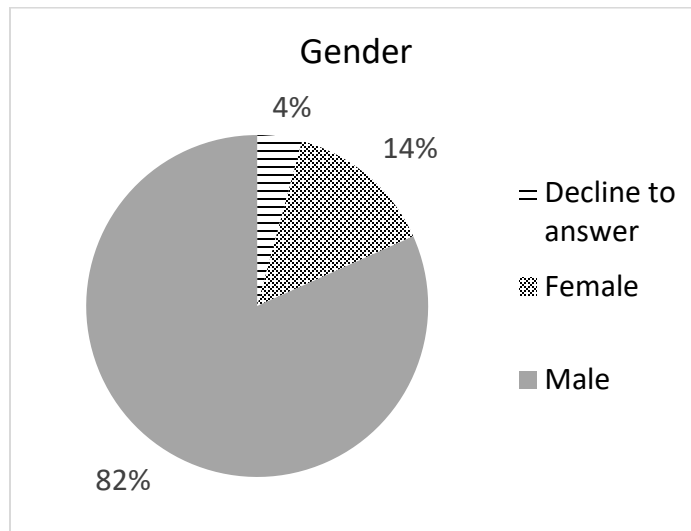


Figure 7. Gender of Respondents

Source: Created by author.

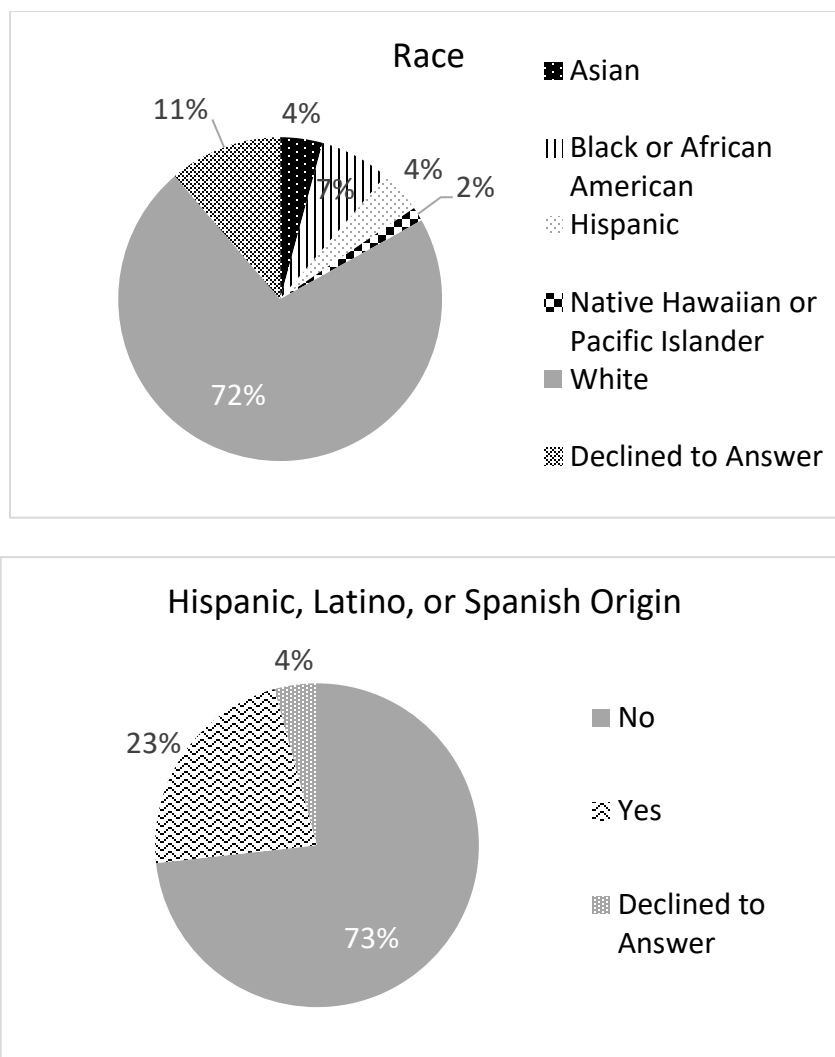


Figure 8. Race and Ethnicity of Respondents

Source: Created by author.

The question on education level (Q5) indicated that 38% of respondents completed some type of formal education after high school and before enlisting. Also, 28% believe they had a “career, with meaning and/or growth potential,” yet still decided to change careers for enlistment; and 27% held degrees but just a “job, mostly just for the

paycheck and/or benefits.” Table 5 below shows completed education and degrees held to job perception.

Table 5. Education Levels and Perceived Potential at Previous Employment before Enlistment

School Completed	Career, with meaning and/or growth potential	Job, mostly just for the paycheck and/or benefits	Not applicable – I was not employed within 6 months prior to entering	No Response	Grand Total
High school 12th grade /GED	14	29	-	1	44
Vocational, Business, or Trade School	2	1	-	-	3
Associates/2-year College	2	6	1	-	9
Bachelors/ 4-years College	2*	11**	1	-	14
Graduate or Post-Graduate Degree	-	1***	-	-	1
Grand Total	20	48	2	1	71

*(1) BA in Global and International studies and a minor in Arabic, (2) BS in Business Management

***(1) BS, (2) BPS in Music Production, (3) BA Family Consumer Science Business, (4) BS in Kinesiology,

(5) BS in Law Enforcement Judicial Admin & BA in International Relations, (6) Bach of Criminal Justice,

(7) Bach of Religious Education in Church Ministry, (8) BA in PolySci, (9) BA in PolySci, (10) BA Philosophy, (11) BA in Music

***BA and MA in Science

Source: Created by author.

The literature review would predict that this non-traditional population is more mature than the average 18-year-old peer during Entry Level Training. Accordingly, 75% of respondents held at least one leadership billet during Entry Level Training, 48% held at least two, indicating that the staff and cadres at each stop in the Entry Level Training pipeline saw maturity and leadership potential in the sample population as well. 91% felt a noticeable maturity gap between themselves as the non-traditional-aged recruit and the other recruits, shown in table 6.

Table 6. Leadership Value (Positions Held) and Maturity Perception during Entry Level Training

Leadership Value	Perceived Maturity Gap		Grand Total
	No	Yes	
0	1	14	15
1	2	18	20
2	1	6	7
3	-	15	15
4	1	5	6
5	1	3	4
6	-	1	1
7	-	2	2
10	-	1	1
Grand Total	6	65	71

Source: Created by author.

Approximately 39% of respondents indicated that they believed they had a traumatic upbringing (Q20), see figure 9. Statistically, there were no significant relationships between maturity/leadership, recruitment motivation, or current motivation for those who did or did not experience trauma. Trauma was analyzed using a *t*-test to determine if there was a relationship with leadership but the results were not significant: There was no significant effect for trauma, $t(46.30) = .30$, $p = .76$, despite individuals with trauma ($M = 2.25$, $SD = .447$) having higher leadership scores than individuals with no trauma ($M = 2.09$, $SD = 1.77$). Trauma was analyzed using a *t*-test to determine if there was a relationship with recruitment motivation, but the results were not significant: $t(57.51) = .048$, $p = .962$, despite individuals with trauma ($M = 1.88$, $SD = 5.01$) having higher recruitment motivation than individuals with no trauma ($M = 1.82$, $SD = 4.97$). Trauma was analyzed using a *t*-test to determine if there was a relationship with current motivation, but the results were not significant: $t(56.55) = .316$, $p = .754$, despite individuals with trauma ($M = -.99$, $SD = 5.15$) having higher current motivation value

than individuals with no trauma ($M = -1.38$, $SD = 4.99$.) These results do not support the literature that trauma is related to maturity and does not show any connection to intrinsic or extrinsic motivations. However, as a standalone question, it is interesting and could warrant further study with a larger sample size and more defined variables.

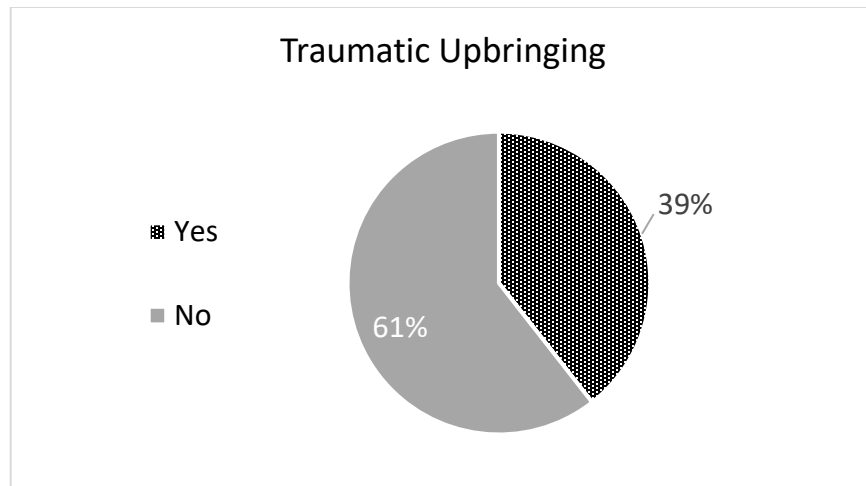


Figure 9. Percentage of Respondents Who Perceived They Had a Traumatic Upbringing

Source: Created by author.

This section of the chapter confirms that the 71 Marine sample population was of the desired age (21 or greater), enlisted, largely had some type of formal education after high school, was mature and showed a propensity for leadership during Entry Level Training, and represents a reasonably diverse cross-section of the Corps demographically.

Findings for Recruitment Motivators

This section provides data related to the first two Secondary Research questions regarding both intrinsic and extrinsic recruitment motivators. Analyzing the responses

provided of why the respondents joined the USMC later in life (Q4) yielded two immediate themes: First, reasons that non-traditional-aged individuals decide to enlist, and second, reasons for the initial delay to enlist.

The top-three of the 17 codes for *why enlist* were “a challenge/ego” found 11 times, “wasn’t satisfied with civilian life” found 8 times, and “providing for a family” found 7 times accounting for approximately 44% of the coded items within the responses. The remaining 14 coded responses occurred five times or fewer. The first two of the top-three responses are considered intrinsic. See table 7 for all codes found within the open-ended question.

Table 7. Codes Extrapolated from the Overarching Question of Why Marine Enlisted Later in Their Life

<i>Why Joined Later in Life (59)</i>		<i>Reasons for the Delay in Joining (51)</i>	
Ego/Challenge (I)	11	College first	27
Wasn't satisfied with civ life (I)	8	Expected to (socially, family, etc)	7
Providing for a family (E)	7	Wanted to	5
Stability in life	5	Scholarship	2
Education benefits	4	Had a job	5
Family Tradition	3	Wanted to live a civilian life first	5
Wanted a skill set	3	Delay due to medical issues	3
Future benefits	3	Tried other service recruiters first	2
To serve others	2	Started a family first	2
Travel	2	Family obligations	2
Discipline	2	Unable to commission	2
Found an MOS that fit their skill set	2	Waited until combat arms was open to women	1
COVID	2	Unaware of opportunities for women	1
Needed a job	2	Was always a goal, after others	1
Retirement benefits	1		
Wanted leadership skills	1		
God	1		

Source: Created by author.

This first theme is supported by individual motivator rankings (Q10) provided in figure 10, which don't show any single specific motivator as the strongest but do show a slight edge to intrinsic motivators overall. Then, respondents overall categorized their motivation (Q13) and 32% chose the extrinsic "pay, benefits, promotion opportunities" while 68% selected the intrinsic "esprit de Corps, MOS opportunities, Marine lifestyle, deployment." When calculated together to create the *recruitment motivation*, shown in figure 11, the closed-ended quasi-statistics support the qualitative assessment of the open-ended responses, in that intrinsic motivators were more prevalent than extrinsic ones at the time of recruitment.

