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Resiliency and Selfless Service Development in Army ROTC Physical Training: A Qualitative Investigation

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RESILIENCY AND SELFLESS SERVICE
DEVELOPMENT IN ARMY ROTC PHYSICAL TRAINING:
A QUALITATIVE INVESTIGATION

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Kinesiology

by
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August 2014

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ABSTRACT

Leadership in the United States Army is essential for successful completion of domestic and international missions. Reserve Officer Training Corps (ROTC) programs are used to effectively develop leadership skills within the Army. Physical training (PT) is a mandatory component in ROTC, used to improve physical ability and prepare cadets for the rigors of the “big Army” environment. Resiliency and selfless service development are seen as critical elements of leadership, yet little is known about the formal and informal experiences in ROTC PT that facilitate or hinder resiliency and selfless service during early career preparation. The overall purpose of this dissertation was to provide insight into the development of cadets’ resiliency and selfless service in the context of PT. Two qualitative studies were used to address these issues.

The purpose of the first study was to investigate resiliency development in an ROTC PT context. The Army recognizes five dimensions of resiliency, which maximize soldiers’ fortitude and mental toughness. Failure, challenge, and support played significant roles in cadets’ development of resiliency dimensions. Lack of support and organization were the greatest contributors to lack of resiliency throughout the battalion. Overall, ROTC PT improved specific dimensions of resiliency in effort to produce successful leaders in the United States Army.

The purpose of the second qualitative study was to investigate selfless service development in an ROTC PT context using Identity Fusion Theory- used in situations where individuals are willing to make significant personal sacrifices on behalf of a group. Results underscored how cadets’ identity became increasingly fused with the ROTC organization through exposure to emotionally charged experiences. Fighting for a high

placement on the Order of Merit List facilitated peer competition, which both increased potential for identity fusion and negative self-centric influences on selfless service. Furthermore, results indicated that assigned leadership roles throughout the program were also critical in evolving a cadet's brain from self-centric to Army-centric (i.e. selfless behavior).

Overall, results provided insight into resiliency and selfless service development among United States Army ROTC cadets in PT. Implications for cadre and other leaders as well as suggestions for future research are included.

CHAPTER ONE: INTRODUCTION

Introduction

Physical training (PT) is a mandatory program used to develop cadets' physical fitness within all Army and Reserve Officer Training Corps (ROTC) programs. PT is critical for cadets' success because physical fitness is considered a basic skill necessary for military personnel to perform mission tasks effectively (Drystad, Miller, & Hallen, 2007; U.S. Army, 1999, 2010b). Hammermeister, Pickering, McGraw, and Ohlson (2010) reported that soldiers who scored well on the Army Physical Fitness Test (APFT) also had high functioning psychological skills, critical to high-level performance in the field. As with any form of physical activity, PT requires motivation, effort, focus, and a considerable amount of discipline (Atwater & Yammarino, 1993). PT sessions help prepare soldiers and cadets for the physical rigors of military operations and combat. These rigors often include cognitive, social, and physical skills that are implemented under high stress (Ward et al., 2008). The organization of PT is largely controlled by the United States (U.S.) Army. For example Physical Readiness Training (PRT) exercises are to be performed in a specific order before and after the workout and in either company or battalion formation (U.S. Army, 2010b).

As cadets progress through the ROTC program, PT performance is a significant contributing factor to their future placement and advancement within the U.S. Army infrastructure (U.S. Army, 1999, 2005, 2010b). This is due, in part, to the ROTC cadre' and cadets' perceptions that developing physical fitness in PT is closely associated with developing leadership skills in ROTC (Fischer, unpublished). Resiliency and selfless service development are regarded as critical elements in leadership development. ROTC

programs are used to develop cadets' effective leadership skills including resiliency and selfless service (U.S. Army, 2013a).

Overview of U.S. Army Leadership

The Army places high value on developing effective, competent leaders (McDonald, 2013) and various training methods are implemented for developmental purposes (U.S. Army, 2012; Larsson et al., 2006). The U.S. Army defines leadership as: "Influencing people by providing purpose, direction, and motivation, while operating to accomplish missions and improve the organization" (Department of the Army, 2007, p. 1). Leadership is regarded as a necessary facet for controlling combat chaos. That control includes missions, tasks, training and other logistics on both home and foreign soil (see Figure 1.1 for the U.S. Army Soldier's Creed). Leaders in the U.S. Army (i.e. Commissioned and Non-Commissioned Officers) are expecting to complete their assigned missions, regardless of the location; guiding subordinates through training, and steering them towards being successful unit contributors (Headquarters Department of the Army, 2002). On a basic level leadership is broken up into three components including: (a) individuals leading others; (b) individuals' personal resources (i.e. ability, past experiences, etc.) to lead; and (c) the process of how those resources are manipulated to lead (Fallesen, Keller-Glaze, & Curnow, 2011).

I am an American Soldier.

I am a warrior and a member of a team.

I serve the people of the United States, and live the Army Values.

I will always place the mission first.

I will never accept defeat.

I will never quit.

I will never leave a fallen comrade.

I am disciplined, physically and mentally tough, trained and proficient in my warrior tasks and drill.

I always maintain my arms, my equipment and myself.

*I am an expert and I am a professional.
I stand ready to deploy, engage, and destroy, the enemies of the United States of America
in close combat.
I am a guardian of freedom and the American way of life.
I am an American Soldier.*

Figure 1.1 The U. S. Army Soldier's Creed (U.S. Army, 2014).

Not specific to ROTC programs, the U.S. Army has developed the Leadership Development Program. This program is an “individual-focused training process designed to develop leadership skills in a variety of training environments” (U.S. Army, 2009, p.1). The leadership development process in ROTC is achieved when cadets: (a) assimilate into the U.S. Army culture; (b) assume U.S. Army values as their own; (c) experience organizational training; (d) gain operational experience; and (e) enhance self-development (Department of the Army, 2007). These benchmarks are outcomes rather than processes. The U.S. Army states, “Possessing certain personal values and motives is one of the prime prerequisites of effective leadership” (Thomas et al., 2001, p. 182). There are limited references to PT training experiences that facilitate desired leadership characteristics within the Leadership Development Program.

Leadership is further developed through the chain of command, a cadet leadership hierarchy based on an individual's place in the program. This chain of command is structured from highest to lowest rank (i.e. MS4 to MS1 respectively). MS4 Cadet Command positions, ranging from high to low, include: (a) Battalion Commander, (b) Company Commander, and (c) Battalion Sergeant. All MS4 cadets have completed the ROTC Leadership Assessment Development Course (LDAC). MS3 cadets are typically in their third year of the program, have formally contracted with the Army to commission and serve post-graduation, and are in charge of planning all PT sessions. MS3 cadets may

hold positions including: (a) Company Commander Alpha, (b) Company Commander Bravo, or (c) Company Sargent Alpha, Company Sargent Bravo. MS2 cadets (i.e. cadets who are typically in their second year in the program) may hold a squad leader position in which they are in charge of three to five cadets.

Finally, MS1 cadets (i.e. first year cadets) do not hold leadership positions but are encouraged to develop personal leadership skills by lending personal support to class peers, learning and assimilating in the U. S. Army, and putting forth high levels of effort for personal improvement. MS1 cadets report to MS2 cadets (i.e. their Squad Leader); MS2 cadets report to MS3 cadets (i.e. their Company Sergeants and Commanders); MS3 cadets report to MS4 cadets (i.e. Company Commander, Alpha or Bravo). Each Company Commander reports to the Battalion Commander, all three positions are held by MS4 cadets. The Battalion Commander also serves as the cadet liaison between the battalion and cadre members (Fischer & Garn, 2012). As cadets progress through the ranks of the program, their level of responsibility throughout all aspects of the program increases. This progression in both rank and responsibility mirrors the growth they will face upon commissioning. The greatest jump between ranks happens between MS2 and MS3. At this point cadets are given the opportunity to either contract with the expectation to commission or quit the program. In PT cadets move from participants as MS2s to leaders as MS3, providing a unique opportunity to hone the skills needed to be successful Army leaders.

Resiliency

According the U.S. Army, soldiers who are resilient have “mental, physical, emotional, and behavioral ability to face and cope with adversity, adapt to change,

recover, learn and grow from setbacks” (U.S. Army, 2013b, p.1). Resiliency is most often viewed as an outcome (i.e. leadership characteristic); however, it can also be identified as a process resulting in a successful adaptation between the individual and his or her environment, Figure 1.2 displays the process of individual resiliency. Based on the broadness in which “resiliency” is used, terms including “hardiness,” “mental toughness,” or “invulnerability” are interchanged and referenced throughout resiliency literature (Hoge, Austin, & Pollack, 2007).

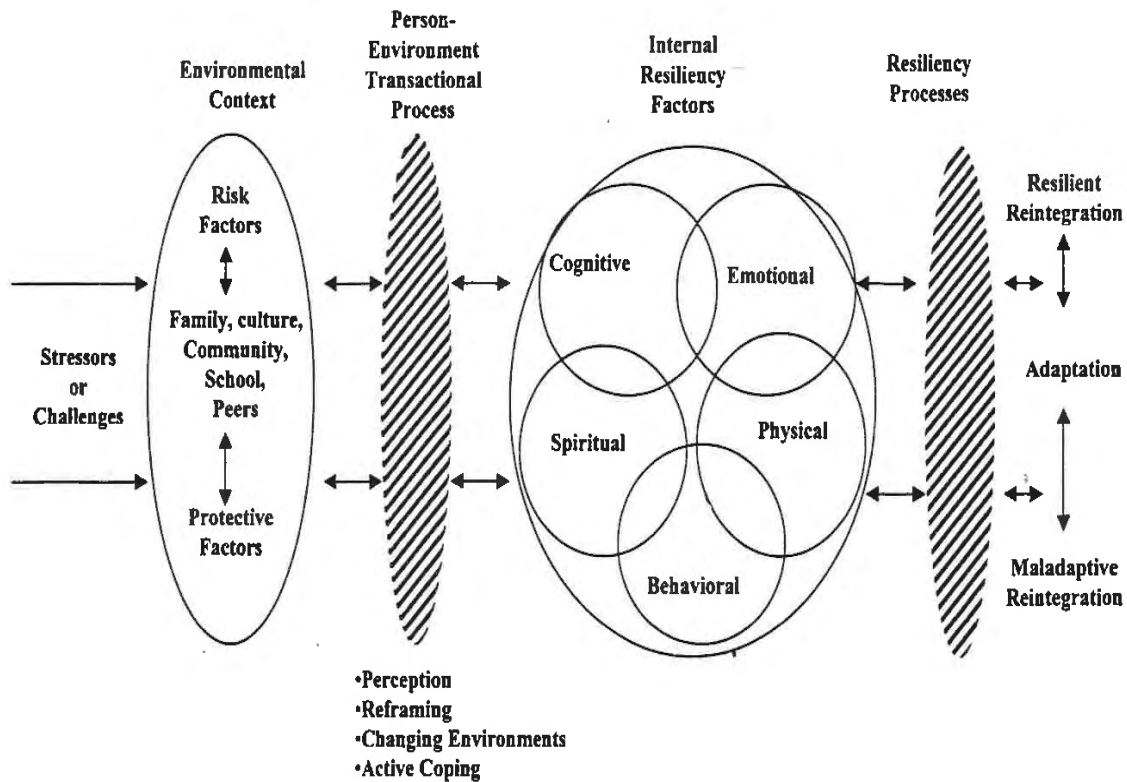


Figure 1.2 Process of Individual Resiliency (Kumpfer, 2011, p. 188).

The confusion between characteristic and process comes from previous research that marginalized the importance of resiliency development to overcome challenges from any of the five dimensions (i.e. physical, emotional, spiritual, family, and social) of resiliency (Cacioppo et al., 2011). Each dimension of resiliency contributes to an

individual's holistic resiliency, targeting both internal (i.e. emotional, spiritual, and physical) and external (i.e. family and social) facets of daily life. Furthermore, "resiliency factors" such as agreeableness, compassion, humility, openness, and trustworthiness (Cacioppo et al., 2011) overshadow a more complete and deeper interaction between a resilient soldier and his or her environment (Kumpfer, 2011). A soldier that lacks resiliency is less likely to be a successful leader and uphold the characteristics of the U.S. Army LDRSHIP values, including selfless service (see Chapter Three). Therefore it is critical to understand how resiliency develops in the early stages of soldier training.

Selfless Service

The U.S. Army seeks to hold soldiers and cadets accountable to uphold specific core values. LDRSHIP is the acronym for the seven basic values of the U.S. Army and includes the following: Loyalty, duty, respect, selfless service, honor, integrity, and personal courage (U.S. Army, 2005). Selfless service (i.e. altruism) is viewed from multiple perspectives such as serving society to the best of one's ability, without concern for financial rewards or accolades (Heineken, 1997) and putting the welfare of others (e.g. the nation, the U.S. Army, and subordinates) and the success of the mission or task before your own (Leboeuf, 1999). Until all seven characteristics are successfully achieved an individual is not considered to be a successful and competent leader in the Army (U. S. Army, 1999; 2006). All of the seven values are considered to be equally important; however, due to the nature and demands placed on soldiers, selfless service and loyalty are considered to be the most desirable by the U.S. Army. Selfless service is seen as vital to the protection of the American society, manifested in the duty of the servicemen.

Identity Fusion Theory. Individuals who relate closely with a group (i.e. ROTC or U.S. Army) and assimilate their identity into the group fuse identities, decreasing the barrier between organization and self (Swann, Gomez, Buhrmest, Lopez-Rodriguez, Jimenez, & Vasquez, 2014). IFT suggests that individuals see themselves and other members as individual group contributors. Once fused with a group the individual is much more likely to act in a selfless manner, if it is believed to benefit the group. Previous research has addressed IFT with nationalist populations from Spain and other European countries finding that nationalists with fused identity were more likely to demonstrate acts of extreme altruism on behalf of their fellow countrymen, if they felt it would ultimately benefit the group (Swann et al., 2009). There is a lack of research using IFT, particularly in specialized populations such as the U.S. military. Utilizing IFT as a guiding framework (see Chapter Three) not only expands the boundaries of IFT research but also helps to explain the altruist nature of ROTC and “big Army” selfless service behavior.

There is a clear need for empirical investigation of leadership topics in the U.S. Army settings such as ROTC PT because leadership is such a vital component to training military personnel effectively. U.S. Army leadership models tend to highlight leadership characteristics and ignore how leadership characteristics are developed. Leadership development is defined as “expanding the collective capacity of organizational members to engage effectively in leadership roles and processes” (Day, 2001, p. 582), and seeks to build cadets’ ability to successfully problem solve and navigate through challenging and unforeseen circumstances (Day, 2001; Dixon, 1993). According to Larsson (2006): “The

underlying developmental processes through which people grow or develop into different and better leaders are poorly understood, and remain relatively unexamined” (p. 71).

Resiliency and selfless service are two important leadership characteristics identified within U.S. Army leadership models (U.S. Army, 2005, 2013b). Yet little is known about how the U.S. Army develop these two leadership characteristics in soldiers and cadets. The PT environment (i.e. PT sessions and trainings) is deemed a “safe-environment” to practice and increase skills and expose cadets to potential stressors including isolation, lack of autonomy, boredom, ambiguity, and high workload needed for selfless service and resilience without fear of loss to life or limb (Bartone, 2006).

The overall purpose of this dissertation was to provide insight into the development of cadets’ resiliency and selfless service in the context of U.S. Army ROTC PT. Chapter Two examines the role the ROTC program plays in developing the five dimensions of resiliency in the ROTC program, focusing specifically on PT. This study employed a constant comparison methodological process that included extensive field observations and in-depth participant interviews with Army ROTC battalion cadets. Chapter Three also utilized a constant comparison methodology to investigate the development of selfless service in an Army ROTC program, focusing specifically on PT; using IFT as a guiding framework.

CHAPTER TWO: RESILIENCY DEVELOPMENT IN ARMY ROTC CADETS

Introduction

The term “resiliency” describes the “positive role of individual differences in people’s responses to stress and adversity” (Rutter, 1987, p. 316). Resiliency is a critical element to being a strong and successful leader and soldier in the United States (U.S.) Army (U.S. Army, 2014). While the importance of resiliency is undisputed within contracted military populations (Kumpfer, 2011; Richard, Neiger, Jensen, & Kumpfer, 1990), there is little research addressing the initial experiences used to develop resiliency in pre-commission programs like the Reserve Officer Training Corps (ROTC).

Physical training (PT) in ROTC may be an ideal context to investigate resiliency development because previous research indicates links between high levels of physical fitness and resiliency characteristics (Turgade, Fredrickson, & Barrett, 2004). PT provides cadets the opportunity to experience different types of stressors such as ambiguity, boredom, and high intensity physical exertion in preparation for experiences after commission. For example, PT regularly requires cadets to push their physical limits with intense running and strength training (e.g., push-ups, sit-ups) exercises. Field training exercises (FTXs) and Leadership Development and Assessment Course (LDAC), which are required components of PT, force cadets to visit unfamiliar training locations to work with cadets from other Army ROTC battalions in competitive and physically demanding situations. Cadets are often expected to adapt to ambiguity such as following different routines or meeting different standards during FTXs and LDAC with little or no explanation. Repetitive workouts during normal PT situations may facilitate boredom, which is also associated with decreased levels of resiliency (Bartone, Johnsen, Eid, Brun,

& Laberg, 2002). Taken together, U.S. Army ROTC PT provides a unique context to develop a better understanding of resiliency development. Obtaining a better understanding about how resiliency development occurs in the early stages of military careers could help facilitate a more effective and efficient trajectory for soldiers.

Multidimensional Resiliency

Casey (2011) proposes a multi-dimensional framework of resiliency: (a) emotional resiliency, (b) spiritual resiliency, (c) family resiliency, (d) social resiliency, and (e) physical resiliency (see Figure 2.1). These dimensions were created under the original Comprehensive Soldier and Family Fitness (CSF2) program to decrease instances of soldier PTSD (Seligman & Fowler, 2011). Emotional resiliency refers to an individual who is positive, optimistic, has a high level of self-control, stamina, and displays good character when faced with challenging situations. Spiritual resiliency is demonstrated in someone who holds a stout set of beliefs and values beyond such sources of support as family resiliency is able to develop and maintain trusted relationships that foster great communication and support. It is important to note that spiritual resiliency is not based on a specific set of philosophical or religious beliefs or practices. As an organization the Army is responsible for providing resources (e.g. Chaplain corps) and optional opportunities (i.e. schools) to assist soldiers in their quest to develop their personal level of spirituality, but not impose beliefs on those soldiers (Fry, Hannah, Noel, & Walumbwa, 2011; Pargament & Sweeney, 2011). Additionally, “human spirituality is associated with strength and resiliency in the face of stress and trauma” (Pargament & Sweeney, 2011, p. 59). Family members of soldiers are not immune to the stressors or extended training or deployments. When a whole family (most often immediate) displays

characteristics leading to an adaption to significant adversity (Saltzman et al., 2011). For example, a family who exhibits the ability to “bounce back” from deployment or causality of a family member or remain consistent in their support and optimism throughout deployment cycles would demonstrate family resiliency.

Social resiliency is most commonly addressed in resiliency research literature, referring to the capacity to sustain and engage in healthy relationships as well as recover and endure from social isolation and other life stressors (Cacioppo, Reis, & Zautra, 2011). Promoting resiliency in a variety of contexts could improve the more specific characteristics associated with each dimension (Masten, 2001). Individuals with high levels of physical resiliency seek to enhance physical characteristics including: aerobic fitness, flexibility, endurance, a healthy body composition, and strength; using physical activity and balanced nutrition as a way to positively cope with challenging situations (U.S. Army, 2013b). It should be noted that physical resiliency was not included in the early Comprehensive Soldier and Family Fitness (CSF2) program trainings.

CSF2 has been developed to build resiliency in Army soldiers and their families (U.S. Army, 2013c). Specifically, CSF2 training is focused on building the five dimensions of resiliency (see Figure 2.1). For example, social resiliency may be developed by activities that build trust in a variety of settings including communities/battalion, family, small combat units, and individuals (Cacioppo et al., 2011). Individuals with low levels of resiliency have a difficult time reacting to deployment cycles or transitioning back to civilian life (Dienstbier, 1991). Current resiliency literature, including that pertaining to CSF2, targets Post-Traumatic Stress Disorder (PTSD) as an outcome of low levels of resiliency.

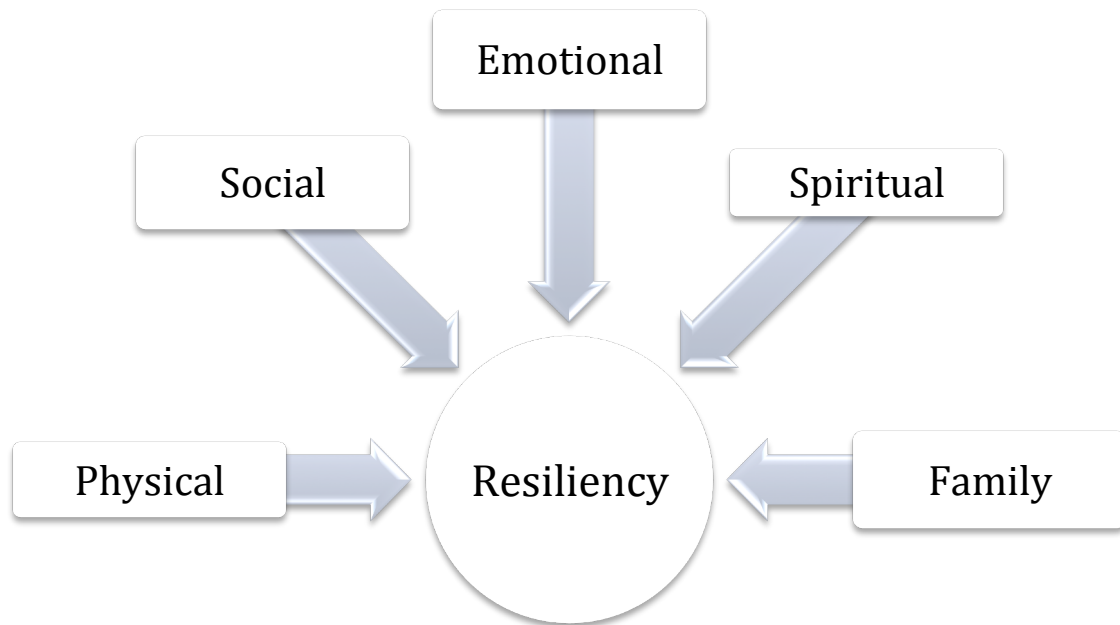


Figure 2.1 Five Dimensions of Resiliency as Identified by the U.S. Army in CSF2

The Army uses institutional and operational training modules to develop and enhance all five-resiliency dimensions in all stages of a soldier's career. Institutional and operational modules are used to foster increased levels of self-control, confidence, and optimism. The institutional (life-cycle) resiliency training module provides initial and progressive military training focusing on specific phases of a soldier's career (U.S. Army, 2013b). Soldiers, regardless of rank, are trained in the skills and principles that enhance organizational resiliency in an attempt to decrease the stigmas and barriers associated with seeking mental health care. Institutional resiliency training can be specialized based on the soldier's military operational specialty.