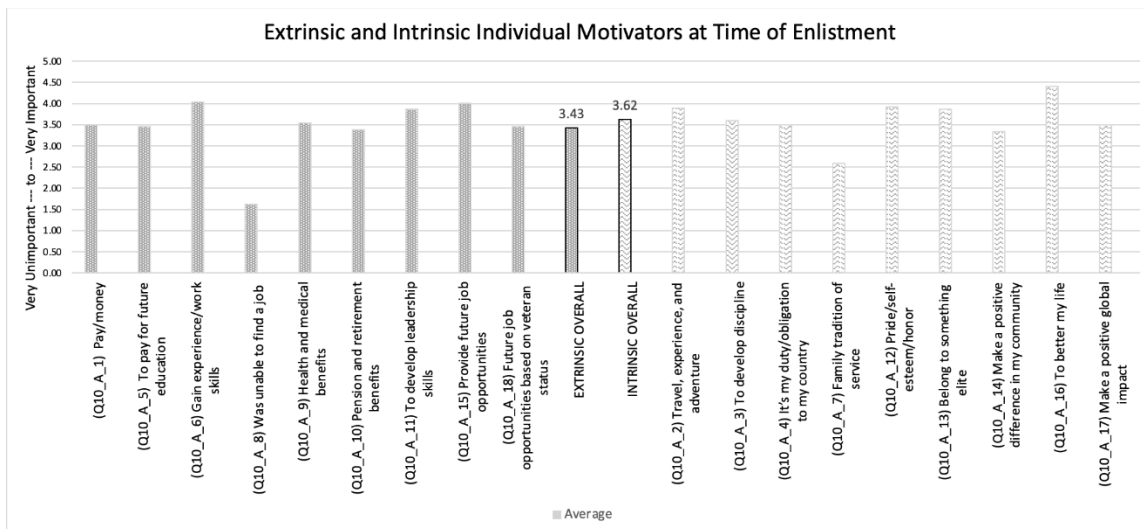


Figure 10. Ranking for Extrinsic and Intrinsic Motivators Individually at the Time of Enlistment

Source: Created by author.

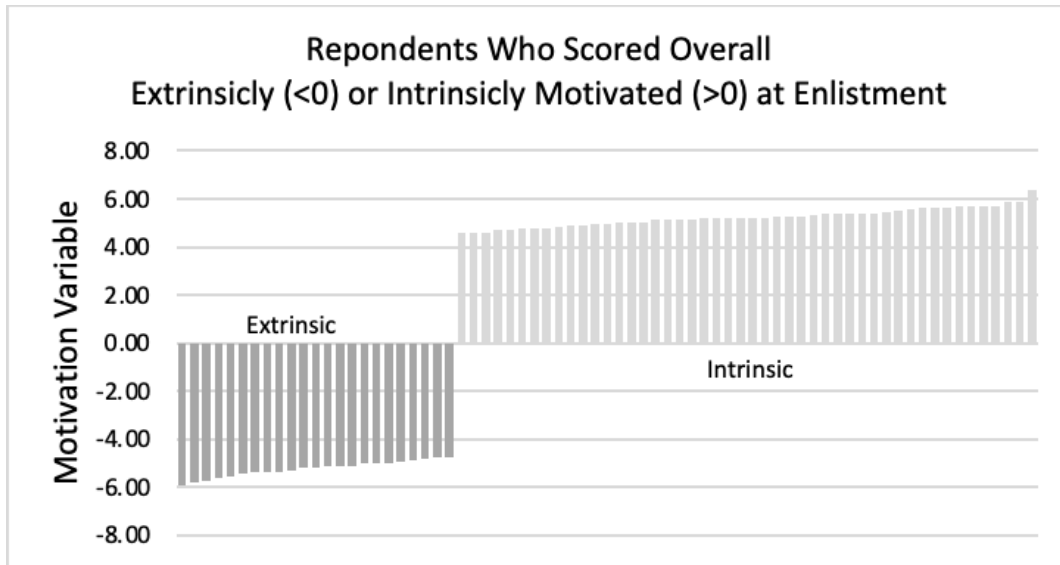


Figure 11. Composited *Recruitment Motivation Value* across Respondents Individually

Source: Created by author.

The second theme provided insight into why respondents *delayed entry* in the first place. The leading theme with 27 mentions was related to “attending college first,” accounting for 53% of the coded items among the responses (refer to table 7). The theme was further broken into three sub-categories “expected to attend,” “wanted to attend,” and “had a scholarship.” The second of the top-three was “had a good job” found 5 times, and finally, “wanted to live a civilian life” was also found 5 times. The question asking about obstacles to joining (Q14) offers some complementary quantitative measurements, with the most selected options of “I had other career interests” and “[military service] money/salary was not enough” as shown below in figure 12.

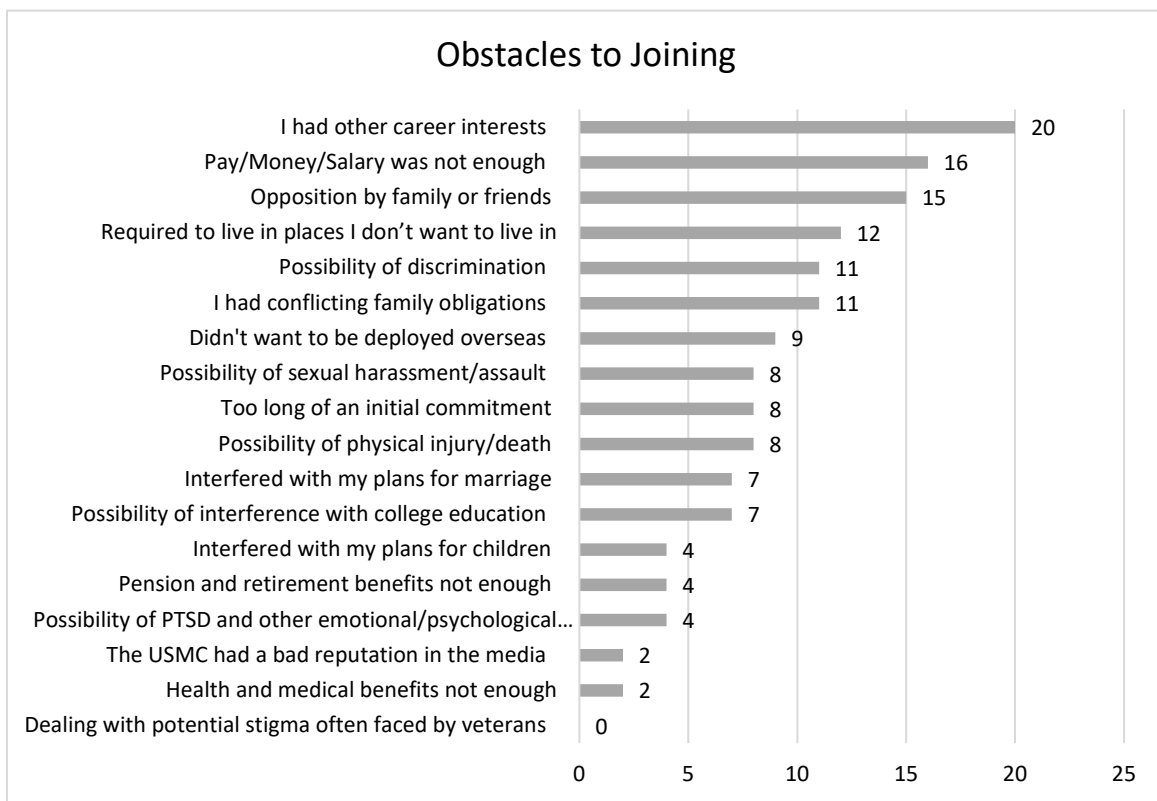


Figure 12. Possible Causes of Delayed Enlistment (Selected all that Applied)

Source: Created by author.

Respondents were asked to quantify the support and reaction from their immediate family members (not dependents) (Q18 and Q19). The results appear to contradict in that most respondents ranked their friends and family as “supportive” or “very supportive” and their friends and family reactions as “positive” or “very positive,” as shown in table 8 below, while “opposition by family or friends” was ranked in the top-three of causes for delay in figure 12 above.

Table 8. Family's Support and Reaction to the Decision to Enlist

Family Support		Family Reaction	
Very Unsupportive	5	Very Negative	4
Unsupportive	7	Negative	11
Neutral	13	Neutral	14
Supportive	20	Positive	22
Very Supportive	26	Very Positive	20
Grand Total	71	Grand Total	71

Source: Created by author.

When asked about the support and approval from dependents (not immediate family) (Q15-17) at the time of enlistment, only 16 had dependents and almost all were “supportive” or “very supportive” and approval was “positive” or “very positive,” as shown in table 9 below.

Table 9. Dependents' Support and Approval to the Decision to Enlist

Supportive Dependents						
Qty	Very Unsupportive	Supportive	Very Supportive	Not Applicable	(blank)	Grand Total
One	-	-	1	1	6	8
Two	1	2	3	-	1	7
Three or more	-	-	-	-	1	1
Grand Total	1	2	4	1	8	16

Approving Dependents						
Qty	Very Negative	Positive	Very Positive	Not Applicable	(blank)	Grand Total
One	-	-	1	1	6	8
Two	1	2	3	-	1	7
Three or more	-	-	-	-	1	1
Grand Total	1	2	4	1	8	16

Source: Created by author.

The section offers that intrinsic motivators were more common during recruitment for this non-traditional-aged population, dependents and family members tend to support a job/career change to enlist, delay of enlistment was often attributed to college or other career aspirations, and, though able to be overcome, family, friends, and salary were factors that caused hesitation.

Findings for Retention Motivators

Change from Recruitment Timeframe to Current Enlistment

The responses to the question asking about changes in motivation (Q12), produced two distinguishable themes: 48% appeared to have a positive outlook on their Marine Corps experience and answered the question with things that are now more important to them since they joined, 18% appeared to have a negative outlook on their Marine Corps experience and answered with things that have caused disappointment since joining, additionally, 34% entered comments which either did not answer the question or did not provide distinguishing features to be coded and were therefore considered “undetermined.”

Within the 48% who had a positive outlook, the following were the top-four codes of what is now more important to them: “no change since joining” was found 16 times, “being a leader” was found 5 times, having “professional opportunities” was found 4 times, and “education” was found 4 times, accounting for 67% of the codes found among the categorically positive outlook responses, see table 10. This showed a slight motivational shift with only one intrinsic variable now being explicitly stated in the top-four (being a leader), while the other three were extrinsic. Many stated or implied that

once they joined and they felt the intrinsic qualities achieved, the extrinsic benefits revealed themselves to have equal or more value.

Table 10. Coded Themes When Asked How Motivations Have Changed from First Joining to Now (Time of the Survey)

Positive Outlook (40)		Negative Outlook (30)	
No change	16	Poor leadership	6
Being a leader (I)	5	Too political / Strategic disappointment	3
Opportunities (E)	4	Discrimination	2
Education (E)	4	Body standards/expectations	2
Benefits	2	Loss of brotherhood	2
Pride	2	Judgement based on paper (MBS) not the person	1
Having a skill	2	Perception of extrinsic prevalence	1
Paycheck	1	Hypocrisy	1
Showing compassion	1	Loss of meaning (in the war business)	1
Being competitive	1	Just a job	1
Networking	1	Selfishness	1
Service	1	Hostility	1
		False promises	1
		Retirement value no longer worth it	1
		Human decency	1
		Favoritism	1
		MOS utilization	1
		Overvalue on PT	1
		VA disaster	1
		Expectations of adventure not met	1

Source: Created by author.