Operational (deployment-cycle) resiliency training assists soldiers as they prepare for the realities of deployment, combat, and the transition back home (U.S. Army, 2013b). More specifically, the operational resiliency module helps soldiers cope with combat-zone incident stress (i.e. mission failure, casualties, fatalities, etc.) and prepare to

re-deploy for a combat tour (U.S. Army, 2013b, 2013c). The previously discussed CSF2 program works with soldiers completing both institutional and operational modules to increase resiliency throughout and after their military career to assist them during basic and MOS training, deployment-cycles, injury, and transitioning back to civilian life (U.S. Army, 2014). ROTC PT could help to enhance overall resiliency prior to commissioning. A higher level of resiliency going into the “big Army” not only eases cadet to soldier transition but also enhances leadership ability. Institutional and Operation resiliency training modules are then able to further expand upon that resiliency and direct it to better accommodate soldiers as they face challenges in garrison, combat, transition, and post-service (i.e. civilian) environments.

Recent researchers have linked resiliency in leaders and athletic participation (Bartone, Eid, & Snook, 2009). The connection between resiliency and performance is important in military contexts given the need for soldiers and cadets to be adaptable to change in physically demanding situations. Promoting resiliency requires that training programs be shaped with authentic sources of hardship in mind (Cacioppo et al., 2011). There is a fine line, however, between developing resilience and breaking someone down. Masten (2001) describes resiliency development as a balance between risks and assets. The greater the perceived risk the more likely the outcome may be perceived by the individual as negative, thus interfering with personal development. While an individual cannot be considered resilient if they have never faced any significant threat, the risk is based on the probability that the outcome will be negative.

Assets refer to the resources available to cope with the perceived risk to neutralize outcomes and return to “normal” (Masten, 2001)- the difference between available assets

and risk(s) result in the situational outcome. For example, in dangerous and challenging military training (risk), an individual's social support, physical strength and endurance, and understanding of military culture (assets) contribute to the outcome. When developing an individual's resiliency, mental reframing encourages positive appraisals of assets, thus making the process of overcoming the risk easier to cope with (MacDermid, Samper, Schwarz, Nishida, & Nyaronga, 2008; Masten, 2001). The challenging environment of ROTC PT provides an opportunity to study resiliency development in a pre-commission program.

The development of resiliency at early stages of military training is cited as an U.S. Army objective (U.S. Army, 2013b). The Army ROTC program provides an ideal setting to study development of the five dimensions of resiliency (Casey, 2011). PT in particular provides opportunities to study how different stressors impact multidimensional resiliency and help prepare cadets for challenges they will face upon joining the "big Army."

Purpose and Research Questions

U.S. Army leadership models that focus on leadership characteristics alone only provide a limited perspective of leadership. As the significance of soldier resiliency within the U.S. Army continues to increase it is important to develop a more comprehensive understanding of resiliency development. Therefore, the purpose of this research is to investigate resiliency development in an ROTC PT context. The following research questions will be addressed:

1. What types of formal and informal experiences in ROTC PT enhance the development of resiliency leadership characteristics?

2. What types of formal and informal experiences in ROTC PT diminish the development of resiliency leadership characteristics?
3. How do cadre and cadets perceive resiliency within overall development of leadership characteristics?

Methods

Participants

The participants were cadets ($n=19$) and cadre ($n=2$) associated with a U.S. Army ROTC program at a large Southeastern university. Cadets were predominantly male ($n=17$). Seven students were classified as Military Science-one (MS1) ROTC cadets, three were classified as year-two (MS2), eight were classified as year-three (MS3), and one was classified as year-four (MS4). The ROTC cadet ranking system (MS1 through 4) is based on program experience and completion of leadership requirements. Completion of the ROTC program provides individuals with the training and leadership requirements set fourth by the U.S. Army. Upon completion of the program, cadets commission into the rank of 2nd Lieutenant (U.S. Army, 2010a; 2013a). One of the cadre was a commissioned officer and held the rank of Major in the U.S. Army and had previously completed the ROTC program at the same university prior to their own commission. The other cadre member was a non-commissioned officer holding the rank of Sargent First Class. Exclusionary criteria for participants included those who were enrolled in PT for credit but were otherwise not affiliated with the ROTC program. Exclusionary criteria for cadre included those officers who worked with the ROTC program but did not oversee PT sessions.

Setting

During a typical ROTC career, undergraduate students entered into the ROTC program as freshman or MS1 cadets. While this is the most typical route, students were allowed to join the ROTC program at any point during their academic career, including graduate students, assuming they had at least two years left in their respective degree program to meet all requirements for the ROTC program completion. Cadets were not required to formally contract for post-graduation commission until their junior or MS3 year. All cadets were required to take part in PT sessions and complete two regulation Army Physical Fitness Tests (APFT) per semester for the duration of their time in the ROTC program. The APFT consists of two minutes each of as many push-ups and sit-ups as possible, followed by a two mile run for time (U.S. Army, 2010b, 2012). Cadets were required to enroll in the ROTC program PT class each semester. The PT class met three days per week, although cadets were always welcome and encouraged to come all five days (some cadets are required to attend PT sessions five days per week as determined by low or failing APFT scores). PT sessions were conducted by the MS3s but overseen by MS4s (both cadet leadership) and Army cadre including commissioned and non-commissioned officers.

Physical readiness training (i.e. warm-up) exercises were preapproved based on the list of acceptable exercises in the U.S. Army's Field Manual 7-22 (U.S. Army, 2012). Locations of the PT sessions were based on the day's intended workout. For example, a session focused on strength met on the battalion's training field. Typically, PT sessions alternated between running and strength training.

Role of the Researcher

All field notes, observations, and interviews were completed by one female researcher who was familiar with the Army culture and individuals within the ROTC battalion. She had spent the previous two years collecting data for various other studies with the same battalion and had developed a rapport with the cadre and many of the members of the cadet leadership command. These experiences allowed her to generate an in-depth working knowledge of the culture. Over the years she had become a fixture at PT sessions, including APFT testing. Members of the cadet leadership told her that when they thought back on their time in the ROTC program, the presence of the researcher was part of that experience. The participants were accustomed to her presence at PT sessions. Thus, participants were forthcoming and open throughout the data collection process. This level of openness was particularly helpful when conducting interviews and asking sometimes challenging questions about past experiences.

Data Collection

Permission to conduct this study was granted by the University Institutional Review Board. Cadets and cadre were provided with a complete description of the study procedures and purpose prior to participation and informed consent was collected for each individual prior to participating in an interview. Cadre were given a copy of the cadet interview guides for final approval prior to interviews. Over the course of a semester cadre and cadets completed semi-structured interviews. In addition, participants were observed during PT sessions. There were two main components of data collection; field observations and semi-structured interviews.

Field observations. Field observations ($n=23$) were conducted over the course of two months. Each observation spanned the duration of one PT session (i.e., approximately one to three hours). The researcher was present for the duration of PT sessions. Observations were completed in one of two capacities. During single location PT sessions (e.g., strength training) the researcher would stand off the side of the battalion in an inconspicuous location. During transient sessions (e.g., running) the researcher would bike with the battalion, changing locations along the path to observe differing ability group interactions and performance. PT sessions occurred between the hours of 0445 to 0800 (4:45 to 8:00 am) Monday through Friday and occurred at various locations around campus including: the university track, Mississippi river levee, Military Science Building, and university recreation center. Notes were taken throughout the duration of all sessions for later analysis. During these observations, extensive field notes were taken and the field note write-ups were broken into two different segments including ‘description’ and ‘subjective review’ (see Appendix D). ‘Description’ provided depictions of the PT environment, daily activities, and cadet interactions with each other and cadre. ‘Subjective Review’ included the researcher’s personal perceptions of the activities as they pertained to resiliency, leadership style, development, and overall atmosphere. Upon completion of each observed PT session the field notes were typed, elaborated on, and reexamined for missing or incorrect data.

Interviews. Participants were chosen based on field observations in order to obtain a diverse set of perspectives about resiliency development from cadets ($n= 19$) and cadre ($n= 2$). Each interview lasted approximately 25 minutes ($M= 24:53.4$; $SD= 9:10.2$) and was audio recorded. Additionally, this research was part of a larger study. All data

collections including interviews and field observations were collected for both studies simultaneously (M= 41:29.4; 15:08.4). Interview guides (see Appendix B) were generated and refined throughout the data collection process based on constant comparison categories and themes. Questions were added, revised, or deleted altogether to reflect emerging and evolving themes (Charmaz, 2008). All interview guide questions were open-ended to encourage participants to include stories (Lokkesmoe, 2009). Thus, while all guides involved similar questions (i.e. resiliency, PT and Army goals, etc.) each was slightly different based on the interview interactions. This interview guide style of “pruning and growth” is a staple of the methodological constructs of constant comparison (Charmaz, 2008; Glaser, 2002).

Data Analysis

There were three rounds of data analysis, each consisting of both interviews and field observations. Round I was comprised of five interviews (two cadre and three cadets) and four field observations. Round II was comprised of four cadet interviews and nine field observations. The final round (i.e. Round III) included 12 cadet interviews and nine field observations. Field observations were completed three to four times per week, regardless of round of data analysis. Data collection for each round was determined based on the emerging categories. Round I required more initial data collection to establish a greater number of categories and build a base. For Round II the researcher tried to maintain consistent numbers across interview and field observation numbers for analysis purposes. Round III had a greater number of interviews however maintained consistency within field observation numbers. A greater number of interviews in Round III allowed

the researcher to build a greater picture as well as tie up any loose ends pertaining to the emerging “story line.”

Based on constant comparison analysis methodology, three different coding processes were used including open, axial, and selective (Jones & Alonv, 2011; Strauss & Corbin, 1998). While most notably utilized in Grounded Theory, constant comparison can easily be applied to a more general qualitative study and is concerned with suggesting numerous categories and properties (e.g. resiliency development in Army ROTC, focusing specifically on PT) (Glaser & Strauss, 1967).

Open coding has been described by Strauss and Corbin as, “the process of breaking down, examining, comparing, conceptualizing, and categorizing data” (1990, p. 61). During the initial stage of coding (i.e. open coding) items were labeled to signify concrete codes such as support, failure, cadre, ruck marches, and ability runs. Field notes and interview transcripts were analyzed line-by-line and an inductive reasoning approach was used to identify codes (Patton, 2002). Codes ($n=61$) were assigned based on the available data only, without concern for how or if codes were related to one another. In addition, codes were loosely grouped together into initial categories ($n=16$) (Lokkesmoe, 2009; Strauss & Corbin, 1990).

During axial coding, open categories evolved, were elaborated on, or extinguished based on review of new data and emerging connections. Additionally, codes were often times shifted to a different category based on the emerging “story line” requiring the researcher to revisit the raw data often to ensure the meaning of codes and categories were not being altered or subtle nuances missed (Charmaz, 2008; Lokkesmoe, 2009).

In the final stage of data analysis, selective coding, a primary category was selected, transformed into a primary theme and systematically related to other categories and intertwined based on resiliency literature, taking into account *all* data (e.g., “PT Shapes an Army Centric Brain” and “Small Pencil, Big Eraser”) (Strauss & Corbin, 1990). During this final analysis phase the original transcripts were rechecked to ensure all available details found within the data were used and appropriately coded. At this point the use of constant comparison differed significantly from previous research that utilized the methodology for Grounded Theory. Previous resiliency and U.S. Army literature was consulted and used to make sense of the categories. It is important to note that categories were not manipulated to specifically fit previous literature but rather literature was used as a venue to understand the story of resiliency development in Army ROTC told through data collection, Figure 2.2 shows the data analysis process. The process of constant comparison methodology and analysis was completed based on previous literature (Charmaz, 2008; Strauss & Corbin, 1990).

Data Trustworthiness

Bias in research was recognized and steps taken to increase data trustworthiness. Various methods of data trustworthiness were used throughout the research process, both during and after data collection and analysis. Multiple sources of data (i.e. triangulation) were used to determine the relationship between information from different sources. Data analysis and the presented results acknowledged the presence of disconfirming evidence as a contributing factor. Including such information allowed for the environmental descriptions to be richer and paint a more complete picture. Numerous sources for data enriched the description of the data, which has been cited as a source of providing data

trustworthiness (Shenton, 2004). After each interview, collection and transcription member checks were conducted with the interviewee to ensure transcription accuracy. It should be noted that a limitation within the study was the lack of thematic member checking, potentially increasing researcher bias throughout the development of the themes. Throughout data analysis consultation with a secondary research was used to check for differing analysis perspectives. This secondary researcher acted as a peer debriefer and was consulted throughout the data collection and analysis process to ensure methodological accuracy.

Open Coding		Axial Coding	Selective Coding
Codes	Categories		
leadership; cadre; process; characteristic; Big Army vs ROTC; sacrifice; credibility; training challenge; indirect effect; consistency; culture; mental toughness; defining past; transition; process; responsibility increases resiliency; links; mission first; the carrot and stick; teach; lead by example; psyche; prior experience; long term barriers; prior experience; FTX; reframing; internalize	“big Army” vs ROTC; adaptation into resiliency; resiliency consistency; resilient leader; individual differences; link between dimensions; challenge to teach; spiritual resiliency; resiliency evolution; cadre impact; reduction vs enhancement	Participating in ROTC helps individuals grow and develop; resiliency is seen as both a process and a characteristic; training increases resiliency; cadre impact on resiliency	PT shapes an Army centric brain
obey; weaker is better; ability group run; ruck marches; mind quits before body; physically conditioned; bounce back; falling out; family resiliency; set-backs; spiritual resiliency; criticism; weed out; emotion resiliency; A vs B vs C; cultivated internally; commiseration; learning curve; making mistakes; failure; progress; fewer failures later in the program; MS1 to MS4 change; land nav. training; unresilient; quitting; financial obligations; public ridicule; embrace; disorganization; lack of challenge; decreases; failure	Physical resiliency & challenge; ROTC/academic balance; failure; social resiliency development and social support; resiliency reduction;	Physical resiliency based on challenge; role of PT to improve resiliency; failure; adaption to resiliency	Small pencil, big eraser

Figure 2.2 Resiliency constant comparison analysis

Results

Qualitative data analysis revealed two primary themes related to resiliency development in Army ROTC including: (a) PT Shapes an Army Centric Brain; and (b) Small Pencil, Big Eraser (see Figure 2.2). The emergent themes centered on overall cadet resiliency development across dimensions that were further supported during cadre interviews and field observation. Initially between 51 and 70 open codes (round I and II respectively) emerged upon completion of line-by-line analysis. Primary themes illuminated elements of the program that influenced the development of resiliency within the PT environment. Sub-themes further revealed experiences pertinent to the development of resiliency. Experiences and values central to the Army and ROTC way of life not only emerged from selective coding as present (i.e. “PT shapes an Army centric brain” and “embrace the suck”) but vital (i.e. “Let them solve it” and “Small pencil, big eraser”) to developing resiliency across all dimensions.

PT Shapes an Army Centric Brain

PT is considered an important mechanism for building the fitness needed to effectively navigate the rigors of military functions and operations. The results of this study highlighted the use of PT to develop cadets’ resiliency. The intense physical challenges of the PT environment provided cadets with numerous opportunities to develop different types of leadership qualities. Cadre consistently observed and evaluated cadets’ behaviors from a leadership perspective. The leadership environment emphasized resiliency development through character modification to emphasize Army values, while PT appeared to be a direct catalyst for developing battalion leadership and personal growth. “Let them solve it,” “Sink their ship, ruin their mission,” and “Culture shock”

emerged from interviews and field notes as the three predominant sub-themes used to enculturate cadets into the Army way of life.

Let them solve it. Cadets reported that acts of sacrifice (e.g., time, energy, stories of prior experiences, and knowledge), leading by example, and serving as role models were vital for character modification techniques used by cadre during PT. As the top authority of the battalion, cadre were highly influential in shaping cadet leadership across all five resiliency dimensions, especially social, physical, and emotional. For example, the presence of cadre at PT sessions emphasized leadership behavior and leading by example within the ROTC hierarchical structure. “The Lt. Colonel puts many of the cadets to shame with pushups. This is a great example of lead by example, a high-ranking officer being able to execute exercises. Cadets watch him intently and keep busting out pushups” (PT Observation 14). Additionally, a cadet noted:

Really, cadre impact resiliency by being there. They don’t have to and when you see them there and working out, depriving themselves of sleep it shows you the same thing that you’re going to have to do for your soldiers, being there for them any time of night.

Cadets discussed how cadre often assisted them to develop and improve critical thinking, used to overcome barriers in ROTC training and everyday life. Critical thinking becomes vital once cadets transition into “big Army” leadership role. For example, a third-year cadet said: “ROTC is more designed to build up critical thinking and see how you adapt to the situation. You may just have a general intent for end-state, you don’t get the process to get there.” This attitude was shared by a cadre member who stated:

If they [cadets] are off target you need to help them figure out how to get back on target. You can’t solve it for them you have to let them solve it but I think it’s important to challenge them and let them have setbacks.

As cadets progressed through ROTC, they learned to adapt to changing situations, be flexible, and resilient in the face of challenge. When discussing a particularly trying experience during a FTX, a third-year cadet said, “The battalion cadre were trying to stay positive and take that tactical pause and get people to get to that critical thinking state. Then you see that resilience coming out in people and in their attitudes.” Cadre instances of sacrifice and leading by example not only reinforced Army values, standards, and procedures but increased leadership in cadets by building critical thinking and resiliency.

Sink their ship, ruin their mission. Throughout the interviews cadet definitions of resiliency seemed almost fluid as they discussed two different facets of resiliency “process” and “characteristic.” As a characteristic, cadets discussed resiliency in terms of “mental toughness.” Resiliency was thus equated to overcoming pain and exerting less effort during PT or skipping morning PT sessions altogether, if an individual lacked “mental toughness.” Resiliency, or “mental toughness” was discussed across all the CSF2 dimensions. A cadet noted:

People often confuse resiliency with making it through training. I would personally define it as when someone has a curve ball thrown at them and they’re able to correct for it effectively, not just let whatever extenuating circumstances sink their ship, ruin their mission, stop them from completing land nav.

The situational nature of resiliency shaped individual’s personal notion of what resiliency meant. Early in the program cadets focused on the sacrifice of sleep, as discussed by a MS1 who said, “Mental toughness, physically fit, more mental toughness because it takes a special person to wake up at five am three days per week and still be motivated to give it your all.” As cadets progressed through the program their definition became more soldier-centered such as overcoming barriers for the purpose of being a more effective leader. For example, one MS4 discussed:

It's very important to have a high level of resiliency just because you're going to have soldiers that will die and it might be your best friend. You know that there is always that chance. People [subordinates] look up to you and it's really hard to show those people signs of emotion and it really can't affect your mission because you really want mission success. You have to have resiliency to show that courage and discipline in front of your soldiers.

In terms of "process," an individual cannot be considered to be resilient without a significant negative event occurring in their lives. A MS2 recognized this by saying, "I've lead a very blessed life and never had anything happen. So honestly I don't know if I'm resilient or not, but I like to think I am." Developing both facets of resiliency can enhance a cadet's ability to both reframe (i.e. characteristic) and overcome (i.e. process) challenging situations, such as early mornings, leading subordinates, and failing an APFT.

An alumnus is here this morning (now a Second Lieutenant) that graduated last spring as the battalion commander. The new Second Lieutenant is wearing a cadre uniform (PT/ROTC style) shirt. Revered by the cadets as a 'this is what the end product looks like,' the soldier is now successful in an Army officer position (PT Observation nine).

A cadet's fluid definition of resiliency did not indicate that they were "mentally tough" each and everyday once they had developed resiliency. A member of cadet leadership indicated that perhaps resiliency is on a sliding scale, capable of increasing and decreasing personal levels, "The day that somebody can't do that is the day that they shut down and stop having resiliency. Fortunately those days seem to be very rare for anyone." Developing both facets of resiliency in the early stages of their Army career helped prepare cadets to be more effective leaders post-commission.

Culture shock. The ROTC environment looks considerably different than the "big Army" although resiliency is vital in both environments. Leaders, soldiers, and cadets alike need to be able to overcome challenges, successfully carry out missions, and

lead subordinates. An environment designed to develop skills in preparation to lead in real-world situations; the nature of the missions and leadership in ROTC was considerably more docile. Cadets were placed in situations that were meant to be authentic to what they would encounter as Second Lieutenants in the Army. A MS1 described the difference between environments and said, “For one you’ll be able to handle very strenuous tasks that you might encounter in the actual Army. Here they put you in as close to such situations as you’re going to get in the Army.” Stressful situations were emphasized in PT sessions as described in PT Observation 13,

One of the cadets is repeatedly told to be quiet and to work harder. While doing sit-ups she complains [sit-ups] are tough and asks if she is completing them correctly. The MS4 asks if she passed the sit-ups on the PT test. When she responds that she didn’t the MS4 asks why not? She does not give an answer.