Within the 18% who had a negative outlook, the following top-five codes described their disappointment since joining: “poor leadership” was found 6 times, “strategic/political failure” found 3 times, “discrimination” found twice, “body standards/expectations” found twice, and the “loss of brother/sisterhood” found twice.

There was no ability to apply extrinsic or intrinsic coding to this long list of free responses where over a dozen other reasons were all found only once.

Finally, after assessing the individually coded items, a value of “positive” or “negative” was associated with their overall perceived current outlook on their Marine careers and compared to their original *recruitment motivation value*, here shown in figure 13. There was no distinguishable correlation found; however, a larger sample size could show differences in future studies. A one-way between subjects ANOVA was conducted to compare the effect of current outlook on recruitment motivation. There was not a significant effect of current outlook on *recruitment motivation* at the $p < .05$ level for the three conditions [$F(2, 68) = .74, p = .48$].

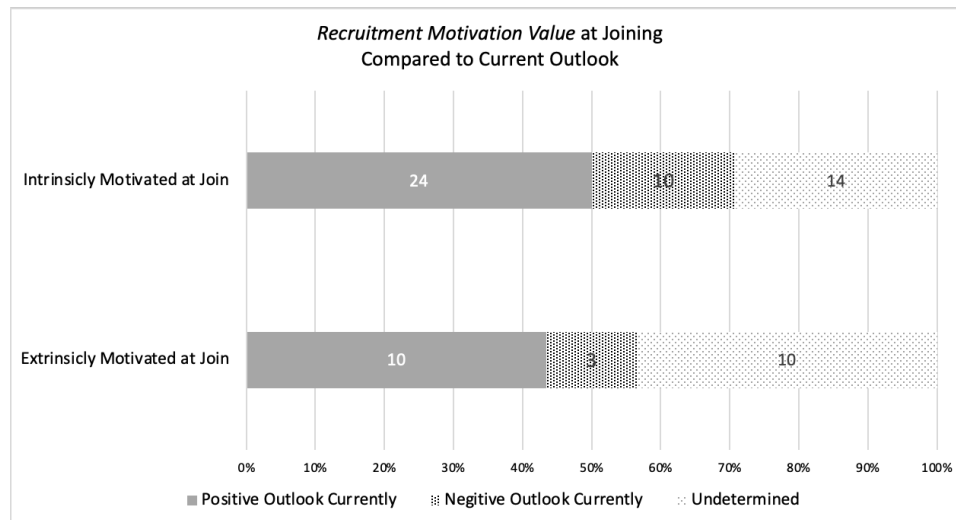


Figure 13. Comparing *Recruitment Motivation* to Current Outlook

Source: Created by author.

Propensity to be Retained

The latter half of the survey and this chapter focus on elements that could impact retention. To begin, the MOS a Marine wanted (Q25) compared to their formal education (Q26) revealed that though 69% got the MOS they wanted, only 22% of those wanted/got an MOS related to their formal education, indicating either a failure in talent management by the institution or a deliberate choice by the Recruit.

Then, a Marine's time-in-service (Q27) was compared to how long they desired to stay in the Corps (Q28) and is shown in table 11. The first obvious but interesting outcome is the clean split of those who think they may do over 20 years; half were brand new to the Corps and half were the most senior of the sample group (seven years TIS). There is also a noticeable gap at the 10 to 19-year likelihood chosen by only four respondents, 5% of the total. A one-way between subjects ANOVA was conducted to see if there were differences between an individual's likelihood to stay (Q28) and time in service (Q27) and the results indicated a marginally significant relationship ($F(4, 63) = 2.36, p = .06$) in that there were differences between the groups. Figure 14 shows the relationship between how long a Marine has been in the Corps and their desire to be retained.

Table 11. Time-In-Service Compared to Desire to be Retained

	BRS Mandatory			BRS/ High-3 Optional					
	Time In Service (TIS)								Total
	1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	DNA	
Only my initial contract	3	6	10	4	3	2	-	-	28
More than my initial contract, less than 10	1	1	5	3	2	4	-	-	16
10 years or more, but not likely to Retirement	-	1	-	-	-	-	3	-	4
Retirement (approx. 20 years)	3	1	3	2	1	-	5	2	17
20 years or more	1	1	-	-	-	1	2	1	6
Grand Total	8	10	18	9	6	7	10	3	71

Source: Created by author.

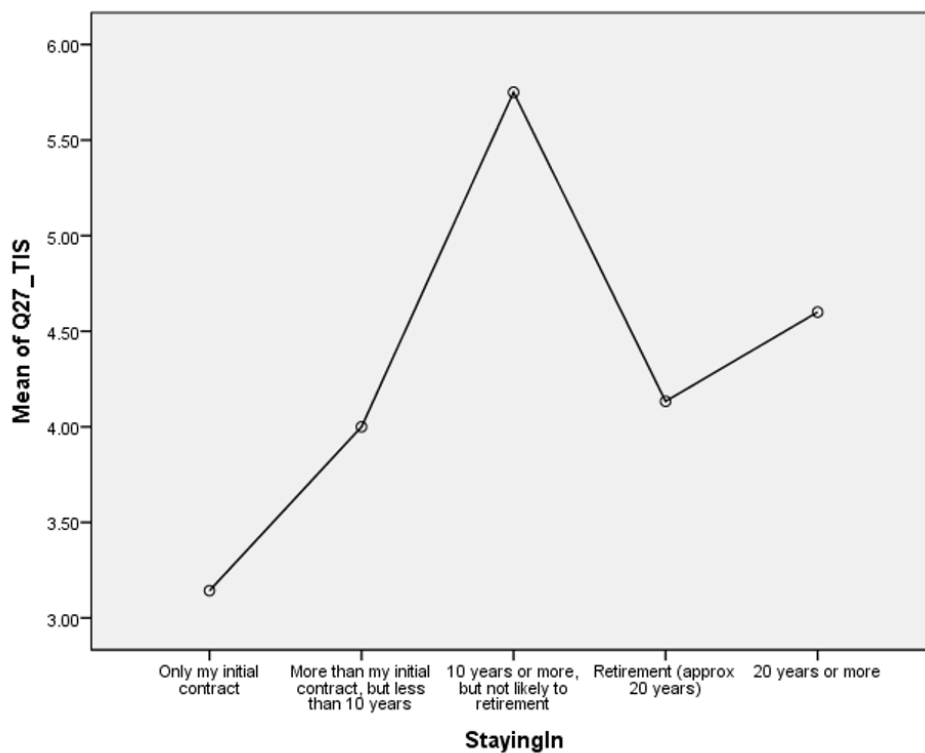


Figure 14. Mean Differences of Time-In-Service across Desire to be Retained

Source: Created by author using Statistical Package for the Social Sciences (SPSS).

Finally, the MOS wanted (Q25) and desire to stay (Q28) data shows that the MOS assigned is probably not a contributing factor to career length, as shown in figure 15 (contradictory to the frequent mention of MOS alignment later mentioned in a qualitative question asking for recruitment ideas). Statistically, there is not enough evidence to support an association between MOS awarded and the likelihood to stay in longer. A chi-square test of independence showed that there was no significant association between MOS awarded and desire to stay in, $X^2(4, N = 70) = 3.57, p = .47$.

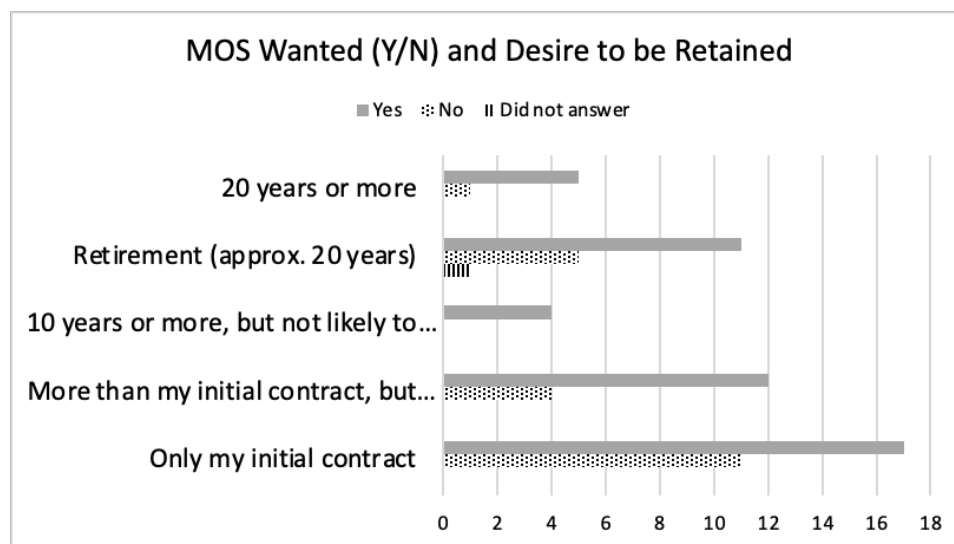


Figure 15. Comparing if a Respondent Received Their Desired MOS Related to Their Desire to Stay in the Marine Corps

Source: Created by author.

The responses to questions based on current motivators and overall current motivator grouping (Q29 and Q31), were used to create a *current motivation value* shown below in figure 16 which shows the change in motivation since a Marine joined the Corps compared to at enlistment shown back in figure 11. There was a significant shift toward

extrinsic motivators being more important to Marines. Statistically, the correlation was highly significant between *recruitment motivation* and *current motivation*, $r(70) = .41$, $p < .001$.)

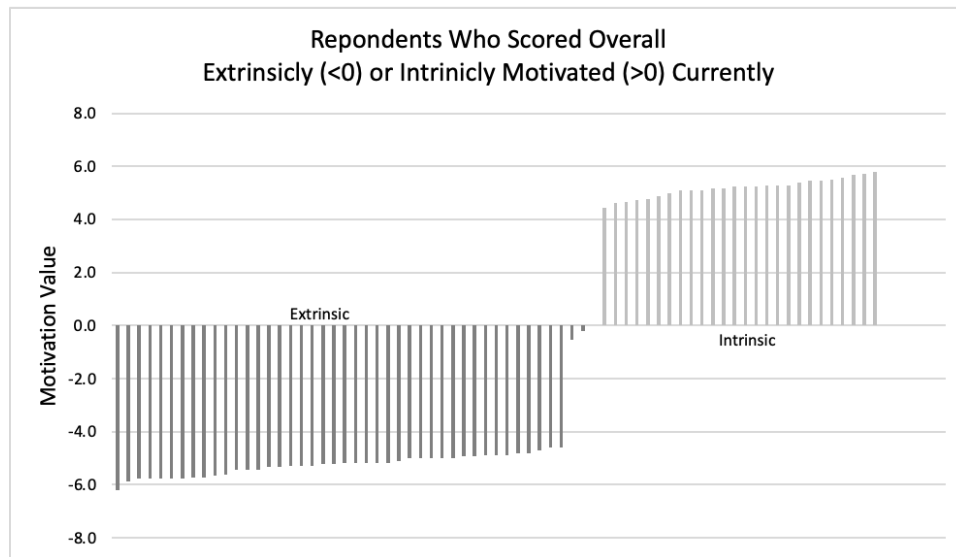


Figure 16. *Current Motivation Value* of Respondents

Source: Created by author.

A one-way between subjects ANOVA was conducted to compare the effect of respondents' maturity/leadership (Q22) on their desire to stay in (Q28). There was not a significant effect of leadership on their likelihood to stay at the $p < .05$, ($F(4, 66) = 1.35$, $p = .26$). Though not significant, figure 17 shows how low leadership values, which were calculated to reflect maturity assessed at Entry Level Training, differ across the desires of staying. This is interesting because higher maturity/leadership may relate to wanting to stay in over 20 years, which is something that can be further developed in future studies.

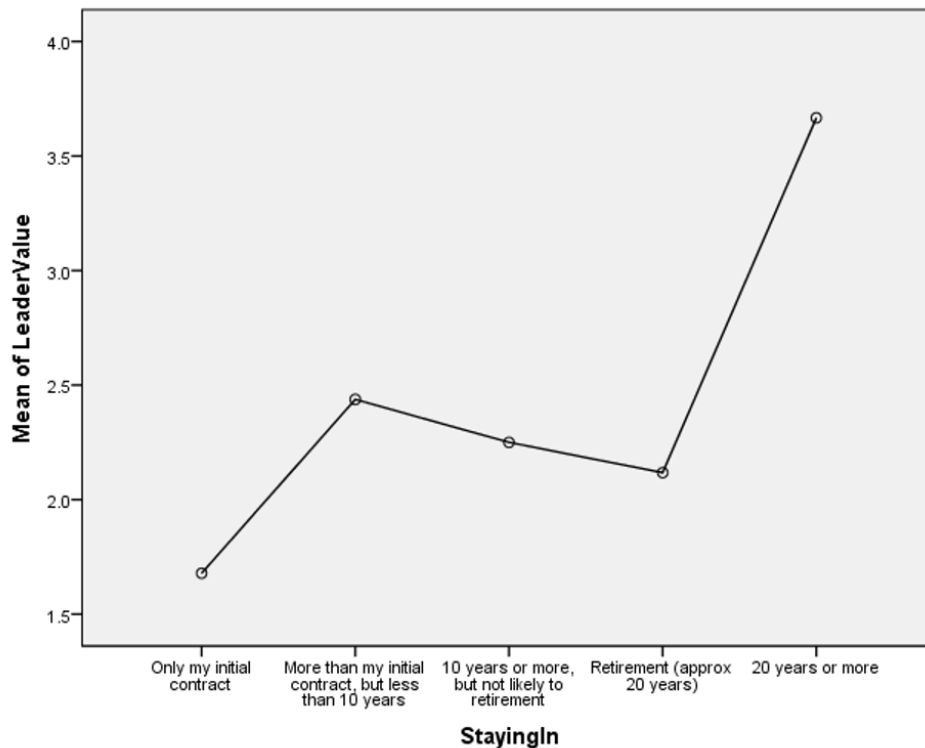


Figure 17. Mean (Avg) *Leadership Value* Across Desire to Stay In

Source: Created by author using Statistical Package for the Social Sciences (SPSS).

The responses to the question on barriers to stay in (Q33) were the most varied of the survey and difficult to code, presumably due to how respondents interpreted the question differently. Some responded with hypothetical items that may impact them in the future, like “not getting promoted/paid enough,” “medical issues,” “wanting to start/raise a family,” and “staying in body and fitness standards,” in that order of reoccurrence. Others responded with things they have already experienced that may prevent them from reenlisting such as “toxic leaders,” “no opportunities for growth/promotion,” “lack of life autonomy/treatment like a child,” and a perceived

“broken institution,” in that order of coding reoccurrence. Future studies could investigate these barriers further to improve retention practices.

This sub-section about retention shows the possible effects of the Blended Retirement System, that MOS awarded is not related to the desire to stay in, motivators do tend to shift ever so slightly toward extrinsic once recruits become Marines, and higher maturity/*leadership* could indicate a desire to stay in.

Notable Final Comments from Respondents

When asked for any final thoughts on their experience entering the Marine Corps later in life (Q34), 49% responded overall positively, 13% overall negatively, and 38% were either neutral or did not answer. When qualitatively coded, three themes emerged, (see table 12): positives for joining later in life, negatives for joining later in life, and answers neutral to age of joining. Of the positives, the most reoccurring code by far was that “maturity pays” with 13 mentions; broken down further into “life/experience/being a good human,” “inherent professionalism,” “respect from others” and “more resilient.” The second in the top-three was “better than previous civilian life” found 4 times, and the third was “an appreciation of the Corps is greater with age” found 3 times.

In the negative theme, the number one code was that “interactions among those of the same age/life stage but different ranks are often seen as fraternization [which is frustrating]” found 5 times. Then “still treated like a child” was found 2 times, and the “inconsistency of rank reflecting maturity is frustrating” was found 2 times. These all correspond to the literature review section on motivators, that autonomy is one of the largest intrinsic motivators. When someone feels to be lacking autonomy, they lose

motivation. The top-three of the neutral theme includes “it was all a mistake,” “later age didn’t make a difference,” and “looking to switch services.”

Table 12. Coded Themes from the Final Thoughts of Respondents Regarding Their Experience Joining Later in Life

Positives of Joining Later in Life		Negatives of Joining Later in Life		Neutral to Age	
Maturity pays	13	Issues with frat among the same age/stages of life but different ranks	5	It was all a mistake	3
Life experience / Being a good human	6	Treated like a child still	2	Later age didn't make a difference	4
Inherent higher professionalism	3	Wish for accelerated promotion consideration	1	Want to switch services	2
Better leader	2	Emotionally taxing	1		
Respect from others	1	No respect	1		
More resilient	1	Wish more recognition of education/experience	1		
Better than previous civ life	4	Boot Camp is harder when older	1		
Appreciations of the Corps is better with age	3				
Gave the motivation/ability to promote faster	1				
Started hard, got better	1				
Maturity stagnates at join, so joining later better	1				

Source: Created by author.

Finally, the last question asked for suggestions on how the Marine Corps can encourage more mature entries in the future (Q35). For this data analysis, the Primary Researcher decided to include all answers from the original 99 minus the 11 who did not complete any questions, totaling 88, because innovative ideas often come from where we do not look. Of the 88, 63% provided productive possibly-actionable items, 16%

provided comments but no actionable element, and 18% did not respond to the open-ended question.

Of those productive responses, there were six distinguishable themes for improvement: (1) Recruiting practices, (2) better marketing of benefits during both recruitment and retention efforts, (3) financial incentives, (4) Marine lifestyle, (5) talent management, and (6) the Reserve Component.

Table 13 lists the frequency of the most common coded responses for just the first theme of recruiting practices. There appear to be potentially two larger categories, the first “recruiting tactics” that could be changed immediately within recruiting offices, the other “recruiting model/marketing campaign” that would likely require more of an institutional approach to change. Though only mentioned once, there was one creative response worth mentioning verbatim, “maybe offer choice of duty station and allow the family to move there while their Marine is in Boot Camp. Because a lot of older people are in a situation where they can’t wait 6 to 12 months to get their family situated.”

Table 13. Frequency of Responses on how to Encourage Future Recruitment of Mature Recruits with: New Recruiting Practices

Recruiting Practices	
Recruiting Tactics	
Tailor specific techniques to older people that is relevant to their stage of life	5
Recruit at colleges/universities	3
Recruiters should be honest about the Marine lifestyle	3
Recruiting Model/Marketing Campaign	
Alignment of skill set to MOS/guaranteed MOS	7
Advertise skills you'll learn that can be marketed later, over mystique and pride	5
Offer a bonus for years of civilian experience	4
Be honest about Marine Lifestyle	3
Lateral entry for ranks	3
Advertise the jobs that can't be done anywhere else (offensive cyber or things requiring a TS)	2
Pre-determined initial duty station	1

Source: Created by author.

Better marketing of benefits both for recruitment and retention received many comments. Found 5 times was the mention of “education benefits other than and including the GI Bill,” and market “stability/job security,” better to an older population who appreciate those things more than the “guts and glory pitch.”

Financial incentives were mentioned, but less than almost anything else. “Better pay” was found 4 times, and “stock options” and “duty station incentives” each once. Regarding the Marine lifestyle, the top scorers were “allow older Marines to live independently/basic housing allowance (BAH)” found 4 times, and “fewer permanent change of station (PCS)” found 3 times.

Talent management was a hot topic, the top-two both found 4 times were “advertise officer programs more” and “leaders need to be better.” Next was “expert

career paths/no special duty assignment (SDA)” found 2 times, and “professional certificates/meaningful higher degrees” found twice. Finally, utilization of the Reserve Component was mentioned.

Table 14. Frequency of Responses on how to Encourage Future Recruitment of Mature Recruits with:

Better Marketing of	
Education benefits	5
Life stability	3
Understanding/promotion the Financial Compensation Calculator	1
Retirement benefits	1
Financial Incentives	
Better pay	4
Stock options	1
Duty station incentive	1
Improve Marine Life	
Independent living for older/mature Marines	4
Less PCSs	3
Talent Management within the Corps	
Advertise officer programs more	4
Need better leaders	4
Expert career path (no SDA)	2
Professional certificates / Meaningful higher degrees	2

Source: Created by author.

This chapter presented the data acquired from the RLES, and how it was analyzed to create meaning to answer the Primary and Secondary Research Questions. There were no standout data points or exceptional correlations, however, the raw and honest feedback from respondents was still valuable to begin making conclusions and addressing future research.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings and Conclusions

The first and second Secondary Research Questions of “what are the extrinsic and intrinsic motivators that drive individuals to join the Marine Corps later in life?” cannot be accurately answered with a list of individual motivators, there was no standout winner or loser among the offered 18 motivators. However, there was an overall trend when grouped into extrinsic or intrinsic. The initial *recruitment motivation* for this “non-traditional-age” population was more commonly intrinsic over extrinsic, which then shifted to slightly more extrinsic once they were Marines. Interestingly, this shows a potential pattern continuation from the *heavily* weighted intrinsic values reported by brand new, 80% “traditional-aged” recruits in the JAMRS survey, where seven of their top ten reasons were intrinsic.⁹²

The third Secondary Research Question of “what motivators have helped retain non-traditional new joins?” has two sides. MOS awarded is likely not related to a desire to stay in (contrary to some open-ended responses discussed later in this chapter), and the option of the Blended Retirement System may play a factor but was not explicitly tested for in this study. Motivators did tend to shift over time ever so slightly toward extrinsic, which could provide a tactic for retention, and of most significance, higher maturity/*leadership* could be related to a Marine’s desire to stay in. This result suggests

⁹² JAMRS, “Marine Corps Executive Summary: Active Duty New Recruit Survey (April-September 2020).” Specific data from this Summary is currently unauthorized to be published in this forums, hence the generic comment.

that if the Marine Corps can attract more mature individuals from the start, it is also likely to retain them, which could turn the tide from the Vietnam manpower model of “recruit and replace” to the current Commandant and Sergeant Major’s goals of for Force 2030 of “invest and retain.”⁹³

The fourth Secondary Research Question of “are there any notable demotivators that hindered or almost prevent non-traditional-aged individuals to join?” mostly revolved around the desire/obligation to attend college first, had other career interests first, or didn’t believe the military paid/compensated enough. Though, many respondents indicated that they were just unaware of the extrinsic benefits Marines and Veterans receive due to a lack of education/marketing. This finding shows that the Marine Corps marketing campaign, which caters to prospective applicants’ pride and honor, works to attract attention but that there is an opportunity to appeal to mature individuals using more business-oriented techniques that cater to stability and benefits *as well as* pride and honor.

The fifth Secondary Research Question of “what frameworks exist (past or current) for lateral entry of mature civilians?” was answered in chapter 2 Literature Review and further discussed later in this chapter.

The results of this pilot study were not statistically significant ($p < .05$ is considered significant), as expected, likely due to the small-sample size. To be truly valid and feasible, this pilot study would need to be upscaled to include a larger sample. The results could then potentially influence the way the Marine Corps conducts business, and

⁹³ Marine Corps Association, “General David H. Berger, CMC Speaks at MCA National Breakfast Sept 2021.”

more importantly, how the DoD budgets its Operation and Maintenance (O&M) and Military Personnel (MILPERS) funds.