In both the “big Army” and ROTC environments an increase in responsibility corresponds with a greater level of required resiliency. This was emphasized by an MS3 who noted,

Well they [cadre] try to teach it [resiliency] to you as the same. Maybe the amount they teach you is the same. Maybe the amount you need is different but at the core it’s the same. You might need more of it [resiliency] as you go through your career. That’s pretty normal, more responsibility is granted to you so you’re going to need even more resiliency as you go along.

As soldiers must balance Army and family life environment harmoniously, cadets must balance college life with ROTC. One cadre member said, “You have to put things before yourself; your soldiers, the Army, the mission, and sometimes that includes your family.” A cadet with previous military experience described multi-dimensional “big Army” resiliency, outside the confines of the ROTC program and stated:

It [“big Army”] is a different level. When you deploy, to accomplish the mission and still be able to have a focus on something but at the same time especially with

families, be able to have that facet of your life. Be able to put the mission first without damaging your psyche.

Another cadet echoed the sentiment saying, “For cadets who have no military experience it’s going to be an enormous culture shock. I wouldn’t say we’re not prepared but, I think it’s stepping stones into the process.” While on a macro level, resiliency in big Army and ROTC are the same, cadets must learn to adapt and develop characteristic and process resiliency to prepare for the transition between the two environments.

Small Pencil, Big Eraser

Typically failure is revered with negative connotations and seen as a sign of incompetence and weakness. In ROTC, failure is encouraged, with the exception of academic grades. Failure, found in the wake of challenging experiences that caused emotional distress, helped facilitate resiliency development and personal growth. Cadre not only encouraged failure but also tried to place cadets in situations in which they would learn from their mistakes. In other words, failure was seen as an important learning tool. Mistakes in an ROTC environment were relatively harmless and did not cause casualties, fatalities, or loss of property. Based on this low battalion impact making mistakes, building “mental toughness,” and more importantly learning from those mistakes early on in a cadet’s military career was important. Once cadets assumed their “big-Army” leadership positions post-commission they were expected to make fewer mistakes. “Embrace the suck,” “Feast or famine,” and “mind-body connection” all emerged as sub themes. These subthemes illustrate the role of failure, challenge (both physical and mental), and emphasize the high learning curve within the ROTC PT environment.

Embrace the suck. Cadets accepted that challenge was an important component to the ROTC program, particularly PT sessions and FTXs. Many cadets made light of the unofficial ROTC phrase “embrace the suck,” the notion that many ROTC activities were not fun or easy but a mandatory part of the program regardless. The phrase was most often used to describe challenging PT sessions, laborious weekends spent at FTXs, and cycling through new leadership roles. From a positive perspective, failure and challenge associated with “embracing the suck” was seen as the biggest contributor to emotional and physical resiliency development. A MS3 noted that:

It's the military and it's ROTC and stuff is going to suck. One of the big phrases used in the army is “embrace the suck.” We know that stuff is going to suck but if you have a good attitude and realize that we're going to have pointless formations and stuff is going to get messed up. Realize that mistakes are going to happen and they're going to happen a lot but just keep on going.

As cadets grew in the program “embrace the suck” became synonymous with personal improvement. Challenge was regarded as an ROTC norm, which facilitated high levels of effort level and improved emotional and physical resiliency. For example, the more challenging a PT session the more cadets were able to push themselves, as stated by an MS4, “If you don't feel like you want to puke or you do puke at the end [of an APFT] there must be more left in the tank.” Furthermore, intensity and challenge increased social bonds through commiseration, improving social resiliency as seen during PT Observation 10, “Coming across the APFT 2-mile finish line some cadets puke at the end and are congratulated on a job well done for leaving it all on the course.”

Feast or famine. Failure was regarded differently as cadets progressed through the program. Early on failure and high levels of challenge was used to “weed out” cadets without the fortitude or desire to put in the sacrifice and dedication required to be

successful in the program. “Weeding out” was noted in PT Observation seven, “Cadets that didn’t pass the APFT are working extra hard to pass and stay in the program. Two cadets were “weeded-out” of the battalion from last semester. They fell out consistently and could not pass the APFT.” In PT, those cadets who are less physically inclined were believed to accrue characteristic resiliency faster than highly skilled cadets. They were more likely to fall out of a run or ruck march and not be able to complete full PT sessions focused on strength. As a result “fall out cadets” were at risk for being given additional and highly physically intense PT burst sessions, called “smoke sessions” at the end of a workout. Additionally, getting “smoked” was a punishment dolled out to cadets thought to be “sandbagging” (i.e. not giving full effort), were late or absent to PT, or if deemed necessary by a cadre member or cadet leader. “Smoking” was described by a cadet who said, “There have been couple of days where they were just smoke sessions. You just wanted to quit but you have to keep going.” The learning curve for less skilled cadets is steeper, and they are thus able to develop physical and emotional resiliency faster. PT Observation two described getting “smoked”:

MS4 addresses the battalion saying, “We will be running at a 9:30, plus or minus 10 seconds min mile this morning. Everyone needs to check their shoes and ensure they are tied tightly, especially if you’re one of those people who’s shoes conveniently come untied during every run. If you do fall out or we think you’re dogging you’ll get to do push-ups when we get back.”

Additionally, a cadet in a leadership position noted:

Weaker cadets are being yelled at consistently for doing this, that and the other wrong and yet they don’t let themselves be torn down. They continue to work and strive to be better than they currently are. They’re at a stronger level of resiliency to me because they’re in the face of adversity.

Early on in the program cadets who crumbled under the pressure, failure, or

leadership style were “weeded out” (i.e. famine), leaving room for their peers to succeed

and progress (i.e. feast). This unofficial “weed-out” process was described by another member of cadet leadership who said, “You see them [leadership] engage MS1s and 2s in smoke sessions because something went wrong and I think you see a lot of people who don’t respond well to that, you see them back out [of the program].” Physical challenge seemed to directly relate to physical resiliency developed, regardless of class rank (i.e. MS1 through 4). Upon commissioning and moving up the ranks in an Army environment a soldier is expected to make fewer mistakes. An MS3 said it best,

They [cadre] tell us that’s why we’re [cadets] here, to make mistakes. When we get to the big Army we won’t make those mistakes. There is a saying that when a lieutenant starts out they give him a pencil with a really big eraser. When he becomes First Lieutenant he gets a pencil with a smaller eraser and then when he becomes captain they give him a pen. The point of that is that you’re going to make a lot of mistakes and it’s the kind of experiences that you mess up bad, analyze it and say “OK this is what I did wrong and what I need to do to fix it if it comes up again.”

The importance of resiliency in this environment is that cadets were placed into stressful situations and forced to “feast or famine.” Challenging situations expose cadet weakness thereby forcing them to address and develop into more confident and effective leaders.

Mind-body connection. Certain ROTC PT experiences were discussed repeatedly as having the greatest impact on resiliency across the social, physical, and emotional resiliency dimensions. A mind-body connection arose within the results based on repeated conversations in which cadets and cadre alike attested that physically, the body is stronger than the mind. Twice a year cadets are required to complete Combat Water Survival Training involving three different tests. For those who did not feel comfortable in the water the test was challenging (PT Observation six):

Cadets are walked off the 2-meter diving board with their eyes blindfolded holding a dummy gun. An MS4 leads them off the top and instructs them when and how to jump. Cadets waiting in line give words of encouragement to cadets that are a little hesitant to jump. A MS2 below shouts, “It’s easy, it’s all mental!”

During challenging PT sessions it was harder for cadets to convince themselves to keep pushing forward than it was to deal with the physical pain of the exercise or session. A member of the cadre said:

They [mind and body] are interrelated, the person as a whole. You’re a mental being and a physical being. You have to have ability in both. The other thing is social. In my opinion they go towards reinforcing the emotional piece.

Running and ruck-marches were often cited as the most challenging types of PT sessions; however, they were also cited and the most effective when learning to push through mental barriers and physically improve. A MS1 said, “I remember one run cadre told me my mind would quit before my body did and that was true.” Cadets were able to overcome mental barriers by relying more heavily on social support (i.e. social resiliency) and looking at the bigger picture, why they are completing the program, to serve as leaders in the Army. Although perhaps thought of as drastic, a cadet with prior military experience was vehement about his strategy for helping peers and subordinates increase resiliency, as noted:

I think it’s all about testing people’s mental and physical limits. People who’s mind does give out before their body. I yell at them. I run backwards in front of them that Al Qaeda is on their ass and they need to pick up the pace before they get them and their battle buddies killed. That’s my way of handling it. I’ve helped quite a few of my battle buddies pass their PT test by running backward in front of them.

Mental barriers such as fatigue and poor-morale were problematic in a PT setting. Addressing them through social support and emotional reevaluation helped to strengthen both mind and body, resulting in increased resiliency.

Discussion

This study investigated the development of resiliency within one Army ROTC PT setting from multiple perspectives. Evidence from field observations and interviews with cadets and cadre revealed that while all dimensions of resiliency can be improved during PT (Turgade et al., 2004); physical, social, and emotional resiliency dimensions were enhanced the most. Examination across the two major themes highlighted experiences that both developed and decreased dimensions of resiliency.

Cadre strategically used the PT environment to facilitate cadet leadership development. Resiliency was closely linked with the character modification applied by cadre to build leadership. Cadets were often placed in situations that were extremely challenging and resulted in failure. The expectation for these types of experiences was for cadets to learn from the experience and develop personal growth and resiliency. Previous research has indicated that promoting resiliency requires training programs to be shaped with authentic sources of hardship (Cacioppo et al., 2011). Cadets learned how to think critically during these challenges, developed mental toughness, and were forced to handle adversity. Cadre demonstrated resiliency and offered assistance to struggling cadets. For example, during a troublesome FTX cadre displayed resiliency and turned a seemingly problematic land navigation mission into a priceless teachable moment. By placing cadets in seemingly impossible tasks cadre were able to increase cadet resiliency.

PT served to enhance resiliency as both a characteristic and process. PT appeared to be a direct channel for developing battalion leadership and personal growth in two ways (Turgade et al., 2004). First, by following a strict and challenging Army PT session regimen, cadets developed aerobic fitness, endurance, and strength (U.S. Army, 2013b).

Additionally, they quickly learned to adapt to challenge and develop a sense of “mental toughness” (i.e. resiliency characteristic). Many cadets discussed resiliency as a characteristic related to overcoming pain, not falling out of a run, and remaining positive or “tough.” By developing characteristic resiliency or “mental toughness” cadets believed they were better prepared to overcome future hardships post-commission. Developing resiliency through PT further increased cadet leadership ability (Baratone, Eid, & Snook, 2009).

As a process, resiliency was highly situational, with some cadets admitting they had luckily not experienced anything challenging enough in their life to warrant feeling resilient. This was not a surprise, especially for younger cadets, since encountering a traumatic event is required to develop resiliency as a process (Hoge, Austin, & Pollack, 2007). Others discussed the process of resiliency in terms of, leading PT again after a failed previous session or balancing ROTC requirements with a challenge in their personal life like the death of a family member. According to many of the cadets the PT environment was more influential in developing resiliency as a characteristic than a process. Previous researchers discuss how resiliency is the successful adaptation between an individual (i.e. cadet or soldier) with the environment (Hoge et al., 2007). While the results found that ROTC did not develop all five of the resiliency dimensions it did give cadets a hands-on approach to reframing in an environment with less at stake than the “big Army” environment.

Perhaps the biggest recurring trend within the data was the importance of failure and what seemed to be almost lovingly termed “embracing the suck.” As cadets progressed through the program they began to accept the idea that challenge and failure

were an unavoidable part of the learning process. As cadets progressed through the program they began to regard challenges as areas for personal improvement rather than accepted personal weakness. Commiserating over early mornings, challenging PT, and leadership disputes helped cadets build social bonds with peers and develop social resiliency. Encouragement during events such as the APFT further encouraged social bonds. Additionally, social support from peers and leaders helped to increase emotional resiliency by enhancing personal, squad, platoon, company, and overall battalion morale. These social bonds helped to sustain cadets through situations that pushed some to their limits, causing them to reevaluate their priorities and desire to continue with the program. Changing PT sessions forced cadets to be adaptable to change and as a result more resilient (Cacioppo et al., 2011).

PT sessions involving running and ruck marches were mentioned as without a doubt the most troublesome. Ability runs were done approximately three times per week and ruck marches, while done on average only twice a month were none-the-less seen as one of the most difficult types of PT. Not surprising, the more challenging the PT session the greater the level of resiliency developed. Cadets had to learn to “embrace the suck.” Mentally reframing to encourage positive appraisals of assets made the process of getting through exercises such as ability runs and ruck marches easier to cope with (MacDermid, Samper, Schwartz, Nishida, & Nyaronga, 2008; Masten, 2001). More specifically these sessions developed emotional, physical, and social resiliency based on the previously presented definitions of such dimensions (Cacioppo et al., 2011; U.S. Army, 2013b).

Emotional resiliency was developed as cadets learned to embrace the challenge of the session and become confident in their abilities, thus maintaining a positive attitude

through the PT session. Physical resiliency was increased as cadets sought to develop high levels of aerobic fitness and strength. Finally, social resiliency was strengthened as the number of shared experiences increased. Cadets further developed social resiliency through social bonds as they recovered and gleaned support from one another following the required physical stressors of challenging PT sessions. Current resiliency literature indicates that single experiences that bolster multiple dimensions are more effective than experiences aimed at increasing a single dimension of resiliency (MacDermid et al., 2008).

Results indicated that neither family nor spiritual resiliencies were developed during PT. Participants did mention instances such as wearing a cross under their uniform, praying each morning prior to PT, and knowing family was supportive of their choice to be involved with ROTC (spiritual and family resiliency respectively), but these examples seemed to be more personalized than PT related. The lack of spiritual and family development examples could be seen as one of the differences between resiliency development in a big Army and ROTC. Because family resiliency encompasses not just the soldier or cadet but their entire immediate family, development of family resiliency is highly dependent on such things as a whole family deployment preparation, integration training, and civilian reintegration training (Saltzman et al, 2011). The PT environment was safe and did not have the same level of physical and psychological stress as deployment or other more intense military trainings. Thus, the ROTC program was not able to effectively develop family resiliency. These results align with previous research indicating that resiliency as a process is developed with the occurrence of a traumatic event (Masten, 2001).

Results of this study revealed an interesting dynamic between the spiritual dimension importance and development. There seemed to be no solidifying instances of spiritual resiliency improvement in PT, or at any point throughout ROTC. One explanation for this could be the lack of available spiritual exploration resources (i.e. Chaplain corps and classes) in ROTC. These confounding results could indicate an imbalance between ROTC training and cadet development needs. Previous research has also identified West Point military academy cadets as highly spiritual, but literature targeting spiritual resiliency development in cadets is sparse (Matthews, 2008).

Failure early in ROTC was seen as a method of “weeding out” cadets who lacked the fortitude to put in the sacrifice and dedication required to be successful in the program. This is not to say that individuals with low levels of physical ability were less likely to handle the stress and challenges of the program. On the contrary, for some individuals, particularly those coming into the program (i.e. MS1s) low ability placed them in more challenging situations and thus lower achieving cadets were forced to adapt and develop resiliency faster (Rutter, 1987). Simply put, low achieving cadets faced a steeper learning curve and were placed into a “fast or famine” situation. For example, getting “smoked” after falling out of run caused cadets to quickly reevaluate their position and “dig deep” to be successful. Cadets who were unable to adapt fast or well enough to the PT or the program were thus “weeded out.” Conversely, those who came into the program better able to perform physically were less likely to be exposed to the consequences like criticism and “smoke sessions” and thus, less likely to develop resiliency as quickly. These results are not on par with previous resiliency research that linked individuals with higher levels of physical ability with higher levels of resiliency

(Turgade, Fredrickson, & Barrett, 2004). One reason for this difference may be the level of resiliency and prior experiences cadets had preceding joining ROTC. Future research should further investigate this disconnect by potentially identifying a cadet's level of baseline resiliency upon entering the program.

Conversely, those cadets who were often “sandbagging,” even after enduring imposed consequences, were less likely to develop resiliency, be successful, and were more likely to drop out of the program. The U.S. Army (2014) lists resiliency as a critical characteristic for successful leaders, it can then be assumed that if cadets demonstrated low levels of resiliency in ROTC they would certainly not succeed as commissioned officers in a “big Army” environment. Results indicated an interesting dynamic between big army and ROTC resiliency environment perceptions. In ROTC, cadets were placed in situations as close as possible to those found in “big Army” training and missions. These situations not only enabled cadets to logistically and tactically prepare for “big Army” environment but also assisted cadets in developing the resiliency needed post-commission. For example, extended FTX trainings placed cadets in highly “big Army” pertinent situations. FTX trainings simulated land navigation, tactical training, and leadership, physical, and medical challenges. Interviews revealed the importance of developing resiliency prior to and as a successful leader in the Army.

Overall, results of this study aligned with previous resiliency research indicating that instances such as challenge improve resiliency; however, significant findings (i.e. a lack of spiritual or family resiliency development and lack of support decreases resiliency) brings to light some interesting points for additional research and program evaluation. This research indicated a clear delineation between resiliency as a

characteristic versus a process. Furthermore, this outlining helped to clarify the role of Army fitness (i.e. CSF2) elements in pre-commission soldiers- setting the stage for additional resiliency development research. Continuing research should seek to determine the generalizability of the results as well as expanding on the results. Forming a better understanding of resiliency development early on in an officer's career could help ROTC cadre to better facilitate experiences that could strategically increase resiliency through the program. Early resiliency development will help cadets to be better leaders in a "big Army" setting.

CHAPTER THREE: SELFLESS SERVICE DEVELOPMENT IN ARMY ROTC CADETS

“Do your duty in all things. You cannot do more. You should never wish to do less.”

– Gen. Robert E. Lee

Introduction

The United States (U.S.) Army seeks to develop and hold soldiers and cadets accountable to core Army values. The LDRSHIP acronym outlines the seven basic values of the U.S. Army: (a) loyalty, (b) duty, (c) respect, (d) selfless service, (e) honor, (f) integrity, and (g) personal courage (U.S. Army, 2005). Upholding LDRSHIP values are expected of Army personnel at all levels, from beginning cadets in the Reserve Officer Training Corp (ROTC) to veteran Army soldiers. If there is an inadequate emphasis on values or leadership during soldiers’ indoctrination into military culture, the entire military risks decreasing, or losing moral legitimacy (Barrett, 2012; U.S. Army 1998, 2006). The ensuing consequences include increased potential for fatality or mission failure (Jennings & Hannah, 2011). Selfless service is a complex core Army value that historically has been considered invaluable for cadets and soldiers to possess to ensure dedication to the organization and ultimately mission success (U.S. Army, 2010a). Early versions of the Field Manual (FM) 100-1, define selfless service as: “putting the welfare of the nation and accomplishment of the mission ahead of personal desires” (Schroeder, 1996, p. 5). Selfless service behavior benefits the recipient at a cost to the provider (Badock, 1991; Qirko, 2009).

Upon committing to the U.S. Army, soldiers take an oath prior to beginning a service career, acknowledging their commitment to core Army values. The necessity of this oath stems from the important task of protecting Americans. The oath is meant to

fuse individuals into Army structure, culture, and hierarchy, which links soldiers' personal identities with a powerful group (Swann, Huici, Morales, & Hixon, 2010b). Cadets and soldiers are expected to uphold the selfless service value in all professional and personal endeavors: "The relationship between an officer and society implies a lifetime of selfless service, initially in uniform and then more broadly following retirement" (U.S. Army, 2009, p. 11). Identity fusion theory (IFT) is a framework that can provide insights into selfless service because it explains and predicts the interconnections between personal and group identities (Swann, Gomez, Seyle, Morales, & Huici, 2009). IFT is often applied to situations where individuals are willing to make significant personal sacrifices on behalf of a group, which is germane to military settings.

Identity Fusion Theory

IFT postulates that when individuals relate and identify with a particular group, the barrier between self and group becomes blurred (Swann et al., 2014). This fusion between individual and group identity facilitates a sense of belonging as a contributing member of the organization or group. Figure 3.1 shows the process of identity fusion. For individuals with a fused identity, group membership becomes so deeply personal that acting on behalf of the group is seen as a personal responsibility. It is important to note that individuals with a fused identity retain a sense of self within the group (Swann et al., 2009) compared to individuals who simply identify with a group and consequently adopt group characteristics as their own. A primary difference between fusion and identification is that identification is determined by the degree to which an individual fits into the group mold, demonstrates qualities associated with the group, and adopts the qualities of the group as their own, in essence losing personal differences (Swann et al., 2010b).

Furthermore, identification without fusion is characterized by a fairly impersonal connection with the group, based only on categories and perceptions of similarities (Gomez et al., 2011a). IFT suggests that highly fused individuals are bound to the essential qualities of the group and feel encouraged to intermix their own personal strengths with the characteristics of the group. Infusing personal strengths within the group not only improves the group but also solidifies an individual's value within the group. Additionally, highly fused individuals tend to feel familial ties with group members (Swann et al., 2010b). People with fused identities view other group members as individuals and important contributing members (Aaker & Akutsu, 2009; Swann et al., 2014).

The willingness to kill and die for another member of the group is compelled in shared experiences and sacrifices (MacFarland, 2011). “An officer's identity is rooted in qualities of character that include a willingness to sacrifice one's life” (U.S. Army, 2009, p. 2). Research indicates that individuals with a fused identity are more likely to endorse fighting and dying for the group (Swann et al., 2009). More specifically, those individuals were more likely to sacrifice their own life for the advancement of the group or to save fellow fused members. Additionally, fused individuals believe that fellow fused individuals deliver unique contributions to the betterment of the group (Swann et al., 2014).