Recommendations

Recommendations for Recruiting

The following recommendations are made with the caveat that this pilot study is small and therefore cannot be generalized. (Generalizability is defined as “the extension of research findings and conclusions from a study conducted on a sample population to the population at large.”⁹⁴)

Recommendation #1, Modify marketing campaigns specific to “non-traditional-aged” civilians: The message conveying intrinsic motivators is successful but may not hold as much relevance for older people. Elaborate on health benefits, job security, time-in-service automatic promotions, and education benefits. Offer better alignment of skillset to MOS, find the right person, for the right job, and invest in them accordingly.

Recommendation #2, Change some aspects of “Marine life” for those of the “non-traditional-aged”: The intent would be to make Marine life equal to or better for a mature person regarding professional respect and personal home life. This could be done with lateral entry or an expedited promotion track, as well as options to receive BAH or individual living quarters earlier in their careers for older entrants, and then market these changes accordingly through recruiters as mentioned above.

⁹⁴ Colorado State University, “Understanding Generalizability and Transferability,” Writing@CSU, accessed May 15, 2022, <https://writing.colostate.edu/guides/guide.cfm?guideid=65>.

Recommendation #3, Specific tailoring of recruiting practices based on generational differences: K. C. Reid, a cultural anthropologist who has worked for the Defense Intelligence Agency and I Marine Expeditionary Force (I MEF), wrote a commentary piece about how generations differ, factors for consideration when applied to lateral entry recruiting. Lateral entry in 2022 will target Millennials (those born approximately 1987-1999) whom Reid says grew up learning technology, seeking approval from their parents, and believing college was a requirement, and they always want to know “why.” Whereas lateral entry of skilled workers in 2030 will target the Network Generation (born approximately 1997-2014) who grew up emerged in technology, value their peers’ opinions, have global views, and want to know “what will work right now.”⁹⁵ Lieutenant Colonel Roger Westermeyer, USAF, also published a thesis promoting a tailored recruiting process specific to recruiting and retaining “cyberwarriors” based on generational differences, specifically Millennials.⁹⁶ Integrating their research into future Marine Corps programs would add to the larger holistic approach that should be used to solve the challenges of lateral entry.

Recommendations for a Lateral Entry Program

Based on the pre-existing and historical lateral entry programs, there is an opportunity to build a modern program without starting from scratch.

⁹⁵ K. C. Reid, “How the Network Generation Is Changing the Millennial Military,” *War on the Rocks*, March 20, 2018, <https://warontherocks.com/2018/03/how-the-network-generation-is-changing-the-millennial-military/>.

⁹⁶ Roger Westermeyer, “Recruiting and Retaining Cyberwarriors,” (Master’s Thesis, U.S. Army War College, 2008).

Recommendation #4, Modify the Navy's Direct Procurement Enlisted Program (DPEP): The DPEP has been in existence since at least 2005 but is scarcely used. Further investigation and experimentation for lateral entry should start here, with a program already within the Department of the Navy.

Recommendation #5, Consider reinstating technical ranks and pay: As early as 1804, the Marine Corps had "technical ranks" such as a "Tailor Sergeant" that was a sergeant, but paid an extra \$11 to supervise his specialized field of work.⁹⁷ In 1935 the ranks of Platoon Sergeant, Technical Sergeant, and Master Gunnery Sergeant were created to give further advancement opportunities within the higher ranks for special-skilled Marines within a *designated* technical field. There were technical fields such as engineering, ordnance, clerical, and communication; and branch titles such as Field Music, Commissary, Quartermaster Department, and Paymaster Department. However, the abolishment of distinction in rank names within branches in 1946 was because:

By the end of WWII, certain branches had become somewhat lax in enforcing the requirements for promotion. This caused a great deal of dissatisfaction since men performing the same duties in different fields were promoted by different standards. There also were a great deal of confusion within the branches. If, for example, there were vacancies for bridge carpenters in the third pay grade of engineers, and there was a shortage in that particular occupational field, plumbers might be promoted instead. What was needed was a uniform system of rank titles within which promotions could be made on the basis of occupational skill.⁹⁸

History shows there were flaws in previous technical rank structures that were not effective earlier in the Corps' history, however, it also shows the possibility of modifying

⁹⁷ DON, USMC, Marine Corps Historical Reference Pamphlet, *United States Marine Corps Ranks and Grades 1775-1969*, 17.

⁹⁸ *Ibid.*, 37.

a historical program to adapt to the current paradigm where Marines and society desire distinction and, the service may now be better suited for this type of change in technical niche occupational fields. What if the Marine Corps reintroduced technical ranks for some branches/fields that would reflect a paygrade proper to a special skill, but also clearly indicated the lack of traditional leadership authority; much like a technical vs management track in civilian sectors?

Recommendation #6, Utilize the Reserve Component (RC): Lateral entry could be used to mature the force and bring in critical skills. However, the RC offers many of the same benefits here and now. (See sub-section “The US Reserve Component” below.)

Other Related Initiatives Currently Ongoing and Points to Consider

Other individuals, countries, and think tanks have published ideas related to talent management and lateral entry of skilled professionals that deserve acknowledgment and inclusion in the overall body of work for posterity. This section includes some additional resources and ideas for future study and/or integration.

Marine Corps Talent Management Initiatives

The Manpower and Plans (MP) Division of HQMC initiated The Exit and Milestone Longitudinal Survey (EMLS) in 2020 “to monitor attitudinal changes in the Marine Corps” potentially shaping TM policy decisions.⁹⁹ It includes questions pertaining to job satisfaction, career opportunities, leadership, etc. During the literature

⁹⁹ Director, Manpower and Policy Division, MARADMIN 083/20, Subject: Exit and Milestone Longitudinal Survey Participation (Headquarters, US Marine Corps, Quantico, VA, 11 February 2020), <https://www.marines.mil/News/Messages/Messages-Display/Article/2081798/exit-and-milestone-longitudinal-survey-participation>.

review for this body of work, MP indicated that the survey had not matured enough for the data to be released publicly.

On 27 April 2022, the same month this body of work was completed, Lieutenant General David Ottignon the Deputy Commandant for M&RA, spoke before the Subcommittee for Personnel of the Senate Arms Service Committee about “Force 2030” with one of his topics being lateral entry. He articulated the current status of the lateral entry initiative will begin by only targeting prior-service Marines. This technique tackles parts of the concept (like rank equivalency and MOS designation) in order to test the system in stages, without yet taking on other more controversial ideas (such as Entry Level Training requirements or the associated cultural integration.)

Currently, the Marine Corps is exploring courses of action to make use of these [lateral entry] authorities by offering constructive service credit to officer candidates who possess graduate-level education, certifications, and experience in certain high-demand career fields. Furthermore, the scope and accession model will be open to prior-service recruitment—capitalizing on those Marines that left service as a non-commissioned officer, earned a degree or gained extensive experience, ultimately invited back to service as a senior non-commissioned officer or officer.¹⁰⁰

Lateral entry was only one small part of the current initiatives listed by the Deputy Commandant. In the overall category of “build and retain” listed within the transcript of his testimony, there were also plans to improve MOS assignments, develop a Retention Prediction Network, and personality screenings of potential recruits. The

¹⁰⁰ Deputy Commandant for Manpower & Reserve Affairs, *Statement of Lieutenant General David A. Ottignon, Deputy Commandant for Manpower & Reserve Affairs, United States Marine Corps, before the Subcommittee on Personnel of the Senate Armed Services Committee Concerning Military & Civilian Personnel Overview* (Washington, DC: Senate Armed Services, Committee, 2022), 5, <https://www.armed-services.senate.gov/imo/media/doc/Statement%20of%20Lt%20Gen%20Ottignon.pdf>.

collective research and original data in this body of work directly aligns with, and potentially informs the endeavor through its agreement with Headquarters Marine Corps' efforts.

The US Reserve Component

In 2020, *War on the Rocks* published a commentary article advocating for a truly strategic Reserve, which is:

More flexible than the active duty, the reserves can draw on civilian airmen/soldiers/sailors with commercial skills and unique experiences. As a result, the reserves at first glance seem to be the perfect, cost-effective solution to an overly rigid active duty personnel system that rewards standardized career progression and cultural conformity—both anathema to the specialized tech talent that the National Defense Strategy highlights.¹⁰¹

Dr. Jacquelyn Schneider, a Hoover Fellow at Stanford University and a non-resident fellow at the Naval War College with fifteen years of service in the US Air Force, argued that the active-duty force can't keep up with the rapidly changing landscape of highly technical fields, and struggles to recruit and retain when in competition with the private sector. Therefore, the US military should use the Reserve Component (RC) as a kind of middle ground that can be activated under Title 10 when needed but kept sharp and ready by working civilian jobs.

The RC touts a large talent pool, which has two contributions—the skills servicemembers learn from their former years as active duty or training as standard reserve duty, and from their civilian careers where they are practicing experts. A

¹⁰¹ Jacquelyn Schneider, "Moving Beyond Total Force: Building a True Strategic Reserve," *War on the Rocks*, November 2, 2020, <https://warontherocks.com/2020/11/moving-beyond-total-force-building-a-true-strategic-reserve/>.

magazine article by Major General Steven Ainsworth, the Commanding General of the Army's 377th Theater Sustainment Command (TSC) in New Orleans, said that as of 2017, 55% of the Army's medical capabilities were in the RC; 34% of individuals in the RC had advanced degrees and the average age is 30.5 vice 27 years old in the active-duty population.¹⁰² Compared to 8% of the active-duty Army holding advanced degrees as of 2018.¹⁰³ The Active Reserve is comprised of uniformed members who serve full time but at a reserve unit.¹⁰⁴ They are former active-duty members who compete for Active Reserve spots near a preferred geographic location and are not required to regularly change duty stations. The Active Reserves offer more stability for the servicemember, while still providing the services with deployable units, which this body of work verifies as desirable by the targeted older population.

However, during this research, it was discovered that the Army has no central database documenting what advanced degrees and/or professions Reserve Soldiers hold. Information at that level of detail is usually only maintained within a unit and is not accessible for study or recall utilization. The Marine Corps Total Force System (MCTFS) does have some of this valuable information. From time to time, Marine Reservists are

¹⁰² Steven Ainsworth and John Stokes, "The Multiple Dimensions of Talent in the Army Reserve Soldier," *Army Sustainment*, August 2018.

¹⁰³ Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy (ODASD (MC&FP)), *2018 Demographics, Profile of the Military Community* (Washington, DC: Department of Defense, 2018), <https://download.militaryonesource.mil/12038/MOS/Reports/2018-demographics-report.pdf>.

¹⁰⁴ "Active Guard Reserve (AGR)," U.S. Army Reserve, accessed December 14, 2021, <https://www.usar.army.mil/AGR/>.

asked to update their occupation field within Marine Online (MOL). However, like all data in MCTFS, it must be mandated, maintained, tracked, and verified in order to be of true value, especially during a time of crisis or for targeted recall purposes.

The Cyber Industry, as an Example

In 2016, *National Defense* magazine published an article with the idea to “create a revolving door type environment where cyber experts from the private sector can come work for the US military for a fixed period of time before returning to their companies” under the idea that the private sector will always be ahead of the military due to government fiscal restraints.¹⁰⁵ During the conduct of this body of work, no further mention of this idea could be found; but now, over five years later, it may be worth revisiting.

Germany’s *Cyber- und Informationsraum (CIR)*, Cyber and Information Domain Service, is their newest military branch “holistically responsible for the dimension cyber and information space.”¹⁰⁶ Colloquially known as the “Gray Berets,” the CIR is an independent branch with its own recruitment practices, entry standards, and ability to shape its own rank and promotion structure.¹⁰⁷ One method of filling the ranks is a new

¹⁰⁵ Jon Harper, “Pentagon Looks to Industry for Cyber Tools and Talent,” *National Defense*, June 2016, 20.

¹⁰⁶ Bundeswehr, “The Cyber and Information Domain Service,” last modified 2022, <https://www.bundeswehr.de/en/organization/the-cyber-and-information-domain-service>.

¹⁰⁷ David Blair, Jason Hughes, and Thomas Mashuda, “From DOPMA to Google: Cyber as a Case Study in Talent Management,” *Joint Force Quarterly*, no. 93 (2019): 21–31.

cybersecurity Master's Program at Bundeswehr University, a federal university similar to US military academies.¹⁰⁸ Additionally, Germany has formed a cyber force in their reserve, called the Military Information and Cyber Domain Service (MCS), which focused on building cyber capacities by establishing regional branches. These outlets are staffed rotationally by IT specialists trained in cyber and local to the area. The attraction for joining the MCS is to gain greater knowledge in cyber fields not traditionally touched by civilians, such as hacking, hardware manipulation, social engineering, and espionage/information theft.¹⁰⁹ If the US military anticipates the need for not only mature but highly skilled niche professionals, it may be time to look at an even larger entry program that includes academies or direct integration with the civilian sectors.

Suggestions for Future Research

To echo some of the previous sub-sections, suggestions for future research include: (1) Reproducing and scaling up parts or all of this pilot study to collect a larger sample for analysis. This study looked at a small sample size, however, due to the accidental mass distribution, the Primary Researcher received over 4,000 personal emails from Marines wanting to contribute. Those emails and/or another distribution of the survey could be analyzed for more data validity. (2) Study what triggers the flip from primarily intrinsic motivators to primarily extrinsic motivators of current Marines.

¹⁰⁸ Isabel Skierka, "Bundeswehr: Cyber Security, the German Way," Observer Research Foundation, last modified October 20, 2016, <https://www.orfonline.org/expert-speak/bundeswehr-cyber-security-the-german-way/>.

¹⁰⁹ Rupert Brandmeier, Jorn-Alexander Heye, Florian Rupp, and Clemens Woywood, "At The Ready: Advancing The German Cyber Reserve," *Per Concordiam* 10, no. 4 (2020): 24–29.

Results could be used to predict or tailor more personalized retention efforts. (3) Update and actively maintain a centralized database of all professional expertise in the RC in order to facilitate future programs of better RC utilization. (4) Understand the effects of pre-existing trauma. This study only mentions the connection of trauma to leadership in order to highlight a social phenomenon that cannot be overlooked when discussing military recruitment. In a study of “Adverse Childhood Experiences, Military Service, and Adult Health” the authors found that military service members report more adverse childhood experiences (ACE), “but associations of ACE with adult health-related quality of life are weaker among men with military service relative to civilians.”¹¹⁰ Women with military service reported the highest total ACE, supporting the hypothesis that individuals, particularly women, may join the military as a means to escape chaotic or dysfunctional home environments.¹¹¹ Truly understanding, screening, and monitoring individuals who may fall into this category, could provide profound insight.

Closing

By Lieutenant General Ottignon’s testimony only a few weeks ago (27 April 2022), it is very apparent that progress toward Marine Corps lateral entry is actively being pursued in a calculated and cogent manner. This pilot study provides not only a consolidated work which academically supports the initiative, it also provides a

¹¹⁰ Jodie G. Katon, Keren Lehavot, Tracy L. Simpson, Emily C. Williams, Sarah Beth Barnett, Joel R. Grossbard, Mark B. Schure, Kristen E. Gray, and Gayle E. Reiber, “Adverse Childhood Experiences, Military Service, and Adult Health,” *American Journal of Preventive Medicine* 49, no. 4 (October 2015): 573–582.

¹¹¹ Ibid.

framework for a larger study at an opportune time for the service. The Marine Corps must modify its outdated recruiting models and offer more flexibility to the recruiting process, as well as apply that same flexibility towards retention in order to keep the right Marine, in the right job, with the right training. The Marine Corps is increasingly competing with itself (MARSOC), its sister services, as well as civilian businesses and industry for the same highly qualified people, so no stone can be left unturned as we search for new and innovative ways to build, maintain, and potentially infuse talent throughout the rank structure to make a more adaptable, capable, and lethal force for the future.

APPENDIX A

SURVEY: CONSENT & QUESTIONS

The below text is exported from Verint, therefore reflects some technical “computer speak” and shows some labels used for analysis that was not seen by participants, such as items in brackets or compound words that are missing spaces.

Recruiting for Lateral Entry Survey (RLES) [English (United States)]

Consent to Participate in this Research Study. This is a research study conducted in support of a Masters of Military Art and Science (MMAS) thesis studying the future lateral entry population of the US Marine Corps. This introduction provides information on your rights as a research participant in the above-named study and the responsibilities the researcher has during this study. The Army's Command and General Staff College (CGSC) has approved this study and supports the research.

Purpose of the Research Study. The purpose of this qualitative case study is to research why ‘non-traditional-aged’ individuals join the Marine Corps later in life; why someone enlisted at 21. The results of this study can be then incorporated into the lateral entry framework in order to make a stronger recruiting and retention model specifically tailored for the Marine Corps to meet Force 2030 expectations. At the conclusion of this study, a recommended lateral entry framework will be provided based on historical and current precedents, and recommended intrinsic or extrinsic motivators for an older population that could be used as “a focused weapon, and aim[ed] at the exact individual we need” to mature the force. -General Berger

Procedures

1. A data pull was conducted to find the entire population of “non-traditional” aged recruits within the last 5 years. An email went out to a random 99-person selection of those Marines.
2. Those who voluntarily choose to participate will click a link to a Verint survey.
3. The survey does NOT ask for any personally identifiable information (PII).
4. The survey consists of up to 38 questions, a mix of multiple-choice and short answers, and should take approximately 15 minutes.
5. Participants can choose to end their participation at any time with no consequence.
6. When complete, the data will be compiled within Verint and released only to authorized personnel.

Risks to Participants. None.
Benefits to Participants. None.
Compensation to Participants. None.

Confidentiality. All data will be unaffiliated to PII and cannot be attributed to any one individual. All data obtained will be considered privileged and held in confidence for a period of not less than three years from the approval date of the research study. Direct quotes may be used in the final report to depict common themes or outlying concepts, but there will be no credit or attribution to the individual participant because there is no way to link participants to their responses.

Liability. Do not discuss classified information; potential violations of the UCMJ or criminal law; or other comments that could place an individual's clearance, credentials, or other privileged access or duty at risk.

Voluntary Participation. Participation in a research study is voluntary. Anyone who is asked to be in a research study may say no. No one has to become a research subject. If you start the survey, you may stop at any time. No one will know if you choose not to participate, exit the survey mid-way, or complete the survey.

Opt Out. Some of the questions being asked may provoke emotional responses. You have the right to decline to answer and skip any questions that make you feel uncomfortable.

Points of Contact

- Primary Researcher: Maj Kathryn (Katy) Evezich at
Kathryn.C.Evezich.mil@army.mil or Kathryn.Evezich@usmc.mil
- Human Protections Director: Dr Michelle Miller, Ph.D. at
Michelle.A.Miller48.civ@army.mil

1) Statement of Consent. I have read this form and its contents were explained. I agree to be in this research study for the purposes listed above. All my questions were answered to my satisfaction. A copy of this form can be found in my original recruitment email, for my records. BY COMPLETING THIS SURVEY AND CLICKING "YES" you confirm you read the above introduction and agree to be in this research study for the purposes listed above.

- ☐ Yes
- ☐ No

2) Join. When did you join the Marine Corps?

- ☐ I enlisted at the age of 21 or older AND it was 2016 or later
- ☐ Neither (please do not continue with this survey)

Branch to: **Survey Submitted** (Consent = No)

Branch to: **Survey Submitted** (Join = Neither (please do not continue with this survey))

(End of Page 1)

Thinking about why you chose to become a Marine, please answer the following questions to the best of your ability. Some of the questions being asked may provoke emotional responses. You have the right to decline to answer and skip any questions that makes you feel uncomfortable.

WHY YOU JOINED THE MARINE CORPS:

3) Age. At what age did you join the USMC?

- ☐ 21
- ☐ 22
- ☐ 23
- ☐ 24
- ☐ 25
- ☐ 26
- ☐ 27
- ☐ 28
- ☐ 29
- ☐ 30
- ☐ 31
- ☐ 32
- ☐ 33
- ☐ 34

4) Why Join. Why did you join the USMC later in life, as opposed to the traditional age?

5) Education. What was your highest education level *completed* prior to entry?

- ☐ Less than High School
- ☐ High school 12th grade /GED
- ☐ Vocational, Business, or Trade School
- ☐ Associates/2-year College
- ☐ Bachelors/ 4-years College
- ☐ Graduate or Post-Graduate Degree

6) Degrees. What degree(s) did you hold upon entry? (BA in Communications, BS in Chemistry, MBA, etc.)

7) Employed. Were you employed within 6 months prior to entering the USMC?

- ☐ Yes
☐ No

8) Career. Did you have what you consider a career or a job 6 months prior to entering the USMC?

- ☐ Career, with meaning and/or growth potential
☐ Job, mostly just for the paycheck and/or benefits
☐ Not applicable – I was not employed within 6 months prior to entering

This Question is Conditionally Hidden if: (Career = Not applicable – I was not employed within 6 months prior to entering)

9) Industry. In what industry or industries did you work?

10) MotivatorsJoining. How important were the following to you regarding joining the Corps?

	1 - Very Unimportant	2	3 - Neutral	4	5 - Very Important
Pay/money	☐	☐	☐	☐	☐
Travel, experience, and adventure	☐	☐	☐	☐	☐
To develop discipline	☐	☐	☐	☐	☐
It's my duty/obligation to my country	☐	☐	☐	☐	☐
To pay for future education	☐	☐	☐	☐	☐
Gain experience/work skills	☐	☐	☐	☐	☐
Family tradition of service	☐	☐	☐	☐	☐
Was unable to find a job	☐	☐	☐	☐	☐
Health and medical benefits	☐	☐	☐	☐	☐
Pension and retirement benefits	☐	☐	☐	☐	☐
To develop leadership skills	☐	☐	☐	☐	☐
Pride/self-esteem/honor	☐	☐	☐	☐	☐
Belong to something elite	☐	☐	☐	☐	☐
Make a positive difference in my community	☐	☐	☐	☐	☐
Provide future job opportunities	☐	☐	☐	☐	☐
To better my life	☐	☐	☐	☐	☐
Make a positive global impact	☐	☐	☐	☐	☐
Future job opportunities based on veteran status	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

11) Join Other. If you selected “Other” above, please list the “other” reason below:

12) Motivator Change. Please describe if what was important to you when you joined (items chosen above) has changed now that you are a Marine, and why?

13) Join Validator. Overall, what was the strongest motivator that brought you to the Corps?

- ☐ Pay, benefits, promotion opportunities
- ☐ Esprit de Corps, MOS opportunities, Marine lifestyle, deployment

14) Obstacles. Was there any instance, obstacle that almost caused you not to join? (select all that apply)

- ☐ Possibility of physical injury/death
- ☐ Possibility of PTSD and other emotional/psychological issues
- ☐ Didn't want to be deployed overseas
- ☐ Required to live in places I don't want to live in
- ☐ I had conflicting family obligations
- ☐ Possibility of interference with college education
- ☐ Pay/Money/Salary was not enough
- ☐ Health and medical benefits not enough
- ☐ Pension and retirement benefits not enough
- ☐ Too long of an initial commitment
- ☐ Opposition by family or friends
- ☐ Possibility of sexual harassment/assault
- ☐ Interfered with my plans for marriage
- ☐ Interfered with my plans for children
- ☐ The USMC had a bad reputation in the media
- ☐ I had other career interests
- ☐ Possibility of discrimination
- ☐ Dealing with potential stigma often faced by veterans
- ☐ Other(s): _____

15) Join Dependents. How many dependents did you have when you joined?