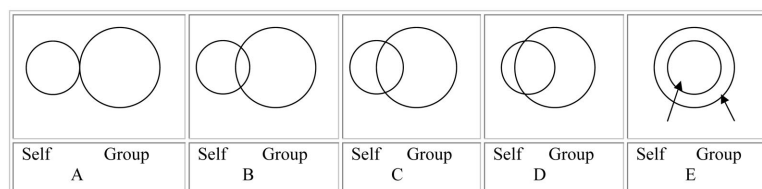


Figure 3.1 Identity Fusion development (Swann et al., 2009, p. 998).

Group Identification

IFT can potentially help explain the role of selfless service as a primary military value. “Duty, Honor, Country” is the motto adopted throughout cadet command. Character and military based value development is revered as an absolute for cadet leadership development. “Selfless” service means that cadets routinely sacrifice their time, resources, and energy for a cause with no intention of returned reward including: balancing early morning physical training (PT) sessions with academic achievement, holding off-line PT sessions for lesser achieving subordinates, and decreasing personal session success for the good of slower peers or subordinates.

Previous researchers suggest there is a lack of understanding about why individuals fuse rather than simply identify with a group. Fusion may happen after a single emotionally charged experience with the group although it is more likely that *several* indirect or direct experiences with members of the group foster such fusion (Gomez et al., 2011b; Swann et al., 2009). These emotionally charged experiences increase identity fusion, particularly in extreme circumstances, such as combat (Gomez et al., 2011a). A considerable amount of IFT research has sought to decipher the extent that fused individuals will go in extreme circumstances for other members of the group. Using a trolley car accident as a scenario, results indicated that many individuals with fused identities would be willing to jump in front of a speeding trolley car to save group members who could then go on to better the organization (Gomez et al., 2011b; Swann et al., 2010a). Currently IFT research is limited and logical inferences have been made into

other areas; however, researchers indicate the benefit of expanding generalizations of IFT to different groups such as the military.

Local fusion occurs when individuals fuse with group members, based off of personal relationships and direct contact. For example local fusion may happen when a new cadet joins and begins to form friendships and bonds with fellow cadets. Extended fusion occurs when people: “Project familial ties onto group members with whom they have little or no direct contact” (Gomez et al., 2011a, p. 1575). Incidences of fusion stemming from indirect contact are experientially and individually dependent (Swann et al., 2010a). For example, a soldier may become fused with their military branch, projecting ties onto fellow soldiers they have little no contact with. In either case, personal sentiments towards the group do not cause fused person’s to subjugate their individual identity (Swann et al., 2009).

Qirko (2013) presents four scenarios that increase the likelihood of individuals to fuse with the organization and eventually act selflessly. These include: (a) high levels of cohesion in groups that mimic natural kin; (b) the use of observable matching behavior in groups; (c) the use of symbolic kin references in groups; and (d) instilling organizational values at a younger age. Swann and colleagues’ (2010a) report: “identity fusion serves to figuratively cock the group-action trigger” (p. 825); however, current identity fusion literature indicates a lack of understanding of what prompts individuals to pull the trigger. Qirko’s scenarios of induced altruistic behavior might then be equated to metaphorical prompts to “pull the trigger” and selflessly act for the betterment of the organization. Simply stated, the scenarios may create an environment that helps to facilitate identity fusion.

Modern U.S. military organizations such as the U.S. Army use cohort systems to build esprit de' corps within small units of soldiers or cadets. For example, during ROTC battalion runs cadets run in company formation singing cadences that are designed to promote cohesion, kinship bonds, and group belonging. Social norms are developed in smaller groups, (i.e. company) regarding cohesion and kin bonds, emphasized acts of altruism (Henderson, 1985). The cohort system may help the formation of identity fusion by fostering a sense of belonging (Swann et al., 2009, 2010). Thus, increasing the likelihood that cadets and soldiers will engage in altruistic behaviors and selflessly serve the organization. Qirko's (2013) four scenarios of altruism also appear to be connected to military structure, policy, and procedures. The chain of command, and rank system (both Army and ROTC) and extracurricular PT groups (ROTC specific) help develop high levels of cohesion and the mirroring of natural kin bonds. Strict and stringent uniform, emblem, and even hairstyle policies standardize appearance across the entire branch. Terms such as "battle buddy" and "brotherhood" further reinforce familial bonds through kin references. Additionally, individuals are given opportunities to participate in organization specific activities, such as Junior ROTC at a young age (e.g. no specific age requirement but cadets must be at least a high school freshman).

Identity Fusion and U.S. Army PT

FM 21-20 identifies selfless service as integral component of physical fitness training (U.S. Army, 1998). Cadets are expected to adhere to the standards set forth by the U.S. Army including exercises (i.e. Physical Readiness Training exercises before and after a workout), uniform structure, hierarchy, and order (i.e. remaining in formation throughout the duration of a PT session). These standards increase feelings of

homogeneous belonging within the ROTC program and the Army. Investigating selfless service in the context of PT can provide a better understanding of the process of identity fusion. PT is a complex environment, fostering opportunities for support and selfless service while pushing cadets for personal improvement, often times using high stress, intensity, and competition.

The context of PT provides a unique setting to investigate the development of selfless service because cadets and soldiers are often presented with choices between striving for personal gains for personal promotion and sacrificing personal gains for the betterment of fellow colleagues. For example, cadets with higher levels of physical performance than their peers in PT are often recognized by military leadership and more likely to be rewarded with personal advancement within the Army chain of command (Fischer & Garn, 2012). On the other hand, cadets who provide support to fellow cadets struggling with PT sessions may help the overall performance of the battalion at the expense of their own personal performance. Previous research has shown that physical arousal (i.e. exercise) increases the possibility that an individual with a fused identity will positively react on behalf of the group (Swann et al., 2014). These sacrificing experiences help further cement fusion with other group members (Swann et al., 2010a). If a fused group member is ostracized from the group, the individual is likely to increase their level of effort to contribute to the group. Those who identify with a group but are not fused typically do not display compensatory acts for the betterment of the group (Gomez et al., 2011b). In short, PT provides an environment to study the growth and potential pit-falls of selfless service development from an IFT perspective.

Purpose and Research Questions

Selfless service is a critical element in Army LDRSHIP, emphasized through identity fusion between cadets and the U.S. Army. PT serves a vital role in developing cadets' fitness levels, leadership ability, and assists in preparing them for successful transition into the "big Army." Therefore, the purpose of this research was to investigate selfless service development in an ROTC PT context. The following research questions were addressed:

1. What types of formal and informal experiences in ROTC PT enhance the development of selfless service leadership characteristics?
2. What types of formal and informal experiences in ROTC PT diminish the development of selfless service leadership characteristics?
3. How do cadre and cadets perceive selfless service within overall development of leadership characteristics?

Methods

Participants

The participants were cadets ($n=19$) and cadre ($n=2$) associated with a U.S. Army ROTC program at a large Southeastern university. Cadets were predominantly male ($n=17$). Seven students were classified as Military Science-one (MS1) ROTC cadets, three were classified as year-two (MS2), eight were classified as year-3 (MS3), and one was classified as year-four (MS4). The ROTC cadet ranking system (MS1 through 4) was based on program experience and completion of leadership requirements. Completion of the ROTC program provides individuals with the training and leadership requirements set forth by the U.S. Army. Upon completion of the program, cadets commission into the

rank of Second Lieutenant (U.S. Army, 2006, 2010a, 2013). One of the cadre members was a non-commissioned officer holding the rank of Sargent First Class. The other cadre member was a commissioned officer and held the rank of Major in the U.S. Army and had previously completed the ROTC program at the same university prior to their own commission. Exclusionary criteria for participants included those who were enrolled in PT for credit but were otherwise not affiliated with the ROTC program. Exclusionary criteria for cadre included those officers who worked with the ROTC program but did not oversee PT sessions.

Setting

Typically, an undergraduate begins their ROTC career freshman year or as a MS1 cadet; however, assuming students can meet all requirements for ROTC program completion and have at least two years left in their degree program students are allowed to join ROTC at any point during their academic career, including graduate students. Cadets are not required to formally contract for post-graduation commission until their junior or MS3 year. All cadets must enroll in the PT class each semester they are involved in the ROTC program, take part in PT sessions, and complete two regulation Army Physical Fitness Tests (APFT) per semester for the entirety of their ROTC career. The APFT is a regulated Army fitness test consisting of three separate tests including: 2 minutes each of push-ups and sit-ups, as well as a 2 mile run, done in that order (U.S. Army, 2010b). Mandatory PT sessions occurred three times per week (i.e. Monday, Wednesday, and Friday); however, those cadets who received failing APFT scores were required to attend the remedial PT sessions held on Tuesday and Thursday. PT sessions

were overseen by MS4s and cadre, including commissioned and non-commissioned, but planned and carried out by MS3s, also considered cadet leadership.

PRT exercises and order, done during warm-up and cool-down, were sanctioned by the U.S. Army and preapproved based on the list of acceptable exercises in the U.S. Army's Field Manual 7-22 (U.S. Army, 2012). Locations of the PT sessions were based on the day's intended workout. For example a session focused on strength met on the battalion's training field. Typically, PT sessions involved either strength training or running.

Role of the Researcher

One female research who was familiar with the culture and individuals within the ROTC battalion completed all field notes, observations, and interviews. During the previous two years she had collected data for various other studies with the same battalion. Furthermore, she had developed a working rapport with all cadre associated with the PT portion of the program and many of the cadet leadership command members and had an in-depth working knowledge of the Army ROTC culture. She had become a fixture at both PT sessions and APFTs testing over the years. At the start or end of PT sessions cadets and cadre alike would routinely ask the researcher about the progress of the research, regardless of the current project. Additionally, members of the cadet leadership told her that when they looked back on their time spent in ROTC her presence was part of their experience. Therefore both cadre and cadets were highly accustomed to her presence at PT sessions. Thus, participants were forthcoming and open throughout the data collection process. Not only was this level of transparency particularly helpful when

conducting interviews but also allowed cadets and cadre to feel more at ease when asked challenging questions regarding past experiences.

Data Collection

Permission to conduct this study was granted by the University Institutional Review Board. Cadets and cadre were provided with a complete description of the study procedures and purpose prior to participation and informed consent was collected for each individual prior to participating in an interview. Cadre were given a copy of the cadet interview guides for final approval before any interviews were conducted. Over the course of a semester cadre and cadets completed semi-structured interviews. In addition, participants were observed during PT sessions as part of the whole battalion.

Field observations. A total of twenty-three field observations ($n=23$) were conducted over a two-month period during one spring. The researcher was present for the duration of the PT session. Each observation spanned one to three hours and occurred in the morning, Monday through Friday between 0445 to 0800 (4:45 to 8:00 am) and occurred at various locations around campus including. Two methods of observations were completed. During activities like running and ruck marches (i.e. transient sessions) the researcher would bike along with the battalion, changing locations throughout the session to observe differing ability groups' performance and interaction. During single-location activities (i.e. strength training) the researcher would stand in an inconspicuous location for the duration of the PT session.

Field note write-ups were comprised of two different pieces including, 'subjective review' and 'description.' 'Subjective review' included the researcher's personal perceptions of the overall atmosphere as it pertained to current literature (IFT), selfless

service, leadership style, and overall environment (Appendix D). ‘Description’ provided detailed descriptions of the cadet interactions with leadership, peers, and subordinates, daily activities, and the PT environment. After PT sessions each field observation was reexamined for missing or incorrect data, typed, analyzed, and incorporated into the constant comparison matrix (Charmaz, 2000, 2008). Evolving categories and themes pertaining to selfless service were updated based on additional data collections.

Interviews. Participants were chosen based on field observations to ensure a varied set of selfless service development perspectives from cadets ($n=19$) and cadre ($n=2$). Each interview was audio recorded and lasted approximately 16.5 minutes (Additionally, this research was part of a larger study. All data collections including interviews and field observations were collected for both studies simultaneously ($M=41:29.4; 15:08.4$). $16:36; SD=6:04.8$). All interviews were transcribed verbatim for analysis by the researcher. Interview guides (See Appendix C) were generated and refined throughout the data collection process based on constant comparison categories and themes. All interview guides were kept open-ended to encourage participants to include stories to strengthen analysis (Lokkesmoe, 2009). To reflect emerging categories and evolving themes interview questions were revised, added, or deleted altogether (Charmaz 2006, 2008). Thus, while all guides involved similar questions (i.e. selfless service, PT and Army goals, etc.) each differed slightly. This interview guide style is on par with the methodological constructs of constant comparison analysis (Charmaz, 2008; Glaser, 2002).

Data Analysis

Three different coding processes were used including, open, axial, and selective, based on constant comparison analysis methodology (Jones & Alony, 2011; Strauss & Corbin, 1998) (Appendix F). Constant comparison analysis is concerned with numerous categories and properties (i.e. selfless service development in Army ROTC, focusing specifically on PT) (Glasser & Strauss, 1967).

Open coding (i.e. initial coding) was used to label and identify concrete codes (i.e. LDRSHIP, support, cadre, self improvement, etc.). Every passage was studied and labeled with an appropriate code (Boeije, 2002). Codes were assigned based on available data only and were assigned without concern for how or if codes related to one another (Lokkesmoe, 2009). Codes were then loosely grouped into categories or “open categories” (Boeije, 2002). This system of codes and categories is especially helpful for studies with vast amounts of data (Strauss & Corbin, 1990). With each round of new data new codes were added and existing categories were added, revised, or extinguished. Over the course of analysis between 46 and 57 codes (based on interview round) emerged and 17 categories during open coding, 10 axial codes, and three selective codes emerged based on the data and post-literature comparison (selective coding only).

During Axial coding “open categories” from open coding were closely examined and grouped together in more cohesive categories based on similarities, forming a coding matrix (Table 2.2). Previously conceived categories were elaborated on, changed, rearranged, or extinguished based on emerging categories. New data was then added and incorporated into the coding matrix and categories were modified, enhanced, or extinguished. Furthermore, often time codes were shifted to a different category based on

the emerging “story line” told through the data. This required the researcher to often revisit and raw data ensuring that subtle nuances were accounted for (Lokkesmoe, 2009).

Finally, during selective coding primary categories were chosen based on their relationship to other categories (i.e. “Hierarchical Support,” “Sleeping in or Taking a Bullet,” and “Indirect Enhancement”). At this phase in the analysis original transcripts were again rechecked to ensure no details were left out and codes throughout the analysis process were appropriately used and grouped in categories. IFT and U.S. Army selfless service literature was revisited to make sense of the categories as a venue to better understand selfless service development in Army ROTC; categories were not manipulated to fit the literature. The coding and analysis process was based on previous constant comparison literature (Charmaz, 2008; Struass & Corbin, 1990). Field notes were analyzed line-by-line and an inductive reasoning approach was used to identify evolving themes and subthemes (Patton, 2002).

After each data collection session, field observation, and interview, the themes were revisited, analyzed, and modified based on the addition of the new data. New emergent themes were further explored through additional field observations. Interview guides for both cadre and cadets were revisited and edited to reflect the pertinent data additions and deletions. While field observations and interviews clarify evolving themes they may also indicate the need to stop further exploration and divert attention elsewhere. This method of “pruning and growth” aligns with constant comparison methodology utilized by both Glaser and Charmaz (see Figure 3.2).

Data Trustworthiness

Steps should be taken throughout the research process to increase data trustworthiness and recognize bias. Bias Both during and after data collection and analysis various methods to increase data trustworthiness were used. Triangulation was used to determine the relationship between information from multiple sources of data. Data analysis and the presented results acknowledged the presence of disconfirming evidence as a contributing factor. Including such information allowed for the environmental descriptions to be richer and paint a more complete picture. The description of the data was enriched by using data from numerous sources- previously cited as a source of improving data trustworthiness (Shenton, 2004). After each interview and transcription member checks were done with the participants to ensure accuracy. Furthermore, member checking allowed each participant to revisit his or her answers and add, subtract, or revise and clarify statements made during the interview. It should be noted that a limitation within the study was the lack of thematic member checking, potentially increasing researcher bias throughout the development of the themes. In addition, consultation with a secondary researcher was done throughout data analysis to check for differing analysis perspectives. This secondary researcher acted as a peer debriefer and was consulted throughout the data collection and analysis process to ensure methodological accuracy.

Results

Qualitative data revealed three primary themes related to selfless service development in ROTC PT: (a) Hierarchical Support, (b) Sleeping In or Taking a Bullet, and (c) Indirect Enhancement (see Figure 3.2). The emergent themes centered on cadet

selfless service development as it pertains to IFT and were further supported during cadre and cadet interviews and field observation. Primary themes illustrated the development process to reveal experiences of the program that influence selfless service within the PT environment. Sub-themes further broke down the climate to reveal experiences pertinent to the development of selfless service.

Open Coding		Axial Coding	Selective Coding
Codes	Categories		
Leadership; lead by example; support; hierarchy; mission success; lack of judgment; fundamental; LDRSHIP; can be developed; guide soldiers; role model; military career first; epitomize self service; sacrifice; not develop priority; time; knowledge; prior experience; taught; subordinate trust; peer support	Level of support; selfless service/leadership development concurrent; cadre and cadet leadership leading by example; for the good of the battalion;	Selfless service and leadership are concurrently developed; lead by example to increase SS; level of support	Hierarchical Support
self improvement; military career; MS3 serve; MS4 distracted; hierarchy progression; leadership position dependent; civilian concerns; subordinate concern; accountability; OML; reduction; lack of cohesion; voluntold; competition; volunteering; battalion improvement; class dependent; CLC/LDAC; self-centric; battalion-centric	LDRSHIP; “big Army” vs ROTC; personal vs Army; sacrifice; selfless service from MS1 to MS4; OML & selfless service; volunteering increases selfless service; “volun-told” decreases selfless service	Selfless service evolution; order of merit list; selfless service reduction; voluntold	Sleeping in or Taking a Bullet
Indirect improvement; bettering the battalion; cost benefit; culture shock; sacrifice; running; big picture organization; ruck marches; challenge; APFT assistance; sit-up assistance; buddy system; chain of command; culture; self improvement for the good of others; big Army vs ROTC; critical thinking	indirectly helpful; selfless service less important; duty vs selfless service; challenging PT enhances selfless service; instances of selfless service reduction	Cultural indoctrination; challenging PT increase selfless service; sacrifice	Indirect Enhancement

Figure 3.2 Selfless service constant comparison analysis

Hierarchical Support

Social support was a vital component throughout the program and selfless service was directly related to level of support provided throughout the hierarchy of ROTC leadership. Support and demonstrations of leadership helped to ensure that cadets were successful at completing tasks or “missions.” As cadets climbed the ROTC leadership hierarchy they were provided with more responsibility and more opportunities to assist subordinates in selfless service development. While ROTC did not place cadets in dangerous situations it did place them in potentially challenging environments. These instances were designed to increase personal improvement, battalion cohesion, and problem solving skills. “Selfless leadership” and “I can sing Lady Ga Ga” emerged from interviews and field notes as sub-themes used to develop selfless service within the ROTC PT environment.

Selfless leadership. The role of selfless service development was an integral part of leadership development and the two were directly related with cadets improving their leadership skills as they learn and practiced altruistic actions. Support from peers and down the chain of command reinforced positive behavior. During PT Observation 2,

All the cadre are positive in their remarks. Interestingly they support based on the cadet. A cadet that responds well to tough love gets a “You’re slowing down. Why?” A cadet that does not respond well to tough love gets a “keep it up. You can do it!” For example, “Come on [MS3], stay with [MS4].

Additionally, in regards to level of support a MS2 noted:

The more I come into it [ROTC] the more I realize that you really have to put yourself out there for, not necessarily those people below you but, even with your peers you have to let them know that you support them and you put them first for subordinates to follow you and want to do stuff for you.

Developing trust increased selfless service between subordinates and peers, directly increasing the likelihood of mission success. Those experiences, rooted in trust and selfless service will indirectly support identity fusion, based on emotionally charged shared missions. The relationship between leaders and subordinates was reciprocated as long as trust and cohesion were established, as described by a member of cadet leadership who said, “You always take care of your soldiers when shit hits the fan and the mission will always be accomplished. They will take care of you and reciprocate that selfless service.”

In ROTC trust and cohesion starts with small groups (i.e. squads or platoons) and was emphasized throughout the duration of the program. Providing support regardless of the situation strengthened the bonds that helped to facilitate acts of selflessness.

Additionally a cadet noted:

Selfless service really comes from the small group cohesion and then you build those units to build a selfless service unit almost. You have to instill that in individuals- and I think they [leadership] do a good job of instilling that- and taking care of your soldiers.

Holding a leadership position did not always guarantee a high-level leadership ability and social or hierarchical support. In some instances regardless of previously established social ties and cohesion, supportive bonds broke down facilitating selfish leadership as blame was pushed down the chain of command. One cadet explained this disconcerting evidence and said,

There is always the end of PT when something is wrong and their like, “Who did this? Whose fault is this?” It could just be a communication between the Seniors and Juniors but if someone take the blame and they get their own personal smoke session. PT is really just working out.

Gaining an understanding of selfless service and support, even during exigent tasks, early on in the program and continuing to develop that understanding throughout the ROTC career increased cadets' leadership potential within the program.

I can sing Lady Ga Ga. The ability of cadre to lead by example helped facilitate cadets' selfless service development within the battalion. By generously giving of their time, knowledge, and energy to assist cadets, cadre epitomized altruism. "[Cadre] gives extra help to a cadet as they complete the back bridge exercise; not only giving cues but also gets on the ground to demonstrate" (PT Observation 9). These actions were not lost on cadets and reiterated the importance of sacrifice and taking care of peers and subordinates before themselves. A cadre noted:

I think putting everything else before your own well-being and that could be soldiers, the Army, the mission. You have to put things before yourself sometime and that includes your family. Your family is part of the Army as well whether they like it or not.

Cadets indicated that cadre were always willing to help. More specifically, cadets who demonstrated high levels of work and sacrifice for personal and battalion improvement were given more in-depth assistance. This symbiotic relationship was elaborated on by a MS2 who said:

I can't think of a time when they [cadre] turned me down and said, "I don't want to teach you that." They would be like, "OK, since you took out your time to ask about that I'm going to take out however much time I need to sit with you to make sure you understand this." They're all about it.

An additional rather unconventional example of cadre sacrifice was told by a MS1 who was struggling with the requirements of a ruck march and reported:

The first time I ever did a ruck march I wasn't used to carrying 25 pounds on my back. SFC Lewis and one of the [MS] 4s hung out throughout it and at one point asked me, do you want me to sing Lady Ga Ga? I can sing Lady Ga Ga for you if that will help. She also gave me few tips about ruck marches.

Lead by example and sacrifice is a reoccurring theme throughout the Army and LDRSHIP literature. Regardless of rank or year in the battalion cadets were provided with support and selfless service role models.

Sleeping in or Taking a Bullet

While the Army definition of selfless service remains constant, cadets personal understanding of how to apply selfless service appeared to change with increased experience in ROTC. Cadets learned what kinds of experiences increased and decrease selfless service. “Evolution,” “Order of Merit List,” “Can’t be selfless if you can’t find PT,” and “Volun-told” all emerged as important sub-themes in the context of examining how selfless service development progresses.

Evolution. Based on experiences, rank, and class (i.e. MS1 through 4), cadets within each class seemed to view selfless service differently. MS1 cadets equated selfless service to mean loss of personal comfort or time. While this is not unlike the Army’s expectations, younger cadets were more likely to see selfless service as an inconvenience although it was understood that their actions could help others. For example, losing sleep to get up for PT in the morning was seen by MS1s as selfless. Additionally missing events like university football games, parties, or time hanging out with friends to attend mandatory ROTC functions was also seen as selfless. An MS1 defined selfless service as, “Selfless service would be waking up at 5 everyday to go to PT. I had to sacrifice a few football games this season to volunteer.” An additional example came from a different MS1 who said, “There have been times were I would think, ‘this [ROTC] is annoying I would rather be sleeping or hanging out with friends’ but I definitely enjoy the program

on the note of selfless service, that's why I enlisted." Selfless service development also seemed to parallel class responsibility as a MS1 noted:

I'm just an MS1. I do what I'm told but I think that will get more evident once I progress through the program. A bunch of MS3s and even my team leader, an MS2 will sacrifice their time to help us improve. That way we don't mess up. That makes their lives easier.

Moving up the program ranks resulted in increased responsibility and number of subordinates under a cadet's leadership command. The increased responsibility did not seem to change cadets' perspectives about what selfless service was but rather how to it was applied through personal leadership and battalion roles. One cadet leader said:

When I'm helping other people it makes me feel good. Many of the cadets as MS1s don't see that and they don't volunteer as often as MS2s and MS2s don't volunteer as often as MS3s. At the same time we built up that selfless service it's also expected of you as you progress through the program.

Older cadets in higher ranks indicated that selfless service was more about giving without expecting anything in return. For example, giving time to younger cadets who might need some extra help in class, laboratory tactics, or PT was considered to be selfless. An MS4 said, "To me, ROTC selfless service is knowing that I have a freshman or subordinate who's lacking in an area and others may see there is problem but no one is trying to help him or her." A MS3 echoed the previous sentiment saying,

For me it's taking time out of my day to either help cadets understand what they're not grasping, or forgetting my personal wants and needs to put up and behave like a good role model and set a good example because cadets do look up to me because I'm older.

Many of the differences between MS1 and MS4 perceptions of selfless service came from program expectations. PT Observation 15 illustrates this difference;

Three MS1 cadets walk onto the field late and quickly join the formation. Two MS4 cadets walking around the formation glance at each other and then back at

the cadets. One MS4 says, “We were all here on time. I hope y’all have a good excuse for being late.”

Cadets just joining the program (i.e. MS1s) had fewer responsibilities and expectations. Instead, they were expected to work hard on personal improvement to best prepare themselves for the future roles they would hold in later years. As soon as cadets were in charge of subordinates their perspectives on selfless service changed from “helping self” to “helping others.”

Order of Merit List. The Order of Merit List (OML) is a list that ranks cadets within their own battalion and on a national level. The competitive ranking system indicated how cadets were permanently assigned (e.g. Active Duty or the National Guard). Certain jobs and permanent duty stations were revered more than others; Military Operational Specialties such as infantry, military intelligence, or aviation, and permanent duty stations in locations such as Europe and Hawaii. Achieving a high rank and a coveted active duty slot on the OML made the process highly competitive. As a result, there was a fine balance between competition and selfless actions within the ROTC program. Cadets were aware of the seriousness of the OML from the start of their ROTC career. Those vying for more competitive positions once they commission were more likely to choose competition over selfless service, even early on in their ROTC career. An MS1 said, “There are a bunch of us in ROTC that will crawl that extra inch on the OML chart.” A MS3, about to attend Cadet Leadership Course (CLC) (i.e. formerly LDAC) said,

I think once the OML comes up you see a real shift. There is always that sense of competition like, ‘how’s’ your PT score or how’s school going?’ Stuff like that. I think once the OML gets closer it becomes a little more competitive and people are a little more protective. I think the peer reviews get a lot more, as far as ranking cadets, I think people get a little more strategic about it.

Competition was also dependent on the particular cohort. In other words, some cohorts were more competitive and less prone to help out peers than others. There was a delicate balance between competition and selfless service. In some instances cadets were “selfless” to get a better peer and leadership evaluation score; however, other cadets tried to remain true to the meaning of selfless service, sometimes at the expense of their placement within the OML ranking. An MS3 described this balance as,

Everyone knows me and knows my heart and I was ranked 18 out of 25. It's competition because everyone is covering for their favorite buddies. With that being said I have accepted the fact that I can only be a better me. Yes, I would want to work well with others but everyone is under competition to be the top 10 cadets. So, instead of me helping [a cadet] because they don't understand land [navigation] I'm just going to do better at land [navigation] to get more points than her. I think that if that attitude turns over into the active or reserve environment that's going to cause problems.

OML scoring concludes with scores achieved at CLC and placements are given out during Fall semester of the MS4 year. During PT Observation 21, “An MS3 comes up excited saying he maxed the pushups on the 1st try, “Bring it CLC!”” Additionally, a MS4 noted:

MS1s, 2s, and 3s it is more of a competition because those are the people you're competing with. For the 1s and 2s that you're mentoring you push them because they're not really competing with you they're competing with their own peers. It's more selfless service of your subordinates.

Once a cadet's spot on the OML has been established peer competition was eliminated, cadets were less likely to "throw peers under the bus," and more likely to help out their peers.

Can't be selfless if you can't find PT. Not all experiences within a cadet's ROTC experience increased selfless service development. Three types of experiences emerged as having the greatest effect on decreasing a cadet's desire to act selflessly. Experiences identified by cadets as organized, cohesive, and highly supported increased selfless service. Conversely, experiences identified as disorganized, lacking cohesion, or support decreased selfless service regardless of class or battalion rank. Disorganization seemed to plague PT. Often times throughout the semester the PT session location was moved either late the night before or the morning of. Other mornings cadets were never told the PT workout was changed until they arrived, as described in PT Observation 12, "Some of the cadets seemed to be unhappy about their scores this morning. Many of the cadets were told last night about the PT test this morning, typically they are given at least 3 days notice." An MS4 further expressed instances during PT that decrease selfless service as,

Anything that heightens tension, smoke sessions, poorly planned PT [decreases selfless service]. The MS3 class plans PT, gets it approved, and then tells everyone where to go for it. If we have poor leadership they'll be sending it out the night before at 10 pm. You'll go to one place they won't be there. You'll go to another place they won't be there. That can reduce selfless service. How can somebody be inspired to give back and enhance selfless service if they can't find PT.

The importance of communication, organization, and logistics was brought up often as potential snafus in selfless service improvement. Frustrations from nearly all ranks echoed this sentiment including a MS3 who noted:

They [cadet leadership] don't give us information. They don't let us know what's going on without stepping on toes. It just goes to show that there is a lack of caring which means that they're not being selfless anymore. They're being selfish. They're all consumed with themselves. When it gets to that point selfless service goes out the window.

An MS2 had a similar point of view and said,

I think that there needs to be better communication throughout the companies. That's been a big factor of why people aren't coming to PT. There has been big communication break-downs in both companies. Some people aren't being told and some are being told something different. If I'm a new MS2 and if I see that I'm thinking OK they [cadet leadership] don't have their stuff together and that must mean they don't really care or they're not putting their stuff in so if they're not putting in effort why should I put effort in.

Other experiences in the program which decreased a cadet's desire to give back, improve the battalion, and demonstrate selfless service but were not discussed with the same fervor included: the OML, high levels of competition, and segregation between groups (i.e. Raiders, Pershing Rifles, etc.).

Volun-told. Volunteering helped the rest of the battalion and the entire ROTC program and was discussed as the greatest ways to improve personal levels of selfless service and improve the battalion. Furthermore, volunteering also increased cohesion between cadets by increasing the number of shared experiences. A MS2 talked about the importance of volunteering and said, "I think a lot of the experiences to volunteer promote selfless service a lot. We are provided so many opportunities with Raiders, Ranger Challenge, or just helping out with different tasks around the battalion. You start to build that selfless service within the battalion." Cadets were asked daily to volunteer for flag raising and lowering detail, as briefly observed in PT Observation five, "As taps plays all cadets turn to face the flagpole. Afterward, the cadets who volunteered for flag duty quickly rejoin the formation."

For some of the more arduous tasks (i.e. stadium cleanups, recruitment tables, participating in research studies, or working at a concession stand) cadets are less likely to volunteer. The fewer cadets who volunteered for the task the more cadets were then “volun-told” by cadet leadership or cadre and not given a choice whether or not to participate in the once voluntary event. One member of cadet leadership described the difference between volunteering and being “volun-told” as,

You’re doing this stuff and you don’t want to be there but you got to because not only does it help build you up but also someone is relying on you. We’re asked to do volunteer stuff a lot. No one wants to go and spend their Saturday from 12 to 5 working on a voluntary event but we do it anyway. Some people are voluntold but some people volunteer. One of the reasons that you volunteer is that someone else doesn’t get voluntold.

When cadets volunteered for tasks it enhanced selfless service; however, if “volun-told,” selfless service development was more likely to decrease. As cadets progressed through the program this difference between volunteer and “volun-told” became clearer. Those in leadership positions were more likely to volunteer to keep subordinates from getting ‘volun-told’ and to encourage others, both cadets and peers, to also selflessly volunteer, regardless of the task.

Indirect Enhancement

There were also indirect modes of developing selfless service during PT. As cadets moved through the program they became more competent at the physical and cultural challenges that PT posed and often times pushed cadets out of their comfort zones. As part of an individuals’ leadership development they were expected to help peers and subordinates to develop personal leadership values. As a result, sacrifice was directly linked to selfless service development. Two sub-themes including “Make sure

he's not jacked up" and "Battle buddies" emerged from the field notes and interviews as being pertinent to selfless service development within the ROTC PT environment.

Make sure he's not jacked up. The major purpose of PT was to improve cadets' fitness levels. The cultural idiosyncrasies of the Army were consistently reinforced during PT including the "battle buddy" system, uniform adherence, PRT exercises, cadences, remaining in formation during runs, ruck marches, and APFTs. "There are four cadets left on the track. One has already finished the run but helps a slower cadet push himself through to the end. The MS4 then runs back to help the last cadet finish the APFT run" (PT Observation 23). Learning and assimilating into the Army culture early on in a cadet's ROTC career increased battalion cohesion and reinforced the importance of selfless service. A cadet in a prominent leadership role said,

It's just taking care of your buddies and making sure they have the right stuff. If they don't have the right equipment they're going to get chewed and out and you're going to get chewed out. Also, you're messing them up because they're trying to go somewhere for training and if they're not told what to bring then they're out of luck.

A cadet with previous military experience reiterated the importance of the Army culture of working together and had this to say about PT structure, "I think that they need more buddy PT, more buddy stuff. Those things you can't do by yourself. That would make a difference. That constant reminder of that you're in it together." The Army culture also consistently reinforced the importance of sacrifice to better the organization. For example, a MS1 explained the importance of sacrifice,

When you wake up and you realize that your buddy isn't there and you have to beat down his door and you're late because you're sacrificing to get him there. You're risking getting in trouble for being late. You're not worried about you, you're worried about your buddy getting to PT, getting to class, and making sure he's not all jacked up."

Battle buddies. For most cadets in the battalion PT was not revered as an easy task. Many cadets struggled or had struggled with it. A consistently reinforced mantra within PT, and ROTC overall, is the “battle buddy” system in which cadets were assigned at least one other cadet to look out for throughout the program both in and out of uniform. Often times during PT the “battle buddy” system was extended to a general, “brotherhood” between all cadets. Simply put, if a peer or subordinate was struggling it was the responsibility of the other cadets to assist. As a result, challenging PT helped to bolster social support across the battalion. Sacrificing personal improvement or enduring additional PT to help a fellow cadet successfully finish a PT session developed higher levels of selfless service. A cadet expressed this saying,

PT is used to better condition soldiers. There is a sense of how it’s structured what exercises, like running in formation. You’re all working together and not leaving someone who’s falling out. There is like a fall out patrol so no one is left by themselves. I don’t think that it’s necessarily for selfless service.

Running and ruck marches were considered to be the most challenging portions of PT, although ruck marches were only done twice a month, as required by the U.S. Army (U.S. Army, 2001). Challenging the PT sessions provided cadets with more opportunities to develop selfless service by assisting peers or subordinates. An MS1 who confessed to struggling during the runs said:

To me PT is designed to improve yourself. While you’re improving I think it’s possible that you can help your battle buddies because everyone needs motivation to improve. If someone sees me struggling, my team leader will, if he finished before me, he will run out and finish with me. While he is being, I wouldn’t say selfless. He’s running at his own pace. When he’s done he comes back and helps me.

PT was indirectly used to enhance cadet selfless service. As cadets progressed through the program and faced higher levels of responsibility they improved their level of

applied selflessness. The well being of their “battle buddies” became increasingly important.

Discussion

This study investigated the development of selfless service within one Army ROTC PT setting. Examination across all three major themes highlighted experiences that both developed and decreased selfless service.

The PT environment was strategically used by cadre to facilitate cadet leadership development that developed selfless service through high levels of support from peers, subordinates, and cadre alike. ROTC placed cadets in challenging but not dangerous situations that pushed cadets outside their comfort zone and forced them to reevaluate their participation in the program, draw upon personal prior experiences, as well as develop Army LDRSHIP values. Ruck marches and ability group runs were cited as the most challenging PT sessions and as the greatest contribution to sources of selfless service; in general, the greater the challenge at PT the greater the degree of selfless service actions. These results reinforced the current IFT literature. Going back to run or ruck with a struggling peer or subordinate greatly increased cohesion and social support through a direct interaction; thus bolstering the likelihood of identity fusion and selfless service (Swann et al., 2009, 2010a).

Cadre provided assistance when needed but helped facilitate cadet-shared experiences with peers and subordinates. Cadets were encouraged to not only work together but also develop critical thinking, cohesion, trust, and skills to successfully complete a task. These results affirmed previous literature maintaining that a soldier is more likely to identify with his unit when the needs such as esteem and protection are

met, and if the soldier is able to strongly identify with leaders throughout the chain of command (Henderson, 1985). Furthermore, cohesion directly increases the likelihood of mission success and indirectly supports identity fusion, based on emotionally charged experiences (Swann et al., 2009). Concurrent development of selfless service is useful in an ROTC setting and is designed to transfer to the post-commission environment. Cadre also worked to improve cadet selfless service by leading by example, a recurring theme throughout ROTC literature (Fischer & Garn, 2011; 2013). Acts of sacrifice (e.g., time, knowledge, resources, and energy) encouraged cadets to adopt the LDRSHIP values, particularly selfless service as their own. Similar to ethics and selfless service research (Schroeder, 1996), cadre were more likely to act selflessly when cadets demonstrated a desire for personal and battalion improvement, seeking out cadre for assistance in a variety of both ROTC and personal tasks (i.e. finding academic resources on campus, PT session planning, or hierarchical logistics). Furthermore, the FM 100-1 places ethical and value development and leadership integration on the unit commander and stresses the importance of leading subordinates by example to facilitate organizational service (U.S. Army, 1997). Additionally, selfless service is cited as a direct contributor to a soldier's level of duty and a central measure of character (U.S. Army, 1997).

Cadets came into the program from a variety of different military and civilian backgrounds and experiences, both military and civilian. Working together throughout their ROTC career, cadets became indoctrinated into the Army, learning specific cultural and tactical relevant skills (i.e. hierarchy, customs, and policies) and developed Army centric values. As cadets climbed the ROTC ranks (i.e. MS1 through MS4) their views of how to integrate their personal strengths with the Army values evolved. Results revealed

that a cadet's notion of what selfless service actions look like change as they began to climb the chain of command and were responsible for more people and tasks.

The MS1 year was designed as a “welcome to the Army” year. Cadets learned about Army customs (i.e. cadences, chain of command, and jargon) policies (i.e. uniform and appearance), and procedures (i.e. APFT, after action reviews, and hierarchy). Similar results showed that early in their careers cadets equated selfless service and “sacrifice” to waking up early for PT and losing sleep, going to FTXs rather than hanging out with friends, and other self-centric instances. Not yet in leadership roles MS1s were less likely to demonstrate selfless service. Based on Swann and colleagues’ (2009) previous IFT research MS1s were also less likely to be fully fused with the ROTC and Army organization. As MS2s cadets are taught briefly about weapons, training and combat tactics, and leadership (i.e. squad leaders). At this point in the program MS2s began to demonstrate group-centric behavior, particularly with those they were leading and peers in their specific platoons (i.e. small groups); however, while MS2s had a much better grasp on the culture they were still trying to assimilate the Army values with their own personalities. During the MS3 year cadets rose to cadet leadership ranks and were expected to strictly adhere to the Army values, while continuing to learn Army logistics and more advanced combat tactics, and lead PT sessions (Fischer & Garn, 2011; U.S. Army, 2011). As MS4s cadets rotated through the leadership roles at the top of the cadet ranks (i.e. company commander, battalion commander, etc.) and were expected to practice the Army values and lead subordinates by example.

Based on the MS1 through 4 progression it would stand to reason that MS4s were the most likely to display characteristics specific to IFT. This would include selfless

service based on time spent directly interacting with members of the organization and number of shared experiences. Surprisingly, results revealed that MS3s were the most likely to demonstrate selfless behavior. One explanation for this could be the pressure of trying to achieve high marks with peers, cadet leadership, and cadre based on the importance of OML placement. Future research should further explore the mechanisms and time line for cadet-ROTC identity fusion. This progression of cadet cultural indoctrination, adoption, and application of LDRSHIP values and experiences within the Army organization paralleled Qirko's altruism research, which outlines methods of cultural assimilation to increase group member selfless service (2009, 2013).

The OML is based on accession scores, collected throughout a cadet's ROTC career. Assignments are given out the fall semester after cadets complete Cadet Leadership Course (CLC), formerly Leadership Development and Assessment Course after which point a cadet's standing on the OML no longer matters. OML slots were competitive particularly as the U.S. Army was forced to scale back numbers. As interviews progressed the OML was brought up often, revealing a significant disconnect between selfless service and competition for a coveted active duty OML slot. Results showed that while cadets were aware of the OML throughout their time in the program the intensity of competition became more apparent to peers and subordinates as CLC and post-commission placement drew closer.

Competition became so prevalent that battalion or whole-group centric behavior was often exchanged for personal improvement or specialized-group improvement. That is, cadets were more likely to act on behalf of themselves or on behalf of their friends. While it is not unheard of that individuals gravitate more towards groups with which they

share more emotionally charged experiences (Swann et al., 2014), it is confounding that some cadets appeared to back-slide in selfless service development and even going as far as “throwing their peers under the bus.” One explanation for this may be the role that peer evaluations played in driving behavior. Cadets played a role in peer OML placement by ranking their peers based on Army standards; however, high levels of fusion and selfless service would dictate that cadets gave their peers high scores. Furthermore, the disconnect between competition and selfless service may only have been an example of a ROTC microcosm, an instance of individuals fusing their identity with the smaller and more highly cohesive groups within ROTC (e.g. Raiders or Pershing Rifles) more intensely than the whole battalion. For instance, cadets were more likely to give their peers in the aforementioned groups (to which they were more tightly fused) high scores, therefore acting in the seemingly best interests of the smaller group. Future IFT research should focus on determining if nested identity fusion is possible- fusing first with the whole organization but then more deeply fusing with smaller established groups within that organization.

Leading and organizing PT session logistics and clarifying expectations to subordinates was a critical part of the ROTC program, and helps cadets develop leadership skills (Thomas, 2006). As budding Army leaders, cadets were expected to be cognizant of their actions and work to improve all aspects of the battalion. Results revealed that disorganization and lack of cohesion and support experiences in ROTC PT decreased cadet feelings of belonging within the organization and undermined selfless service. For example, uncertainty about PT location triggered a lack of organization down the chain of command causing a domino effect that elicited a decrease in selfless service

behavior, overall cadet effort within the battalion, and was identified as one of the biggest causes of selfless service demise. Disorganization was so caustic to the ROTC environment because the shared experiences and outcomes of those experiences did not improve the organization. These results align with previous IFT literature indicating that poor organization of shared experiences, such as PT sessions, decreased identity fusion (Swann et al., 2009). Disorganization decreased cohesion in both small groups and the whole battalion thus, causing cadets to disengage and circumvent altruistic behavior (Henderson, 1985). By decreasing PT organization cadets were less likely to endorse any type of selfless service for the battalion (Swann et al., 2009). Additional research should examine if disorganization is capable of eradicating identity fusion within an organization.