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three or more

16) Dependents Support. If you had dependents, were they supportive of your decision to join?

- ☐ Very Unsupportive
- ☐ Unsupportive
- ☐ Neutral
- ☐ Supportive
- ☐ Very Supportive
- ☐ Not Applicable

17) Dependents Approve. If you had dependents, did they approve of your decision to join?

- ☐ Very Negative
- ☐ Negative
- ☐ Neutral
- ☐ Positive
- ☐ Very Positive
- ☐ Not Applicable

18) Family Support. Think about your immediate family (parents/guardians, siblings), were they supportive of your decision to join?

- ☐ Very Unsupportive
- ☐ Unsupportive
- ☐ Neutral
- ☐ Supportive
- ☐ Very Supportive

19) Family React. Think about your immediate family (parents/guardians, siblings), how did they react to your decision to join?

- ☐ Very Negative
- ☐ Negative
- ☐ Neutral
- ☐ Positive
- ☐ Very Positive

20) Family History. Did you have, what you believe to be, a traumatic upbringing?

- ☐ Yes
- ☐ No

** Question 21 was deleted during USMC legal review

22) Recruit Positions. During enlisted entry-level training: Select what positions you held during your entry-level training. (Select all that apply)

- ☐ Guide
- ☐ Honor Graduate
- ☐ Squad Leader
- ☐ Scribe
- ☐ House Mouse
- ☐ Gung Ho Award
- ☐ Student Class Leader
- ☐ None of the above

23) School Positions. During enlisted MOS School: Select what positions you held during your entry-level training at a non-traditional age? (Select all that apply)

- ☐ Student Class Leader
- ☐ Unit Guide
- ☐ Squad Leader
- ☐ Honor Graduate
- ☐ None of the above

24) Gap. As a non-traditional aged new join, did you feel like there was a maturity gap between yourself and your peers during entry-level training?

- ☐ Yes
- ☐ No

25) MOS. Did you get an MOS you wanted?

- ☐ Yes
- ☐ No

26) MOS Degree. Does your MOS relate to your formal education/degree?

- ☐ Yes
- ☐ No
- ☐ Not applicable - I didn't have a degree

27) Years. How long have you been in the Corps?

- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ 6 years
- ☐ 7 years

WHY YOU MAY STAY IN THE MARINE CORPS:

28) Career Length. How long do you foresee staying in?

- ☐ Only my initial contract
- ☐ More than my initial contract, but less than 10 years
- ☐ 10 years or more, but not likely to Retirement
- ☐ Retirement (approx. 20 years)
- ☐ 20 years or more

29) Motivators Current. How important are the following to you now regarding your Marine Corps future?

	1 - Very Unimportant	2	3 - Neutral	4	5 - Very Important
Pay/money	☐	☐	☐	☐	☐
Travel, experience, and adventure	☐	☐	☐	☐	☐
To develop discipline	☐	☐	☐	☐	☐
It's my duty/obligation to my country	☐	☐	☐	☐	☐
To pay for future education	☐	☐	☐	☐	☐
Gain experience/work skills	☐	☐	☐	☐	☐
Family tradition of service	☐	☐	☐	☐	☐
Unable to find a job	☐	☐	☐	☐	☐
Health and medical benefits	☐	☐	☐	☐	☐
Pension and retirement benefits	☐	☐	☐	☐	☐
To develop leadership skills	☐	☐	☐	☐	☐
Pride/self-esteem/honor	☐	☐	☐	☐	☐
Belong to something elite	☐	☐	☐	☐	☐
Make a positive difference in my community	☐	☐	☐	☐	☐
Provide future job opportunities	☐	☐	☐	☐	☐
To better my life	☐	☐	☐	☐	☐
Make a positive global impact	☐	☐	☐	☐	☐
Future job opportunities based on veteran status	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

30) Current Other. If you selected "Other" above, please list the "other" reason below:

31) Validator Current. Overall, what is the stronger motivator that keeps you in the Corps?

- ☐ Pay, benefits, promotion opportunities
- ☐ Esprit de Corps, job satisfaction, Marine lifestyle, deployment

32) Dependents Current. How many dependents do you have now?

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three or more

33) Barriers. What are the barriers that may prevent you from staying in?

PARTING THOUGHTS:

34) Thoughts. Do you have any final thoughts on your experience entering the Marine Corps later in life?

35) Suggestions. Do you have any suggestions on how we can encourage more mature entries in the future?

36) Gender. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Decline to answer

37) Race. What is your race? (Mark one or more races to indicate what you consider yourself to be)

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Pacific Islander
- ☐ Other _____

38) Ethnicity. Are you of Hispanic, Latino, or Spanish origin?

- ☐ Yes
- ☐ No

(End of Page 2)
End of Survey

Screenshots of the Survey Hosted on Verint

Opt Out. Some of the questions being asked may provoke emotional responses. You have the right to decline to answer and skip any questions that makes you feel uncomfortable.

Points of Contact

- Primary Researcher: Maj Kathryn (Katy) Evezich at Kathryn.C.Evezich.mil@army.mil or Kathryn.Evezich@usmc.mil
- Human Protections Director: Dr Michelle Miller, Ph.D. at Michelle.A.Miller48.civ@army.mil

Statement of Consent. I have read this form and its contents were explained. I agree to be in this research study for the purposes listed above. All my questions were answered to my satisfaction. A copy of this form can be found in my original recruitment email, for my records.

BY COMPLETING THIS SURVEY AND CLICKING "Yes" you confirm you read the above introduction and agree to be in this anonymous research study for the purposes listed above.

☒ Yes

☐ No

When did you join the Marine Corps?

☒ I enlisted at the age of 21 or older AND it was 2016 or later

☐ Neither (please do not continue with this survey)

Next

Powered by Verint survey software

Why you joined the Marine Corps:

At what age did you join the USMC?

Why did you join the USMC later in life, as opposed to the traditional age?

What was your highest education level *completed* prior to entry?

- ☐ Less than High School
- ☐ High school 12th grade /GED
- ☐ Vocational, Business, or Trade School
- ☐ Associates/2-year College
- ☐ Bachelors/ 4-years College
- ☐ Graduate or Post-Graduate Degree

What degree(s) did you hold upon entry? (BA in Communications, BS in Chemistry, MBA, etc.)

How important were the following to you regarding joining the Corps?

	1 - Very Unimportant	2	3 - Neutral	4	5 - Very Important
Pay/money	☐	☐	☐	☐	☐
Travel, experience, and adventure	☐	☐	☐	☐	☐
To develop discipline	☐	☐	☐	☐	☐
It's my duty/obligation to my country	☐	☐	☐	☐	☐
To pay for future education	☐	☐	☐	☐	☐
Gain experience/work skills	☐	☐	☐	☐	☐
Family tradition of service	☐	☐	☐	☐	☐
Was unable to find a job	☐	☐	☐	☐	☐
Health and medical benefits	☐	☐	☐	☐	☐
Pension and retirement benefits	☐	☐	☐	☐	☐
To develop leadership skills	☐	☐	☐	☐	☐

APPENDIX B

RECRUITMENT E-MAIL

Marine,

You are one of the 20% of Marines who recently joined our Corps later in life, and I would like to ask you about that choice. Your opinions could change the face of recruiting.

My name is Major Katy Evezich (0102 Manpower Officer). I am currently a student at the Army's Command and General Staff College working on a thesis research project for my Master's Degree in Military Art and Science. With your help, I want to aid in General Berger's talent management revolution that his team is leading. You are the population we want more of!

By taking this survey you can assist me and our Corps. I can only accept the first 99 responses, so if you want to contribute, please do!

The survey is:

- Anonymous & Confidential
- Voluntary
- Takes approximately 15 minutes (But it can't be saved mid-stride because it's anonymous)
- Accessible on your personal devices (Forward it to your phone or tablet)

To begin:

1. Click this link: [live hyperlink was inserted]
2. Read the disclaimer reiterating the purpose, lack of risk/benefits, lack of compensation, and the inherent anonymity/confidentiality. (Attached to this email and at the start of the survey)
3. Consent to taking the survey
4. Complete the survey and click "Done"

Very respectfully,

Maj Kathryn (Katy) Evezich
Primary Researcher
Kathryn.C.Evezich.mil@army.mil
or Kathryn.Evezich@usmc.mil

If you have questions: The researcher conducting this study is Major Kathryn Evezich, under the supervision of Dr. David Anderson and Dr. Michelle Miller. If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) via Dr. Miller.

Dr David Anderson, DBA
Research Committee Chair
913-680-7791
David.A.Anderson102.civ@army.mil

Dr Michelle Miller, PhD
Human Protections Director
913-306-3671
Michelle.A.Miller48.civ@army.mil

APPENDIX C

AUTHORIZATIONS FOR USE OF DATA

HQMC's support letter below authorizes the research and the use of Marine data to determine the population size and randomly contact the 99-Marine sample. (Shown is an updated letter from the original dated 9 February 2022.)

	DEPARTMENT OF THE NAVY HEADQUARTERS, UNITED STATES MARINE CORPS 3280 RUSSELL ROAD QUANTICO, VIRGINIA 22134-5103	IN REPLY REFER TO: MPA MAR 01 2022
From: Director, Manpower Plans and Policy Division To: Major Kathryn Evezich, United States Army Command and General Staff College		
Subj: ENDORSEMENT TO CONDUCT RESEARCH TITLED: THE UNITED STATES MARINE CORPS FORCE 2030: RECRUITING FOR LATERAL ENTRY		
1. Authorization is hereby granted to conduct research related to your study titled: Representation Matters: The United States Marine Corps Force 2030: Recruiting for Lateral Entry. This authorization is contingent upon the approval of your research protocol by your institution's Institutional Review Board (IRB) and is valid from the date of the administrative review approval by the Headquarters Marine Corps Human Research Protection Official/ Chair of Marine Corps IRB. This authorization includes obtaining data from Manpower Information Division for purpose of analysis. Additionally, this research is approved to conduct a survey with Marine participants.		
2. This authorization is further granted with the understanding that a complete and approved final report will be delivered to the Director, Manpower Plans and Policy (MP) Division. The Director of MP Division may request a briefing of your findings, conclusions, and recommendations.		
3. The point of contact at Manpower and Reserve Affairs is Major Kevin Doherty, Operations Analyst, Manpower Studies and Analysis Branch, 703-784-9367.		
 A. T. WILLIAMSON		

The final approval for the survey distributed is below from M&RA Manpower Plans and Policies Division (MP Div), Studies & Analysis (MPA) branch, signed by the office of the Director of Marine Corps Staff (DMCS) 7 April 2022.

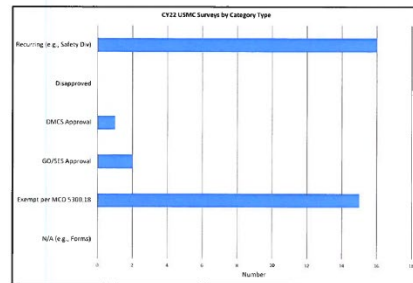
Survey Assessment

Sponsor	Study Title	Survey Type		Institutional Burden			Individual Burden	
		Survey Category	Frequency	MPA, M&RA Man Hours	Sample Size	Min Estimated Total Man Hours (40% Response Rate)	Max Estimated Total Man Hours (100% Response Rate)	Man Hours
Dir, MP Div	THE UNITED STATES MARINE CORPS FORCE 2030: RECRUITING FOR LATERAL ENTRY	DMCS, Approval	One Time	2	99	12	27	0.25

Survey Objective	To gain insight into what motivates more mature civilians to join the Marine Corps. The results of this study can be then incorporated into the lateral-entry framework in order to make a stronger recruiting and retention model, specifically tailored for the Marine Corps to meet Force Design 2030 expectations.
Survey Office Comment	The survey will impose minimal burden on the force, and seeks to understand motivations for why older individuals choose to enlist. The research may be helpful in the "Maturing the Force" arena as well as lateral-entry. The study is still under review by the USMC IRB and will not be administered until it concludes. Recommend approval.