Perhaps the most contradicting results came from the notion of “volunteer” versus “volun-told.” Cadets were often recruited by cadet leadership and cadre to volunteer for opportunities spanning the gamut of trying out for the Ranger Challenge team, flag duty, joining Raiders or Pershing Rifles, doing stadium cleanups, working concessions at football games and track meets, and leading PT sessions. Volunteering was highly useful for promoting selfless service. Cadets worked together for the good of the battalion, cementing their place within the organization. Volunteering both enhanced organizational standing and bolstered personal standing within the organization, which supports previous identity fusion literature (Aaker & Akutsu, 2009). Interestingly, the novelty comes from the Army specific action of being “volun-told.” Being “volun-told” occurred when cadets were not given the choice to participate in a once voluntary task.

Once an individual was forced to participate or was “volun-told” they were no longer completing the task on their own accord to better the battalion, resulting in a selfless service decrement. A cadet’s dislike for participating when “volun-told” was highly dependent on the amount of time and effort required to complete the task. For example, being “volun-told” for stadium cleanup, a “dirty task” that took half a day, was considered significantly worse than being “volun-told” for the morning flag raising ceremony, a considerably easier job that took approximately 15 minutes. Additionally, selfless service was further decreased depending on how often an individual had been previously “volun-told” in the past. Subordinates who volunteered were more likely to be seen as contributing members and less likely to be ostracized from the organization (Gomez et al., 2011b). Results revealed that incidents of selfless service were most dramatically improved in cadets who volunteered for tasks to inspire others to volunteer and to keep peers and subordinates from being “volun-told,” regardless of class or rank.

In conclusion, the results of this study indicated a close relationship between IFT and selfless service in Army ROTC cadets. Selfless service was associated with the degree to which a cadet’s identity was fused with the ROTC organization; however, there were confounding results to current IFT literature such as within group identity fusion. These anomalies of extensions to current literature pave the way for additional research to further explore selfless service development in relation to IFT. For example, further research should be designed to better understand the parameters and development of identity fusion. It is important to develop an understanding of how and why cadets fuse their identity with an organization such as ROTC because facilitating identity fusion earlier in a soldier’s military career could improve levels of altruistic behavior.

CHAPTER FOUR: SUMMARY AND CONCLUSIONS

The overarching purpose of both studies was to provide insight into the development of resiliency and selfless service in U.S. Army cadets pre-commission. ROTC programs are used to develop a foundation of leadership skills necessary for cadets to be successful in “big Army” environments. Resiliency and selfless service development are seen as critical elements within that leadership development process. The results of chapter two provide evidence that ROTC PT increased the physical, social, and emotional dimensions of resiliency most effectively. Cadre played an important role in resiliency facilitation throughout PT experiences. Cadets were placed in situations during PT with a high probability for failure, forcing them to develop mental toughness, critical thinking, and rely heavily on peer social support. Furthermore, cadre led by example and used their own previous Army experiences to assist cadets in preparing for instances they were likely to see in “big Army” environments. As cadets progressed through the program, they learned to see challenge and failure as a way to grow and develop resiliency or “mental toughness.”

The results of chapter three highlighted a growth pattern in cadets’ selfless service as they progressed from MS1 to MS4. Increased leadership roles and responsibilities allowed cadets to move from self-centric to battalion-centric. Instances of highly challenging PT were the most effective at facilitating selfless actions among cadets. Extreme PT challenges heightened the emotional charge of shared experiences, making identity fusion more likely (Swann et al., 2009). Indoctrinating cadets within the Army chain of command also helped facilitate identity fusion and acts of selfless service among cadets. Conversely, high levels of competition for spots on the OML disrupted selfless

service as cadets battled for coveted high ranks. Additionally, common instances of disorganization, low support, lack of communication, or being “volun-told” further contributed to decreases in cadets’ development of selfless service.

Results suggested similarities between selfless service and resiliency development. Overwhelmingly results from both studies indicated the importance of challenging cadets to the point of failure in order to develop both selfless service and resiliency. Failure contributed to leadership development starting with the MS1s and continuing all the way through the MS4 year. Cadre were instrumental in implementing failure into the PT environment in a supportive yet rigorous way. Furthermore, high levels of challenge and failure forced cadets into novel positions where they had to develop critical thinking skills and learn to reach out for help and social support from peers and leaders within the chain of command. This sustained performance throughout an intense psychological or physical challenge enabled cadets to gain a positive outlook despite adversity (i.e. resiliency) and increase the desire to reach out to help others (i.e. selfless service) (Ballenger-Browning & Johnson, 2010).

Chapter Two indicated that failure in ROTC (more specifically PT and physically demanding FTXs) was used to test and build “mental toughness,” or characteristic resiliency. Conversely, process resiliency, developed with traumatic events, while supported may not have been truly developed due to the safe nature of program (Masten, 2001). External problems such as a death in the family may have triggered resiliency development as a process; however internally ROTC was not an instrumental venue for development. In “big Army” combat situations resiliency requires that soldiers who have killed in combat need time to rationalize and accept the mission outcomes and their

personal role(s) within that mission (Bradley, 2009). ROTC PT may have provided a resiliency frame of reference for post-commission, bridging the gap between Army-civilian culture but it seemed to lack the means to prepare cadets well enough for “big Army” environment to decrease “culture shock” of transitioning from ROTC to “post-commission.”

Chapter Three provided evidence of similarities between selfless service and IFT development. Cadets were provided an overview of selfless service and encouraged to act on behalf of their “battle buddies”; however, there was little done directly to prepare cadets for the potential challenges of, and level of support they will be expected to provide to fellow soldiers in the “big Army.” Failure, regardless the task, proved beneficial in increasing selfless service. Results indicated considerable evidence that selfless service was closely linked to IFT. In instances of high challenge, cadets were again forced to turn to peers for social support and help. Additionally, cadets who saw peers and subordinates struggling were encouraged to selflessly assist others in an attempt to better the battalion by decreasing peer and subordinate failure (Gomez et al., 2011). An established link between IFT and military altruism could open the doors for more effective selfless service emphasis and facilitation in cadets and more importantly soldiers in combat missions and deployments. Developing an understanding of how to apply selfless service within the battalion may serve as an introduction for selfless service in the “big Army,” thereby decreasing the “culture shock” between the two environments.

Based on the results, it is important to develop both resiliency and selfless service early on in a cadet’s Army career. These studies provided an introduction to furthering knowledge of cadet leadership development. As Army procedures and actions change to

accommodate domestic and international requirements, early leadership development becomes increasingly important. Although selfless service is obviously more directly related to leadership development, results did indicate that higher levels of resiliency, particularly “mental toughness,” were important for leadership across the chain of command.

While many of the same experiences that promoted resiliency also promoted selfless service, there were also divergences across the two studies. Perhaps the greatest difference lies within the Army expectations. Cadets and soldiers are expected to adhere and promote the LDRSHIP values from very early on in their military career (U.S. Army, 2011). Unfortunately, there is little developmental direction given. Rather, it is expected that soldiers begin their Army career (including ROTC) with a firm grasp of the meanings of the Army values (U.S. Army, 2013a). The importance of selfless service is emphasized through stories, the soldier creed, and leadership examples. However, there are no Army guides or manuals and very little research outlining the best course of action for altruistic behavior execution. Developmentally, cadets must learn through experience, and trial and error, how values are put into play and how to promote them to peers and subordinates. Conversely, military resiliency literature continues to expand and gain attention. Whole programs and training modules (i.e. CSF2, operational resiliency, and institutional resiliency training modules) are in place to educate soldiers on the importance of resiliency throughout and after their career. Resiliency is seen as a desirable characteristic and a helpful process post-trauma or combat but not a required Army value. Additionally, while previous literature has linked resiliency to leadership the exact extent of the relationship remains undefined. Future research should specifically

look into the relationship between selfless service and resiliency in cadets and soldiers. Based on the importance of both selfless service (as an established Army value) and resiliency (as a characteristic and coping outcome), determining the overlap could help cadets to become better leaders within the “big Army” environment.

A thorough understanding of pre-commission development should be used to better lead cadets through the ROTC program. Leadership could then recognize the various stages of development and be deliberate in their task assignments to best facilitate resiliency and selfless service development. For example, towards the end of the MS1 year cadets should be placed in squad leader positions, typically reserved for MS2s, to begin to push younger cadets into developing a more battalion-centric way of thinking. Additionally, high levels of cadet leadership (MS3s and 4s) support and organization level should be maintained. Disorganization and “weeding out” were not synonymous. “Weeding-out” was done through increasing physical and psychological intensity during PT sessions and FTXs. Individuals who were unable to keep going were removed or quit. Those who *were* able to keep going, and even help others increased their level of resiliency and likelihood for altruistic actions. Conversely, disorganization increased cadets’ likelihood to reevaluate their participation in the program, undermining both resiliency and selfless service. Disorganization also decreased the likelihood of identity fusion with the organization and battalion morale.

ROTC cadre should be cognizant of the important role of challenge, failure, and level of support provided to cadets. Results in both studies indicated a high need for direction and cadre support, especially during unavoidable failure. Competition, while only directly linked to decreasing selfless service has been previously associated with

lack of social support and a decrease in resiliency (Baratone, 2006). Organization and direction helped cadets to figure out how to apply Army values, procedures, and policies to day-to-day PT tasks. Both studies indicated that a lack of support hindered selfless service and resiliency development by emphasizing the negative outcomes associated with failure (e.g., demoralization; social isolation) instead of positive outcomes (e.g., learning from mistakes; improving).

In conclusion, results of these two studies begin to fill existing gaps in the research literature examining selfless service and resiliency development. Additional research to further explore and expand the results of these studies could provide information that helps improve cadet leadership in ROTC programs. Additional research should work to strengthen the associations between the IFT framework and selfless service. Future research should also focus on understanding how developmental strategies employed in ROTC can facilitate more effective transitions into the “big Army.” Regarding resiliency, future research should test resiliency development in cadets by quantifying levels as cadets move through the program. This could help to develop a more comprehensive understanding of how development strategies influence resiliency levels. As cadets commission and join their unit they are expected to be knowledgeable effective leaders. Higher levels of resiliency and willingness to act on behalf of subordinates, the unit, and the Army organization prior to commissioning may decrease that “shock.” Additional research should focus on the most pertinent factors as cadet transition from ROTC to “big Army.” These factors could be used to further strengthen the ROTC program, ease the transitional “culture shock,” and improve second lieutenant

leadership ability. Continued exploration into these areas will provide additional insight into how to improve ROTC programs and early commissioned officer leadership ability.

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APPENDIX A: EXTENDED REVIEW OF LITERATURE

Physical training (PT) is a mandatory event used to develop cadets' physical fitness within all Army and Reserve Officer Training Corps (ROTC) programs. PT is critical for success of cadets because physical fitness is considered a basic skill necessary for military personnel to perform mission tasks effectively (Drystad, Miller, & Hallen, 2007; United State Army, 1999, 2010). Hammermeister, Pickering, McGraw, and Ohlson (2010) reported that soldiers who scored well on the Army Physical Fitness Test (APFT) also had high functioning psychological skills, critical to high-level performance in the field. As with any form of physical activity, PT requires motivation, effort, focus, and a considerable amount of discipline (Atwater & Yammarino, 1993). PT sessions help prepare soldiers and cadets for the physical rigors of military operations and combat. These rigors often include a combination of cognitive, social, and physical skills that are implemented under high levels of stress (Ward et al., 2008). As cadets progress through the ROTC programs, PT performance is a significant contributing factor to their future placement and advancement within the United States (U.S.) Army infrastructure (U.S. Army, 1999, 2005, 2010). In part, this is due to the ROTC cadre' and cadets' perceptions that developing physical fitness in PT is closely associated with developing leadership skills in ROTC (Fischer & Garn, in review).

The Army places high value on developing effective, competent leaders (McDonald, 2013) and various training methods have been implemented for training and developmental purposes (Headquarters, Department of the Army, 2012; Larsson et al., 2006). Military leadership literature suggests a top-down approach to teaching and training, that is, the material trickles down from higher ranks in order to increase material

credibility and ensure all rank levels are familiar with the information (Larsson, 2006). The U.S. Army defines leadership as: “Influencing people by providing purpose, direction, and motivation, while operating to accomplish mission and improve the organization” (Department of the Army, 2007, p. 1). Leaders in the U.S. Army (Commissioned and Non-Commissioned Officers) are expected to complete their assigned missions, regardless of location. Directed towards Army leaders, the Army Non-Commissioned Officers’ guide states, “Your soldiers depend on your guidance, training, and leadership to win the Nation’s wars” (Headquarters Department of the Army, 2002, p. 5).

There is a clear need for empirical investigation of leadership topics in U.S. Army settings such as ROTC PT because leadership is such a vital component to training military personnel effectively. U.S. Army leadership models that focus on leadership characteristics alone only provide a limited perspective of leadership. Characteristics can be developed and do not need to be inherent (Atwater & Yammarino, 1993). Leadership development is defined as “expanding the collective capacity of organizational members to engage effectively in leadership roles and processes” (Day, 2001, p. 582), and seeks to build cadets’ ability to successfully problem solve and navigate through challenging and unforeseen circumstances (Day, 2001; Dixon, 1993). According to Larsson (2006): “The underlying developmental processes through which people grow or develop into different and better leaders are poorly understood, and remain relatively unexamined” (p.71). Examining developmental processes of important leadership characteristics identified by the U.S. Army could produce a more comprehensive model of leadership.

Currently, leadership within the U.S. Army follows the ‘Be-Know-Do’ (BKD) model, which focuses on leadership characteristics such as: loyalty, duty, respect, selfless service, honor integrity, and personal commitment (Department of the Army, 2007; Thomas, Dickson, & Bliese, 2001; Leadership Development Program, 2009). There are three factors of the BKD model. ‘Be’ addresses the mental, physical, and emotional characteristics necessary to be successful in the BKD leadership model. For example, it is taught and expected that leaders must understand the Army values and live them everyday, thus acting as role models for subordinate soldiers (Headquarters Department of Army, 2002; U.S. Army, 2009). According to the Field Manual 6-22 character is defined as, “A person’s moral and ethical qualities, which help determine what is right and gives a leader motivation to do what is appropriate” (Department of the Army, n.d.). To ‘Know’ involves interpersonal, conceptual, technical, and tactical skill. Leaders are expected to understand the details of their job, have the skills necessary to communicate effectively, be able to train soldiers and to lead them through challenging situations, and know the idiosyncrasies of mission tactics to make informed and sound decisions. ‘Do’ addresses actions and a leader’s ability to influence, operate, and improve the actions of others. Simply put ‘Do’ means to take action. Leaders must sift through all known information about the situation or mission and act to ultimately make accurate assessments and timely decisions (Headquarters Department of the Army, 2002; Campbell & Dardis, 2004). BKD is seen in the Army as an all-encompassing model, however it provides a limited view of leadership development.

Specific to ROTC programs, the U.S. Army has developed the Leadership Development Program. This program is an “individual-focused training process designed

to develop leadership skills in a variety of training environments” (Leadership Development Handbook, 2009, p.1) used to maximize leadership potential and predict cadet leadership success upon commission as a second lieutenant. The leadership development process in ROTC is achieved when cadets: (a) assimilating into the U.S. Army culture, (b) assume U.S. Army values as their own, (c) experience organizational training, (d) gain operational experience, and (e) enhance self-development (Department of the Army, 2007). These benchmarks are outcomes rather than processes. The U.S. Army states, “Possessing certain personal values and motives is one of the prime prerequisites for effective leadership” (Thomas et al., 2001, p. 182). There are limited references to the training experiences of PT that facilitate desired leadership characteristics within the Leadership Developmental Program.

The focus of this project is to complete an in-depth and comprehensive examination of leadership development processes used to cultivate valued leadership characteristics in ROTC PT. Grounded theory (Glaser, 2001) is a methodological approach that focuses on the use of empirical data to generate a model or theory. Instead of relying on leadership models without empirical backing such as BKD, grounded theory provides a technique to generate a data-driven leadership model specific to the ROTC PT context. Therefore, the purpose of this review is to explore how the grounded theory analytic approach can be used to examine leadership development processes during ROTC PT.

Leadership

The U.S. Army has a set of well-established standards and values. The Army chain-of-command is one example, with soldiers being promoted and changing positions

on a regular basis. Thus, an understanding of leadership development is critical to be able to foster an effective leadership environment. All soldiers are expected to adhere to Army standards, and act as a leader regardless of rank or military operations specialty.

Army Leadership

Leadership styles encompass how individuals view themselves and their leadership position, how they relate to others inside the organization, and their perceived success within the leadership position (Rabinowitz, 2013). Leadership development experiences may set the stage for individuals' future leadership styles. Transformational and transactional leadership are specifically identified in the Army as the most typical and sought after styles. Transformational leaders are closely engaged with their followers; working to motivate subordinates and to go above and beyond previously set expectations (Olsen, Eid, & Johnsen, 2006; Rubin, Munz, & Bommer, 2005). Transformational leaders seek to inspire followers to go beyond self-interest and invest their efforts with the goal of bettering the group or organization. Characteristics specific to transformational leadership includes: (a) a desire to share risks, values, (b) problem-solving strategies, and (c) respect with subordinates, recognizing and appreciating the individual learning differences of peers and subordinates (Bass, 1998). Transactional leaders seek to motivate subordinates through corrective feedback, in the form of rewards and punishments (McDonald, 2013; Price & Weiss, 2013). Based on an emphasis to meet specific objectives, transactional leadership is seen as more practical. Transactional leadership is more practical but fails to encourage innovation (Aarons, 2006). Both leadership types are effective; however, transformational leadership requires the leader to facilitate greater levels of intrinsic motivation among followers.

The U.S. Army culture places a high value on leaders who view morals as a valued part of personal identity, particularly when leading others into the highly tumultuous and dangerous combat environments (Olsen et al., 2006). Real-life combat missions and other dangerous situations cause a surge in respect between leaders and their subordinates (Baran & Scott, 2010; Larsson et al., 2006). For example, as the need of leaders to relate to their subordinates increase, leadership tactics may change from the transactional perspective of “Get it done or get punished” to a transformational perspective of “Let’s finish this mission and go home as a unit together, safely.”

Toxic Leadership. Lipman-Blumen (2005) defines a toxic leader as, “individuals who, by virtue of their destructive behaviors and their dysfunctional personal qualities or characteristics, inflict serious and enduring harm on the individuals, groups, organizations, communities, and even the nation that they lead” (p.2). A toxic leader displays three key characteristics including: (a) a real or apparent lack of concern for subordinates; (b) a negative demeanor, which has the ability to dramatically decrease the resulting organizational climate; and (c) beliefs that the leader is concerned only in self-interest motivators, by subordinates (Reed, 2004). Described in both civilian (Lipman-Blumen, 2005) and military (Doty & Fenlason, 2013; Reed, 2004) literature, toxic leadership increases anxiety levels in subordinates and creates a hostile working environment by presenting acts of insincerity and even bullying to manipulate the climate (Reed, 2004). The literature is unclear about whether a leader is toxic in all leadership settings, or if there are “triggers” in which these toxic characteristics become more prominent (Lipman-Blumen, 2005).

The effects of toxic leadership can be highly detrimental to the health of a group,

leading to decreased motivation, group cohesion, resiliency, enchantment with the organization, and productivity (Reed, 2004). If toxic leadership is misunderstood as successful, subordinates may develop into toxic leaders themselves (Reed, 2004). From an Army hierarchical top-down perspective, distinct power relationships exist between leaders and their subordinates and in most cases subordinates are unlikely to formally complain about higher-ranking leaders. In PT settings toxic leaders may train their units without regard for health or safety. Toxic leaders breakdown the Army's proposed emphasis on leadership as stated in the Army Field Manual 3-0 "The role of the leader is central to all Army operations and trust is a key attribute in the human dimension of combat leadership. Once trust is violated, a leader becomes ineffective" (Headquarters Department of the Army, 2008). While toxic leadership is on the far end of the ineffective leadership spectrum and not the norm it is still worth mentioning. How an individual's leadership styles develop may be partially dependent on external influences. Thus, it is important to build an understanding of how leadership styles are associated with the developmental process of leadership.

Using PT to Develop Leadership Skills

The Army views PT as a method to increase strength through physical improvement, or more specifically, "performing and excelling in physical activities that require aerobic fitness, endurance, strength, healthy body composition and flexibility derived through exercise, nutrition, and training" (Department of the Army, n.d., p.1). Previous military literature does mention the role of PT experiences in leadership development (Atwater & Yammarino, 1989a; Connelly et al., 2000; Laurence, 2011); however, the relationship between PT training and leadership development is unclear. For

example, in research conducted by Laurence (2011), military personnel acting in leadership roles “were higher in competitiveness, responsibility, acceptance, dominance, aspiration, willingness to be daring, and emotional expression” (p. 50). More specifically, the Army Field Manual 6-22 identifies 12 characteristics deemed necessary for competent leadership. These characteristics are reduced to three primary categories: character, intelligence capacity, and situational presence (McDonald, 2013). Leaders in the Army need to be competent in all three primary characteristic categories in variety of dynamic settings. Leadership is closely associated with the concept of change, and in turn, change is central to the learning process (Brown & Posner, 2001).

Coping with change, overcoming barriers, critical thinking, and experiencing hardship are all examples of environmental factors that can develop the personality characteristic resiliency. Research shows a strong link between overcoming barriers and leadership development (Pickering, Hammermeister, Ohlson, Holliday, & Ulmer, 2010). Those who are resilient have a developed knowledge of work commitment and coping skills, increased levels of control, and are open to challenges and life changes (McDonald, 2013). Those with higher levels of measured resiliency are more likely to become effective leaders (Baran & Scott, 2010; Howard & Irving, 2013). Resilient leaders “can recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining their mission and organizational focus” (Leadership Development Program, 2009, p. 8).

The importance of resiliency in leaders is apparent in previous research, which suggests that resiliency is a strong predictor in athletic performance (Bartone, Eid, & Snook, 2009; Krane & Williams, 2006). The connection between resilience and performance is important in an Army context given the need to be adaptable to change in

physically demanding situations. Developing these leadership characteristics is thought to be accomplished through the use of hands-on experiences (e.g., cadet responsibilities, summer military training assignments, and combat situations for soldiers) as well as normal classroom activities, designed specifically to provide cadets with high levels of systematic, developmental, and critical feedback (Campbell & Dardis, 2004); however, there is limited evidence in current military research. In prior literature, leadership ability has been measured through physical performance indicators including: basic combat training marksmanship scores, the number of cadet fall-outs (e.g. fall behind or out of the battalion formation) of the daily two-mile run, and scores on the admission APFT (Rice, Yoder, Adams, Priest, & Prince II, 1984). PT leadership effectiveness has also been evaluated with subjective measures including: subordinate satisfaction, Commissioned Officer perceptions of leadership effectiveness, attitudes about PT prior to basic combat training, and peer feedback (Rice et al., 1984).

Over the course of a cadet's ROTC career accessions provide developmental feedback in the form of performance-based feedback in order to facilitate ongoing individual improvement. Whenever cadets are assessed their strengths and weaknesses are discussed in detail. The evaluator may provide feedback in the form of observational assessment, presentation of test score (e.g. APFT), or individual counseling and coaching sessions (Leadership Developmental Program, 2009). Accession scores are evaluated by both criteria and normative measures as each cadet is scored on a scale predetermined by the Army. Not surprisingly, previous literature has found characteristics such as resiliency, communication, confidence, and intellectual capacity to be the most prevalent; the same characteristics listed on the accession score sheet specific to the PT environment

(Cadet Command, 2009). Battalion training can provide cadets with the tools they need to develop the characteristics necessary to mature as leaders within the battalion, while continuing to strive for PT goal attainment.

Ideal characteristics for leadership positions in the U.S. Army include, quick decision making, creativity, planning, organization, verbal communication, drive for advancement, ability to work under pressure, energy, high work ethic, human relation skills, and a wide range of interests (Connelly, et al., 2000). Described as a process that should combine experience, education, and training to prepare cadets and soldiers who “exercise mission command to prevail in unified land operations” (U.S. Army, 2013, p. 5). The ROTC PT environment should provide cadets with opportunities to develop characteristics associated with leadership development. Leadership development is reinforced throughout cadets’ ROTC careers using (a) ‘chain of command’ principles that mirror the U.S. Army’s hierarchical leadership structure, (b) modeling of leadership qualities, and (c) social interaction and camaraderie within cadet ranks (Fischer & Garn, in review).

During a cadet’s four-year ROTC experience they have substantial interactions with Army cadre. Cadre serve as both instructors in the classroom and mentors or role models for the cadets outside the classroom, including PT settings (Campbell & Dardis, 2004). Cadre bring previous Army experience and leadership, procedures, culture, and a variety of tactical and technical experience to ROTC (Leadership Development Program, 2009). In ROTC, cadre are not solely responsible for providing leadership and driving motivation levels. Cadets occupy leadership roles, having opportunities to impact fellow cadets. In PT, leadership training is highly emphasized as cadets prepare for their roles as

officers within the military (Laurence, 2011; U.S. Army, 1999). While the role of cadre and leadership characteristic development during PT is critically important it is unclear how much of a direct role cadre play in leadership characteristic development.

Regardless of the situation, cadets are expected to have “the ability to lead a group in the accomplishment of an assigned mission while maintaining within the group high standards of discipline, morale, and personal morals” (Rice et al., 1984, p.888). A desire to lead fellow soldiers in the military is critical, due to the potential of entering into high-risk and potentially fatal situations. Leaders are expected to motivate subordinates outside of their comfort zone and past what is thought possible, both mentally and physically (Atwater & Yammarino, 1989a; Department of the Army, 2007). Thus, it is expected that leadership experiences in PT transfer to situations beyond the scope of PT (Atwater & Yammarino, 1989b). Characteristics deemed important for Army leadership and PT success are closely related to those found in the literature referencing sport leadership success. Based on the lack of leadership literature situated in the Army PT context, the next section examines and draws comparisons regarding leadership development in sport settings.

Leadership in Sport Settings

While there is little to no research directly addressing military population leadership development and perceived PT ability, there is literature that draws comparisons between leadership development and sport skill perceptions. Previous sport research has found that athletes who have a higher level of acceptance by their peers were more likely to demonstrate higher athletic abilities (Moran & Weiss, 2006; Price & Weiss, 2013). These peer leaders may be characterized as “more skilled and higher in social

acceptance, perceived competence, and instrumental and expressive behaviors than those rated lower in leadership” (Price & Weiss, 20013, p. 265). This was further connected to results indicating that athletes with higher perceptions, competence and skill level were more likely to be in leadership roles (Moran & Weiss, 2006; Price & Weiss, 2011). As athletes achieve sport competence they are placed in leadership roles. Experiential challenges based on the success or failure experienced within those leadership roles may further develop the athletes’ leadership ability (Extejt & Smith, 2004).

Snyder and Spreitzer (1992) found that in a study of high school males athletic participation increased leadership development, based on a potential ability to lead. Experiences such as having more responsibility, being scrutinized, working to maintain expectations, being held accountable, and remaining neutral in conflict situations were all cited as strong influences in individual leadership development (Voelker, Gould, & Crawford, 2011). Working with others and being part of an organized team was linked to leadership development in collegiate intramural sports. In more diverse sport organizations individual leadership development increased further (Foubert & Grainger, 2006). As athletes learned how to improve time management skills between academic, professional, and personal interests their ability to assist others in those areas also improved (Hall, Scott, & Borsz, 2008). When individuals are placed in leadership positions they can succeed in it has a positive influence on self-confidence levels that, in turn enhance leadership development. Personal reflection plays a role in leadership development in sport. Athletes improved their long-term leadership abilities when lead through reflection to understand experienced development (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005).

Athletes who display high physical ability may also be rated higher by their peers in effective leadership (Glenn & Horn, 1993; Moran & Weiss, 2006). More investigation is needed to determine if this relationship extends into an Army PT culture. Physically skilled cadets are often considered effective leaders; however, there is more to an individual's status in the battalion than leadership. Successful leaders in ROTC must motivate, develop skills, mentor, teach, and enhance the company or battalion (Headquarters Department of the Army, 2002). Additional sport leadership literature suggests that the best way to develop leadership skills, in both a team and individual setting, is by providing hands-on and experiential learning opportunities (Aries, McCarthy, Salovey, & Banaji, 2004).

The connections between physical and leadership ability may include transfer skills, focusing on peer relationships, interpersonal skills, and familiarity with the leadership hierarchy; all in abnormal or high stress situations (Extejt & Smith, 2009). These resultant social skills may lead to habitual behavioral changes outside of the sport participation and throughout life. Sport literature consistently shows that individuals do not need to be highly skilled athletes to reap the benefits of leadership development. Merely being a part of the team increases level of commitment, self-esteem, and confidence; all associated with increased levels of leadership ability (Aries et al., 2004). Sport literature provides a basic understanding of the relationship between physical ability and experiences that promote leadership development. Based on the lack of Army leadership literature situated in PT, there is a need to develop a comprehensive Army leadership model. Grounded theory provides the necessary methodology to better understand Army leadership development processes.

Grounded Theory

Grounded theory (GT) methodology seeks to construct a theory about specific issues based on a pertinent population (Mills, Bonner, & Francis, 2006a). Although more closely related to qualitative research, GT combines attributes from both qualitative and quantitative methodological perspectives to create a methodology strong enough to stand up to complex environments. The depth and richness of qualitative interpretation is combined with the systematic rigor and logic of quantitative survey research (Walker & Myrick, 2006). There are two primary differences between GT and other qualitative analysis methodologies, constant comparison analysis, and theoretical sampling. Constant comparison analysis utilizes a system in which data is collected and analyzed simultaneously (Lingard, Albert, & Levison, 2008). This collection method blurs the lines of qualitative design by eliminating the traditional division between collection and analysis. Theoretical sampling drives the decision regarding the type of data to be collected, based on the ongoing analysis and developing theory. Using the constant comparison and theoretical sampling strategies of GT together could produce an empirically-based framework of leadership within the PT context. GT does not use hypotheses at the beginning of the process relying instead on emerging data concepts (Suddary, 2006). In research with little to no previous examination and no theories to substantiate a hypothesis, GT places data at the forefront of theory development.

Methodology

“GT is not an authoritative truth claim but a theory; it is not intended to be proven but to be used and modified” (Breckenridge, Jones, Elliott, & Nicol, 2012, p 67). GT starts with an idea and moves to a theory by using a process that includes: “gather data,

code, compare, categorize, theoretically sample, develop a core category, and generate a theory” (Walker & Myrick, 2006, p. 550). The seamless craft of a well-executed GT study results from considerable experience in the field, creativity, hard work, and a healthy dose of good luck (Suddary, 2006). The initial concept of GT is often conceived from emergent themes of previous data. Themes within the data indicate a preexisting social pattern, unearthed through careful comparison and ongoing analysis (Glaser, 2002; Lingard et al., 2008). In this research, the role of PT experiences in leadership development represents the initial GT concept (Fischer & Garn, in review).

Constant comparison and analysis methodology is not sequential, giving researchers the opportunity to code, analyze, recode, and reanalyze data over time (Larsson et al., 2006). Another strength of the GT process is that concepts are dynamic and can be altered by continually revisiting the data to help ensure that personal bias and assumptions about the direction of the data are reduced. Regardless of the population, methodology, results, and final theory application need to be well understood.

There are five primary characteristics of GT: (a) theoretical sensitivity, (b) coding, (c) identifying a core category, (d) treatment of literature, and (e) diagramming (Glaser 2002). Coding is a central theme to GT, although there are differences in the definition between the post-positivist and constructivist models. Glaser’s coding methods (i.e., post-positivist) are viewed as highly concrete, data is broken down, “coded,” and grouped together via open and selective coding (e.g. substantive coding). These groups are then arranged, reformatted, and tied together to as the theory emerges (e.g. theoretical coding). Strauss, Corbin, and Charmaz’s approach breaks the coding procedure into a perhaps a more laissez-faire approach with three phases, open, axial, and selective. Open coding is

defined by Strauss and Corbin as an “analytic process through which concepts are identified and their properties and dimensions are discovered in the data” (1990, p. 101). Completion of constant comparison analysis occurs when the researcher begins to find duplications during data collections. Termed “category saturation” by Strauss and Corbin (1998), it is the only reliable means of deciphering an end point in GT data collection and analysis. Ending collections too soon may leave out critical elements of the categories and lead to a partial theoretical picture.

According to Glaser and Strauss a substantive theory is a precursor to GT that examines the existing literature and what it has to offer to the direction of new research. New models then branch off, allowing for exploration into new research. “Although formal theory can be generated directly from the data, it is more desirable, and usually necessary, to start the formal theory for a substantive one” (Glaser & Strauss, 1967, p. 79). For example, there has been considerable research examining the subject area of leadership development; however, little to no research examines leadership development from a military perspective. Preexisting leadership models such as BKD are the substantive theory and can be used for content knowledge when generating categories during analysis. GT can then be used to extend the current literature without being tied to ill-fitting or incomplete models.

The advice to novice researchers to not complete a literature review, prior to data collection and analysis, comes from those with substantial time in the field and a wide base knowledge of the topic (Charmaz, 2010; Suddary, 2006). What is suggested instead is to not complete a formal literature review in the manuscript, in an attempt to reiterate to the reader that the data analysis was not manipulated one way or the other. The

primary threat with prior knowledge is that it will somehow force the researcher into consciously or unconsciously allowing the construction of hypothesis at any point during data collection, imparting a bias. Suddary (2006) suggests that drawing information from multiple sources, models, and prior research instead of relying heavily on one or two can help reduce bias. By drawing from multiple sources the researcher develops a knowledge base and experience in the relevant literature but not enough experience to compromise the ability to analyze data with unbiased perspective(s).

Bias in GT should not be disregarded based on post-positivist ideals. While it is important to give direction to data collection methods such as field notes and interviews, methodologies should allow ample room for participant voice and directional shifts of incident comparisons (Glaser, 2002). Based on human interaction and environmental effects the data should be free of obvious bias; however, “we emphasize that it is not possible to be completely free of bias”(Strauss & Corbin, 1998, p. 97). This struggle with concept bias can be attributed to the changing moments of qualitative research (Mills et al., 2006), in which the primary goal is description (Glaser, 2011).

Epistemology.

While often credited as a founder of GT, Strauss’s perception of GT veered away from Glaser’s classic version, after literature’s unveiling of GT (Glaser & Strauss, 1967). Over the years a significant rift has occurred between the views of Glaser and Strauss, Corbin, and Charmaz. In the modern day, Charmaz’s constructivist model of GT falls much closer to the ideas of Strauss and Corbin. While the constant comparison method of data collection predates GT (Glaser, 1967) both Glaser and Strauss utilize it as an integral component of GT. The primary philosophical differences between the Strauss and Glaser

model is deduction, data verification, and final theory development (Heath & Cowley, 2004). In Strauss and Corbin's version of data collection and analysis the data must be verified. Previous inferences can be dropped from the entire model if they are not strengthened throughout data collections. For example, early emergent leadership development variables may be dropped if they are not found to be critical elements in the maturing concept. The Strauss and Corbin model does create a more tedious analysis process by utilizing a line-by line data analysis system. "Rather than emphasizing deduction followed by validation [Strauss and Corbin] talk of deduction followed by validation and elaboration from further data comparisons, which ensures emergence" (Heath & Cowley, 2004, p. 145).

Specific to data collection, the Strauss model uses a semi-structured interview method to increase the likelihood of structured detail during line-by-line constant comparison analysis. Emergent concepts show a high level of interaction between participant accounts and more structured detail versus the stricter theory base proposed by Glaser (McCallin, 2009). The end result of Strauss and Corbin's model is a single concept with characteristics that bear a resemblance to the Charmaz constructivist model. This final concept is just that, a concept instead of a theory (unlike Glaser's post-positivist model) with the assumption that the researcher will continue working to evolve and validate the model.

The Strauss model is more abstract than Glaser's but does not directly acknowledge the importance of environmental factors on the end result versus Charmaz's model (see *Constructivist Theory*). Instead the Strauss and Corbin model focuses more heavily on line-by-line analysis rather than achieving a single theory

outcome (Glaser 1992), like Glaser. Furthermore, the epistemology of Strauss's model does not ensure that participant voices are heard. The Strauss and Corban model is utilized more often to develop an understanding of how to complete GT analysis, rather than a to emerge at an outcome. Epistemologies should be addressed prior to the start of any GT research to discern a best fit for the intended outcome, data collection measures, and researcher preference. Based on the military structure, individual perceptions, private culture of the Army, and the opportunity to expand the theory in other sample groups neither Glaser's post-positivist nor Strauss's model would be the best choice when working with Army populations and leadership development.

Constructivist Theory

“Constructivism assumes the relativism of multiple social realities, recognizes the mutual creation of knowledge by the viewer and the viewed, and aims toward interpretive understanding of subject's meanings” (Charmaz, 2000, p. 510). The primary objective of Charmaz's constructivist GT model is to let the voice of the participants shine through during the entire data collection and analysis process (Charmaz, 2006). By allowing participant opinions so much strength the human perspective (e.g. environmental factors) is used to shape the developing GT categories. Thus, the finished product of GT is not a single concept but a larger more holistic model.

One of the largest debates in qualitative methodology is the GT split between Charmaz's, Strauss's, and Corbin's versus Glaser's original post-positivist grounded theory ideals (Walker & Myrick, 2006; Glaser, 2012). From a broad perspective Glaser argues that GT is so revolutionary a methodological approach that it sits on its' own legs, outside the realm even of qualitative research. Glaser acknowledges that constructivist

theory exists but as a completely separate methodological entity from GT. Through the use of the phrase “All is Data,” that data is used to construct a theory, not paint a picture. Glaser’s point of view makes sense; however, there are major holes in the post-positivist model. For example interviews may be more surface level and more heavily biased, based on a greater emphasis of researcher interpretation. The largest of these holes being that a single resulting theoretical concept may not adequately encapsulate the setting. The result can be seen as a methodological flaw for researchers without the extensive knowledge base.

Glaser recommends keeping the open-interviews short, posing one or two prompts or starters during each conversation with participants. Once the conversation is complete, data analysis takes into account the researcher’s interpretation of the interview, weaving the interpretation(s) into the evolving web of evolving categories (Glaser, 2012). Charmaz takes a different approach to the participant interaction, addressing the unlikelihood of participant availability and probable bias development resulting from total researcher interpretation. Instead, Charmaz’s GT methods proposal is for longer and more in-depth interviews. The end result is a mutual interpretation between the researcher and participant. The interviews are semi-structured to allow for further questions, should they arise, and opportunities for the participant to have partial dictation of the interview to discuss topics not originally slated to be addressed by the interview guide.

At the crux of the GT debate is the process of data analysis (Elliott & Higgins, 2012; Glaser, 2012). What Glaser, Strauss, Corbin, and Charmaz do agrees on is that data analysis is the “fundamental analytic process used by the research”(Corbin & Strauss, 1990, p. 12), transporting the research from basic transcript to full fledged theory (Walker

& Myrick, 2006). It can be argued that Glaser's single resulting concept is the heart of the emergent model; however, a single concept fails to acknowledge the level of human perspective that make the new model special.

According to Glaser the difference between constructivist and post-positivist GT is conceptualization versus 'story-telling,' (2012). Charmaz's rebuttal poses the question; what is research if not story-telling through developmental understanding? The constructivist model uses the whole story, seeking to understand the emergent concepts (Charmaz, 2006). Strauss, Charmaz, and Corbin argue that incorporating the human perspective (e.g. environmental factors) may actually enhance the richness of the data collected by acknowledging not only the data directly related to the concept but the factors which, albeit indirectly, help shape the interpretation of the data (Strauss & Corbin, 1990, 1994, 1998). By understanding the stories behind the emergent concepts, the pattern(s) of behavior individuals engage in is becomes clearer. Charmaz argues that main concepts should have come explicitly from participants rather than being extracted from the data by the research (Breckenridge, Jones, Elliott, & Nicol, 2012). Glaser (2012) considers human perspective irrelevant to the final resulting concept.

One of those environmental factors further dividing the methodology of GT is 'theoretical sensitivity.' Glaser's purist view dismisses any and all of the potential effects from outside models and theories (Glaser, 2012). Theoretical sensitivity works with Strauss and Corbin's coding paradigm in which a succinct system is used to process and work with the data during analysis. There is disagreement between whether or not the paradigm 'forces the data' or not; however, the constructivist view argues that outside theories and models are especially helpful at the start of collection process to reorganize

and reduce vast amounts of data (Fram, 2013). What is not disputed across models is the significant grey area between successfully utilizing a strengthening theoretical framework to “help sharpen one’s awareness, and using theoretical concepts to impose a framework on the data” (Elliott & Higgins, 2012, p.9). Charmaz advises the researcher to be well versed in the current literature regarding the research scenario and population to develop a complete picture of, in this case Army leadership development.

Post-positivist GT is thought to generalize gathered data into general categories, largely ignoring the socially pertinent information particularly relevant to the analysis process (Fram, 2013). Not acknowledging the presence of outside factors thins the theoretical basis of the analysis. Glaser (1998) argues that data should be free from all bias and that outside factors should not contribute the big picture of grounded theory. A discrepancy between post-positivist and constructivist GT is the interpretation of the interview material. According to Glaser, interviewing is more listening and using open interviewing versus use of a more structured method of interviewing until more finalized categories emerge. A reoccurring theme, which emerges between the two GT methods, is an idea of prior knowledge and the researcher’s experience in the field. Without a significant amount of prior experience there is no guarantee that interview ‘conversations’ will be correctly analyzed or understood especially since “GT is a perspective based methodology and people’s perspectives vary”(Glaser, 2012, p. 29). Prior and on-going experience has a direct effect on analysis, hence the argument about literature reviews prior to data collection.

While Glaser’s theory is widely acknowledged and dominates the GT literature, this review adopts Charmaz’s constructivist theory. By using constructivist GT the

researcher can account for multiple perspectives that helps to shape the end result. To Charmaz (2006), “generalizations are partial, conditional, and situated in time and space” (p.141). Specific to concept development, the constructivist method embraces the use of subjectivity to formulate a predominant concept, based on interpretation to help shape the concurrent data collection and analysis. The GT constructivist model negotiates the potential power imbalance between the researcher and the participants, modifying imbalances using concept clarification (Mills, Bonner, & Francis, 2006b).

Grounded Theory & PT

As GT is so heavily reliant on personal accounts and experience there is an element of unknown within the resultant model. The model is built on a “person-by-situation interactional paradigm” (Larsson, 2006, p.74). In a situation as dynamic as an Army ROTC program, educated interpretation contributes a great deal to the evolving concept. A constructivist theory approach to GT allows for interpretation to mitigate research bias and act as valuable contribution to the framework by showing a more accurate and well-rounded portrayal of Army ROTC leadership development.

Grounded Theory & Army Leadership

There is a large void in leadership development research in relation to U.S. Army leadership. Army leadership development is a critical element during an individual’s time of duty. “Leaders of such a highly reliable organization often face the challenge of making sense of environments that are dangerous, highly ambiguous, and rapidly changing” (Baran & Scott, 2010, p. 42). GT, particularly the constructivist theory of GT is able to better dissect the idiosyncrasies within the complex Army culture. The human

perspective, or environmental factors, navigate the highly developed cultural structure to build a model enhancing the likelihood of leadership success.