Category	CY20	CY21	CY22
N/A (e.g., Forms)	13	3	0
Exempt per MCO 5300.18	105	78	15
GO/SES Approval	5	18	2
DMCS Approval	11	12	1
Disapproved	2	0	0
Recurring (e.g., Safety Data)	16	16	16
Total	152	127	34

Approved:	
Not Approved:	



Prepared by: Maj Brandon M. Bowman
Survey Officer, JMSA
(703) 784-9370

Authorization to generically use overall trends from the Executive Summary of the JAMRS YP, and to mention the YP survey was granted via email by Mr. Jeremy T. Hall, the Deputy Director of the Department of Defense Human Resources Activity Office of People Analytics (DODHRA OPA), on 24 Jan 2022. Some specific data was available to the Primary Researcher, but intentionally not published in this body of work.

APPENDIX D

INSTITUTIONAL REVIEW BOARD EXEMPTIONS

Memorandum below is from the US Army Command and General Staff College HRPP:



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
U.S. ARMY COMBINED ARMS CENTER
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
100 STIMSON AVENUE
FORT LEAVENWORTH, KANSAS 66027-2301

ATZL-LSA-H

February 24, 2022

MEMORANDUM FOR: MAJ Kathryn C. Evezych, MMAS Candidate, U.S. Army
Command and General Staff College (CGSC), Ft. Leavenworth, KS 66027

SUBJECT: Approval to Conduct Human Subjects Research (Evezich)

1. Your protocol to research, **CA-2022-81**, "**USMC Force 2030: Lateral Entry**" dated 24 February 2022 was reviewed on 24 February 2022 and determined to be exempt from Institutional Review Board (IRB) review. Your protocol meets Exemption #2.(i) of 32 CFR 219.104(d): "*Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording)*" and that "*the information is recorded by the investigator in such a manner that the identity of the human subjects cannot be readily ascertained, directly or through identifiers linked to the subjects.*" The CGSC DoD Assurance number is A10033.
2. Your protocol is approved with no required modifications. You have been assigned protocol approval number **22-81**. Reference this number when submitting any additional documentation or requesting information from the CGSC Human Protections Director concerning your research proposal.
3. Your proposal is approved for data collection with the following (7) stipulations:
 - (1) You are approved to invite (up to 99) participants as indicated in your protocol (pg. 49). Any modifications to this study (including, but not limited to, changes in recruitment materials or procedures, investigators, inclusion/exclusion criteria, interview/survey questions, or data collection procedures, or increases in the number of participants enrolled) must be submitted as a written amendment for review and approval prior to implementing the change.
 - (2) You are authorized only "de-identified data" to be provided to you by the CGSC Quality Assurance Office (QAO).
 - (3) You must obtain an "Administrative Review Approval" from the Headquarters, Marine Corps, Human Research Protection Official / Chair of the Marine Corps IRB to conduct your research. This written approval must be provided to the CGSC Human Research Protections Director (HPD) prior to any data collection.
 - (4) You must securely maintain all research documents and data collected for three (3) years.

ATZL-LSA-H

SUBJECT: Approval to Conduct Human Subjects Research (Evezich)

- (5) Allegations of non-compliance during this study will be investigated by the U.S. Army Command and General Staff College (CGSC), Human Protections Director (HPD).
 - (6) You are subject to auditing by the CGSC Human Protections Director (HPD) to ensure compliance. Failure to follow these guidelines could result in the termination of the approval for your research.
 - (7) You are required to submit, 1) A Study Closure Report to the CGSC HPD upon completion of your study, and 2) A complete and final Report to the Director, Manpower Plans and Policy (MP) Division.
4. Please acknowledge the requirements of this approval and that the (7) stipulations are accepted by you. POC is the undersigned at michelle.a.miller48.civ@army.mil at (913) 684-7311 or (913) 682-1185.

MILLER.MICHELLE.A
NN.1123931048
MICHELLE A. MILLER, PhD
Human Protections Director
U.S. Army Command and General Staff College

Digitally signed by
MILLER.MICHELLE.ANN.1123931048
Date: 2022.02.24 14:05:50 -06'00'

Memorandum below is from the USMC HRPP:



UNITED STATES MARINE CORPS
TRAINING AND EDUCATION COMMAND
1019 ELLIOT ROAD
QUANTICO, VIRGINIA 22134

IN REPLY REFER TO
3900
C 4623
21 Mar 22

From: U.S. Marine Corps Human Research Protection Official and Chair, U.S. Marine Corps Institutional Review Board (IRB), 1019 Elliot Road, Quantico, VA 22134

To: Major Kathryn C. Evezich, Principal Investigator, Masters of Military Art and Science, General Studies, U.S. Army Command and General Staff College (ATTN: ATZL-SWD-GD), Fort Leavenworth, KS 66027-2301

Subj: U.S. MARINE CORPS HUMAN RESEARCH PROTECTION PROGRAM ADMINISTRATIVE REVIEW OF THE STUDY ENTITLED: THE UNITED STATES MARINE CORPS FORCE 2030: RECRUITING FOR LATERAL ENTRY

Ref: (a) DoDI 3216.02
(b) SECNAVINST 3900.16D
(c) MCO 3900.18
(d) U.S. Marine Corps Human Research Protection Program (HRPP) Policy and Procedures of 30 Sep 20
(e) MCO 5300.18 Marine Corps Survey Order

Encl: (1) MMAS Thesis-CA-2022-81
(2) Email Maj Kathryn Evezich, Student Investigator/Leah Watson, USMC IRB Chair of 4 Mar 22

1. Per references (a) through (d), I have conducted an Administrative Review, on behalf of the U.S. Marine Corps Human Research Protection Program (USMC HRPP) of the research entitled "The United States Marine Corps Force 2030: Recruiting for Lateral Entry." This research is being conducted as partial fulfillment of your academic requirements for a Master's Degree at the U.S. Army Command and General Staff College (ACGSC), Fort Leavenworth, KS. The purpose of this qualitative pilot study is to research why 'non-traditional-aged' individuals joined the Marine Corps later in life and how that can be exploited in modern recruiting practices. The data collected in this study will be used to help the Marine Corps modernize their recruiting practices in order to specifically target civilians who are cognitively mature and "seasoned experts."

2. Enclosure (1) provides the HRPP Package/Masters thesis methodology that was submitted to the ACGSC IRB. The protocol submission includes the protocol, the Survey Consent and Questions, the recruitment email, and the General Officer letter of approval. All have been reviewed by this office to ensure compliance with requirements the Department of Defense and USMC HRPP regulations and policies.

3. As outlined in enclosure (1), this pilot qualitative study will use numbers from the Manpower Management Information Systems (MI) Division of Manpower Reserve Affairs (M&RA) to create "quasi-statistics" and facilitate pattern recognition and meaning-making about what motivated non-traditional aged civilians to join the US Marine Corps. This study will also utilize the qualitative data to answer the following research questions: 1) how can the Marine Corps recruit mature, often skilled, civilians sought by the Commandant for Force 2030?; 2) what are the extrinsic motivators that bring individuals to join the Marine Corps later in life?; 3) What are the

Subj: U.S. MARINE CORPS HUMAN RESEARCH PROTECTION PROGRAM ADMINISTRATIVE
REVIEW OF THE STUDY ENTITLED: THE UNITED STATES MARINE CORPS FORCE
2030: RECRUITING FOR LATERAL ENTRY

intrinsic motivators that bring individuals to join the Marine Corps later in life?; 4) What motivators have helped retain "non-traditional new joins"?; 5) Were there any notable demotivators that hindered or almost prevented "non-traditional aged" individuals to join?; and 6) What frameworks exist (past or current) for lateral entry of mature civilians? This study's population will consist of approximately 99 active-duty Marines who enlisted at least three years later than is traditional, greater than or equal to 21 years old, as well as those who joined between 2016-2021 in order to provide the most current and relevant data about this population in relation to the current economic, political, and social environments. An email link will be sent in a recruitment email to 99 Marines randomly selected by the MI Division of M&RA, on behalf of the Primary Researcher, inviting them to participate in a survey.

4. Per enclosure (1) the ACGSC IRB reviewed this research proposal and found that the proposed activities meet criteria for exemption under 32 CFR 219.104(d) Category 2(i).

Exempt Category 2: "Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording)" and that "the information is recorded by the investigator in such a manner that the identity of the human subjects cannot be readily ascertained, directly or through identifiers linked to the subjects."

5. Enclosure (1) provides the Survey Consent and Questions, the recruitment email, and the Director of Manpower Plans and Policy Division (MPP) letter of support to obtain data from the Manpower Information Division. And to conduct the survey. The Director MPP letter satisfies the requirement under reference (d) for a General Officer level letter of support for all non-USMC conducted research. Enclosure (2) is email between the researcher and the USMC HRPP office.

6. Review by the ACGSC IRB and the General officer letter of support satisfy Marine Corps HRPP review requirements for this study. Based on this review of the enclosure, I concur with ACGSC IRB determination that this research meets Exemption category 2 (i) of 32 CFR 219.104 (d).

7. If you intend to survey or collect data/information from more than nine individuals, review and approval by the USMC Survey Office is required under reference (e).

8. I can be reached at (571) 289-6448 or via email at leah.watson@usmc.mil. If there are questions about this review.

WATSON.LEAH.BO
NHAM.1174949111
L. B. WATSON

Digitally signed by
WATSON.LEAH.BONHAM.117494
9111
Date: 2022.03.21 23:35:10 -04'00'

Copy to:
USMC Survey Officer

APPENDIX E

DESCRIPTIVE STATISTICS OF THE STUDY VARIABLES

Composite Variables (continuous)	No. of observation	Mean (Avg)	Mode (Freq)	Std Dev	Min	Max
Original Motivation Score [<i>enlistment motivation value</i>]	71	1.84	-	4.95	-5.94	6.39
Current Motivation Score [<i>current motivation value</i>]	71	-1.23	-	5.02	-6.2	5.8
<i>Leader Value</i> [maturity]	71	2.15	-	2.01	0	10

Source: Created by author.

Original Variables (categorical)	Response Freq.	Response %
Gender		
Male	58	81.7
Female	10	14.1
Decline to Answer	3	4.2
Race		
Asian	3	4.2
Black or African American	5	7
Hispanic	3	4.2
Native Hawaiian or Pacific Islander	1	1.4
White	51	71.8
Declined to Answer	8	11.3
Trauma		
Yes	28	39.4
No	43	60.6
Staying In [desire to stay]		
Only my initial contract	28	39.4
More than my initial contract, but less than 10 years	16	22.5
10 years, but not likely to retirement	4	5.6
Retirement (Approx 20 years)	17	23.9
20 years or more	6	8.5
Outlook New [current outlook]		
Negative outlook	13	18.3
Neutral	24	33.8
Positive outlook	34	47.9
MOS Wanted		
Yes	49	69
No	21	29.6
Missing	1	1.4
TIS		
1 year	8	11.3
2 years	10	14.1
3 years	18	25.4
4 years	9	12.7
5 years	6	8.5
6 years	7	9.9
7 years	10	14.1
Missing	3	4.2

Source: Created by author.

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