Past research has defined leadership through characteristic identification. “The relationship between the personality characteristics of the individual and his performance in the group has remained a central concern “(Mann, 1959, p. 241). GT is a methodology well-suited for addressing the holistic setting of PT. Only one GT study has addressed the dynamic nature of the highly-organized culture of firefighters found that those with higher ranks and more personal experience in the field were looked to as leaders more often than individuals of lower rank (Baran & Scott, 2010). The leader was able to capitalize on status “and, by implication, the policies, procedures, and organizational charts that reinforce and communicate high status positions” (p. 56). There are similarities between military and firefighters; however the results cannot be generalized to military populations.

Constructivist GT provides the tools to fill in gaps in the literature so the leadership model fits the shape of the data. Previous literature has recognized the potential of using GT in relation to leadership but a majority of the studies have mentioned inconsistencies (Komives et al., 2005; Larsson, Johansson, & Gronlund, 2001). Furthermore, the previous literature has published findings based on research completed with lesser-established military units outside the U.S. (Larsson et al., 2001) or addressing leadership performance in non-military populations (Baran & Scott, 2010; Mann, 1959).

Conclusion

Strengths and Weaknesses of Current Literature

Previous research indicates that athletic participation may be a predictor of success within the realms of future military leader training (Alf, Neumann, & Matson, 1988; Atwater & Yammarino, 1989b). The research suggests there may be similarities regarding personality characteristics needed for successful physical and military training outcomes (Atwater & Yammarino, 1993; Hammermeister et al., 2010). “It is quite reasonable that measures of physical performance and positive attitudes toward getting hot, sweaty, and physically fatigued are related to perceived leadership status” (Rice et al., 1984, p.896). Considering the suggested relationship between physical ability and leadership, a learning climate, which fosters an increase in physical abilities, may also increase leadership development capabilities.

Previously published research (Connelly, et al., 2000; Klonsky, 1991) outlines personal characteristics beneficial for those acting in leadership positions in the U.S. military. In sport settings there is research describing favorable characteristics for a successful athlete, compared to their less successful peers including: higher levels of self-confidence, lower anxiety levels, greater ability to focus and contend with difficulties, stress coping mechanisms, and an elevated ability to see the ‘big picture’ in competitive settings (Hammermeister et al., 2010). Unfortunately, there is virtually no research to date examining the ties between military leadership and PT abilities. The resultant gap in the literature makes it likely that training sessions are used to increase both physical abilities and leadership development. While previous research does indicate that athletic ability and physical prowess are linked with leadership capabilities in military academy

(Webb, 1915), there have been vast changes and updates made to military culture, procedures, leadership, and expectations since the research was first published. The literature needs to be updated taking into account current military leadership and training requirements, the structure of current PT practices, special populations (i.e., ROTC), and the motivational levels required to succeed in the program. Using GT allows for comprehensive literature renovations and the formulation of a better understanding of leadership development in the Army.

Practical Implications

Investigating the learning environment during PT, a key element in soldier training, may provide a better understanding of how to increase leadership development and athletic ability. If parallels can be drawn between PT and leadership development, programs could tailor portions of the PT program to bolster the positive characteristics and emphasize experiences. Furthermore, PT could be utilized to concurrently increase both physical and leadership ability- styled towards real-life and combat/battle-ready practicality. Concept-based outcomes could potentially open doors for cadets with lower physical abilities to shine in leadership positions while understanding how to best assist those who exhibit lower levels of leadership characteristics.

Directions for Future Research

First and foremost a working theory of leadership development within the Army should be developed. The theory should be validated with military populations, ranging from ROTC, upper echelon cadre ranks, to large multi-base units. Current research (Larsson et al., 2006) has tried to address this hole in the military literature, using GT no less; however, the model was compared across military units in various cultures. There

are discrepancies between units and battalion within a single country. Validation on an international level brings in a number of superfluous variables across cultural borders making it difficult to develop a culturally appropriate model. Furthermore, literature needs to encompass Army leadership from a combat and non-combat perspective, being careful to take into consideration performance and resiliency (McDonald, 2013). Combat obviously requires tougher demands than training missions and as a result soldiers must have a higher level of resiliency. Future research should be cognizant of the importance of resiliency as a crucial leadership characteristic, factoring that importance into the model with care.

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APPENDIX B: STUDY ONE INTERVIEW GUIDES

Resiliency

R I. Cadet Interviews

1. Do you plan on joining the Army? Why or why not? If so, what are your future plans?
2. In ROTC, how would you describe a resilient cadet?
What other characteristics does a resilient cadet have? Any others?
Who is the most resilient cadet in your Battalion? Why did you pick this person?
How does he/she demonstrate resiliency? Examples?
3. What does resiliency personally mean to you?
How would you describe your own resiliency?
Has this changed since you joined ROTC?
3. How important is it as a future leader in the Army to have a high level of resiliency?
Why?
4. Researchers suggest there are 5 types of resiliency (spiritual, social, emotional, physical, and family). Here is a handout that briefly describes each type.
What types of resiliency are most important to being successful in ROTC? Why?
What types of resiliency are least important to being successful in ROTC? Why?
5. What types of experiences in ROTC develop your resiliency?
How do cadre impact your resiliency? Are there any other factors that impact your resiliency in ROTC?
6. OK, now let's focus on PT. What PT experiences develop your overall resiliency? Can you think of any others? Is that it?
Let's focus on each type of resiliency (prompt to handout). What experiences in PT, if any, develop [insert 5 types]
7. On the other hand, what experiences, if any, reduce your overall resiliency? Why?
Again, let's focus on each type of resiliency. What experiences, if any, reduce your [insert 5 types]
8. Can you give me an example of an experience that decreased the potential for resiliency development?
How could that experience have been changed to promote resiliency?
9. Do you think that PT is used to develop resiliency?
Why or why not? If so, can you give an example? If not, what could be changed in the PT structure to promote resiliency?

10. During PT how often is physical **resiliency** discussed or emphasized? Example?
11. Think about a time when you wanted to quit the program. Why did you want to quit? What caused you to stay? How did you overcome that desire to quit?
12. Is there anything else you want to tell me about how resiliency is developed in PT or ROTC in general?

RI. Cadre Interviews

1. What do you believe is the most challenging part of leadership development in ROTC? Why? What else do you find challenging?
2. From an Army perspective, what does it mean to be resilient? From a personal perspective what does it mean to be resilient?
3. Of the 5 dimensions of resiliency (spiritual, social, emotional, physical, and family) which do you consider to be the most important? Why? During your time in the Army do you feel that has changed? Why or why not? If so, how?
4. Which of the 5 dimensions do you consider to be the least important? Why?
5. What dimension of resiliency is the most challenging to help cadets develop? Why?
6. How important is it for cadets to develop resiliency prior to commissioning? Why?
7. Specifically, how is PT used to develop physical resiliency? Can you give an example of an experience that is used to promote resiliency? If not, what could be changed in the PT structure to promote resiliency?
8. What do you do to increase resilience for yourself? For cadets? Has that changed since working with ROTC?
9. Over the next 1-5 years how do you see resiliency development changing in ROTC?

R II. Cadet Interviews

1. Do you plan on joining the Army? Why or why not? If so, what are your future plans?
2. In ROTC, how would you describe a resilient cadet?
What other characteristics does a resilient cadet have? Any others?
Who is the most resilient cadet in your Battalion? Why did you pick this person?
How does he/she demonstrate resiliency? Examples?
3. What does resiliency personally mean to you?

Has this changed since you joined ROTC?

How would you personally describe your own resiliency?

How do you think this will change once you commission?

4. How important is it as a future leader in the Army to have a high level of resiliency? Why?

5. Researchers suggest there are 5 types of resiliency (spiritual, social, emotional, physical, and family). Here is a handout that briefly describes each type.

Will you please rate the dimensions from most to least important? Why?

Do you think there are links between any of the dimensions? (explain) Why or why not? (ask about potential links between dimensions→ social and family etc.

6. What types of experiences in ROTC develop your resiliency?

How do cadre impact your resiliency? Can you give me a specific example of a time when cadre had an influence on a dimension of your resiliency?

7. OK, now let's focus on PT. What PT experiences develop your overall resiliency? Can you think of any others? Do you think that PT is used to develop resiliency?

Let's focus on each type of resiliency (prompt to handout). What experiences in PT, if any, develop [insert 5 types]

8. On the other hand, what experiences, if any, reduce your overall resiliency? Why?

Again, let's focus on each type of resiliency. What experiences, if any, reduce your [insert 5 types]

9. Can you give me an example of an experience that decreased the potential for resiliency development?

How could that experience have been structured to promote resiliency?

10. What could be changed in the PT structure to promote resiliency?

11. During PT how often is physical resiliency discussed or emphasized? Example?

12. Think about a time when you wanted to quit the program. Why did you want to quit? What caused you to stay? How did you overcome that desire to quit?

13. Is there anything else you want to tell me about how resiliency is developed in PT or ROTC in general?

R III. Cadet Interviews

1. Do you plan on joining the Army? Why or why not? If so, what are your future plans?

2. In ROTC, how would you describe a resilient cadet?

What other characteristics does a resilient cadet have? Any others?
Who is the most resilient cadet in your Battalion? Why did you pick this person?

3. What does resiliency personally mean to you?

Has this changed since you joined ROTC?

How do you think this will change once you commission?

4. How important is it as a future leader in the Army to have a high level of resiliency?
Why?

5. What is the main difference between resiliency in ROTC compared to big army?

6. Researchers suggest there are 5 types of resiliency (spiritual, social, emotional, physical, and family). Here is a handout that briefly describes each type.

Will you please rate the dimensions from most to least important? Why?

Do you think there are links between any of the dimensions? (explain) Why or why not?

7. What types of experiences in ROTC develop your resiliency?

What dimensions(s) of resiliency do those experiences enhance?

Any others?

8. How do cadre impact your resiliency? Can you give me a specific example of a time when cadre had an influence on a dimension of your resiliency?

9. OK, now let's focus on PT. What PT experiences develop your overall resiliency? Can you think of any others? Do you think that PT is used to develop resiliency?

Let's focus on each type of resiliency (prompt to handout). What experiences in PT, if any, develop [insert 5 types]

10. On the other hand, what experiences, if any, reduce your overall resiliency? Why?
Again, let's focus on each type of resiliency. What experiences, if any, reduce your [insert 5 types]

11. What could be changed in the PT structure to promote resiliency?

12. Think about a time when you wanted to quit the program. Why did you want to quit?
What caused you to stay? How did you overcome that desire to quit?

13. Is there anything else you want to tell me about how resiliency is developed in PT or ROTC in general?

Indicates changes to the interview guide between rounds

APPENDIX C: STUDY TWO INTERVIEW GUIDES

Selfless Service

RI Cadet

1. Based on the LDRSHP acronym (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage), what characteristics do you think are most important? Why?
What characteristics are the least important? Why?
2. In an Army context, what does selfless service personally mean to you?
Do you think that will change if and when you commission?
What stories have you heard about selfless service in the military?
3. On a scale of 1 to 10 with 1 not important and 10 being extremely important, as a future leader in the Army how important is selfless service? Why?
4. What experiences in the ROTC program promoted selfless service? What are some other examples? Any other experiences that you can think of?
What about in PT? Any other PT examples of promoting selfless service?
In your opinion, how could PT be structured to enhance selfless service?
5. How do you help to promote selfless service within your peers and/or subordinates? Has that changed throughout your time in the program? Why or not? Is so, how?
6. What experiences in the ROTC program reduces selfless service development? Any others?
What about in PT?
Any other experiences in PT that reduce selfless service?
7. Do you think that PT is strategically used to develop selfless service? Why or why not?
If so, can you give an example? Any other examples?
If not, what could be changed in the PT structure to promote selfless service?
8. How do the cadre promote selfless service? Are there any other factors in ROTC that promote selfless service?
9. Has your perception of selfless service changed since beginning in the ROTC program? If so, how? Why or why not?
10. Is there anything else you would like to add?

RI. Cadre

1. Based on the LDRSHP acronym (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage), what characteristics do you think are most important? Why?
What characteristics are the least important? Why?
2. From an Army perspective, what does selfless service mean? From a personal perspective what does selfless service mean? Has that changed since working with ROTC?
3. On a scale from 1 to 10 with 1 being not important and 10 being extremely important, how important is it for cadets to develop a sense of selfless service prior to commission? Why?
4. What experiences in ROTC that are used to promote selfless service?
5. What is the greatest challenge in trying to develop cadet selfless service? Why?
6. Is PT used to develop a sense of selfless service? Why or why not? If so, can you give an example? If not, what could be changed in the PT structure to promote selfless service?
7. Can you give me an example of an experience in PT that increases selfless service?
8. What do you do to promote selfless service with the cadets? Has that changed during your time working with ROTC? Why or why not? If so, how?
9. Is there anything you would like to add?

R II Cadet

2. Based on the LDRSHP acronym (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage), what characteristics do you think are most important? Why?
What characteristics are the least important? Why?
2. In an Army context, what does selfless service personally mean to you?
Do you think that will change if and when you commission?
3. On a scale of 1 to 10 with 1 not important and 10 being extremely important, as a future leader in the Army how important is selfless service? Why?
4. What experiences in the ROTC program promoted selfless service? What are some other examples? Any other experiences that you can think of?

What about in PT? Any other PT examples of promoting selfless service?
In your opinion, how could PT be structured to enhance selfless service?

5. How do you help to promote selfless service within your peers and/or subordinates?
Has that changed throughout your time in the program? Why or not? If so, how?

6. What experiences in the ROTC program reduces selfless service development? Any others?

What about in PT?

Any other experiences in PT that reduce selfless service?

7. Do you think that PT is strategically used to develop selfless service? Why or why not?
If so, can you give an example? Any other examples?
If not, what could be changed in the PT structure to promote selfless service?

8. How do the cadre promote selfless service? Are there any other factors in ROTC that promote selfless service?

9. Has your perception of selfless service changed since beginning in the ROTC program? If so, how? Why or why not?

10. Is there anything else you would like to add?

11. Do you think there are any similarities between selfless service and resiliency? If so, what are they? If not, why?

RIII Cadet

1. Based on the LDRSHP acronym (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage), what characteristics do you think are most important? Why?

What characteristics are the least important? Why?

Do you think that will change once you commission?

2. In an **ROTC** context, what does selfless service personally mean to you?

How will that change if and when you commission?

3. On a scale of 1 to 10 with 1 not important and 10 being extremely important, as a future leader in the Army how important is selfless service? Why?

4. What experiences in the ROTC program promoted selfless service? What are some other examples? Any other experiences that you can think of?

What about in PT? Any other PT examples of promoting selfless service?

In your opinion, how could PT be structured to enhance selfless service?

5. How do you help to promote selfless service within your peers and/or subordinates?
How has that changed throughout your time in the program? Why or not? Is so, how?

6. What experiences in the ROTC program reduces selfless service development? Any others?

7. What experiences in PT reduce selfless service?

8. Do you think that PT is strategically used to develop selfless service? Why or why not?
If so, can you give an example? Any other examples?
If not, what could be changed in the PT structure to promote selfless service?

9. How do the cadre promote selfless service? Can you give me an example of a time when cadre promoted selfless service?

10. Are there any other factors in ROTC that promote selfless service?

11. Has your perception of selfless service changed since beginning in the ROTC program? If so, how? Why or why not?

12. Do you think there are any similarities between SS and resiliency?

13. Is there anything else you would like to add?

Indicates changes to the interview guide between rounds

APPENDIX D: CADRE INTERVIEW TRANSCRIPT EXAMPLE

Interviewee: Cadre
Interview Time: 31:45

RESILIENCY

R: What do you believe is the most challenging part of the leadership development in ROTC?

C: Probably part of the... We're trying to instill leadership or Army leadership but the kids coming through here technically are not in an Army or soldier status. So a person who goes through basic training or OSC training they're on active duty so technically they're on soldier status. Here they're college students up until the day they get their commission. They go through all the training but the ability we have to impose certain rules and regulation is a little different than what we're used to. We're a little limited. If you're a soldier you underneath the code of military justice. Where as here in ROTC and there are regulations under the cadet command that have to be followed and abided by in their contract. The worst thing that can happen to them is getting disenrolled or kicked out of the program. Where as a soldier, even in active duty there are certain things you can do. For example, if they do something illegal you can take away pay, rank, things like that to discipline a person. So, the carrot and the stick are a little bit different.

R: From an Army perspective, what does it mean to be resilient?

C: To bounce back after being setback. So we all face challenges and setbacks of different kinds. Mentally, physically, etc. It's a question of are you willing to give that back up and move forward.

R: What about from a personal perspective?

C: In terms of resiliency? I guess that was my personal perspective. SO maybe kind of the same. I guess I need to look up the definition to see what the Army would say. That's off off the top of my head.

R: As you know the Army identifies five different dimensions of resiliency. Which of those five dimensions do you consider the most important?

C: Um, emotional I would say out of the five. Followed by physical. If you're emotionally stable that kind of a mentally aspect so you can do quite a bit with that.

R: Why physical after that?

C: They're kind interrelated. The person as a whole. You're a mental being and a physical being. You have to have ability in both. The other thing is spiritual and family and social. In my opinion they go towards reinforcing the emotional piece. To me what this deals with is dealing with stress. That's what resiliency is about right? How well do you deal with stress? Obviously if you're physically conditioned you can overcome stress better. Emotional goes with mental and of course mental status can also affect your physical because your will can enforce your body and you can go past what you think you're normally capable of.

R: Over the course of your time in the Army has that "most important" dimension changed?

C: Changed in what way?

R: Have you always thought emotional was the most important?

C: I mean when I first came in they didn't have this model. Of what's listed here I would say yes. It hasn't changed. Some things come and go but there are certain fundamentals that maintain. Even though the name may change I think the fundamental of it remains consistent. Whether you say mental or emotional. Whatever label you give resiliency, whatever label they give it down the road.

R: Of those dimensions which do you consider to be the least important?

C: I would probably say spiritual. Just because when you say spiritual it kind of inclines a sense of religion. While that can be a powerful factor I don't think it's necessarily a requirement. There are certain people who don't have certain religious views and obviously separation between church and state with government it should be impartial without religious influence. Impartial with state decisions.

R: When this evolved into the five dimensions I was intrigued and kind of surprised to see that on there.

C: I think the reason why they have it on there is because they talk about beliefs and values and principles. You don't necessarily have to be religious. At the same time when you look at history in general whether you're talking about the crusades or even now fundamental, even religious fundamentals. Someone's spiritual belief can be a highly effective motivator. If you have an Army that you're trying to You can't always have consideration for the individual you have to think about the large mass. What I need to do to make sure I have the most number of fit people physically, emotionally, whatever. It's different. So if you are given an avenue of hey it's God's purpose for them to be in the Army and do what is right that may motivate that individual to do extraordinary things or go above and beyond. Think about the crusades. They're had several of them over the last several hundred years and they're motivated by religion. So it can be a very powerful motivator to exploit or however you want to look at it.

R: What dimension of resiliency is the most challenging to help cadets develop?

C: Out of this framework?

R: Both.

C: HHmmm... Well in a general sense, because the carrot and stick what we're able to apply is a little different than a normal soldier. A lot of it is that we're not training them in basic training. We're not training them like an enlisted soldier. An enlisted soldier comes in and comes to basic training and is taught to follow orders. If you look at their oath they are taught to obey, that's in their oath. If you look at the officer's oath the word "obey" is emitted from there. It talks about taking and evading. There is nothing in there about obeying the president, officers above you, or your superiors. Part of that is something that needs to be cultivated internally. It has to be cultivated internally and brought out. We don't want them to be robots. We want them to be able to think through problems and solve things. They may have a legal standpoint to obey but not necessarily a moral standpoint. They must be able to think for themselves. Getting them to critically think through problems with the limited amount of time we have with them because we only have them for PT three days a week for an hour, class maybe for a hour, and super lab which is all the time since they have to get their degree. So having limited time to

teach them how to critically think and make good decisions is probably the most difficult part.

R: How important is it for cadets to develop resiliency before their commission?

C: I mean it's good to get a good ethic and get a good work ethic. If they don't have it before they commission all is not lost. There will be other training schools that will afford them the opportunity to learn. Maybe lessons learned that they haven't learned here. In the past when I was a new commissioned lieutenant, whenever I was encountering a problem that was unique or something outside of my comfort zone I would fall back on the main fundamentals that I learned in ROTC about general leadership. So all wasn't lost. I would think back and say, "OK, what's the fundamental here that I need to use as my guideline?"

R: When you think back to those primary leadership fundamentals what comes to mind?

C: You know there are things like What a leader should know, what a leader should be, what a leader should do and so to build credibility with subordinates your actions and what you say have to mirror up. Often times that lead by example. People will talk the talk and not walk the walk. So they have to be in sync with each other. Through the decision making if you make your logical decisions and you follow through with them, show your actions to be consistent that will build credibility, especially being a new lieutenant or any new leader in general. If you think about any politician. Let's say Bill Clinton for example. You know in the 1990's [laughter] OK, I know that's a bad example but, when he was being investigated essentially what happened is that he was caught in a lie. Does anyone really care what he did? Probably not but because he was caught in a lie, or anyone caught in a lie, you start to question. It destroys their credibility. And you wonder is anything they say... what's their angle? Are they hiding something else? As long as you follow along so that something doesn't destroy their credibility that will kind of strike the resolve for credibility and leadership. I don't know if that goes along the lines of what you're looking for but to me that's a fundamental even though it may not be official Army. Decision-making also is used to build credibility. In the Army you'll see a guy come in with badges and tabs on his uniform from different schools he's attended or a combat patch. You wear these things, these flares so to speak. When you look at that guy you get a good idea, an initial impression so you think, "Wow, this guy has done a lot." So that lends to that initial credibility. Even maybe the way a person looks or presents himself. Whether they keep or maintain that depends on what comes out of their mouth next. I've seen guys that look great on paper as far as what they've accomplished but once you start working with them there has been times when they lose people's respect pretty quick based on the decisions they're making. Doing things that aren't in sync with the organization or destroys their credibility real quick.

R: Specifically how is PT used to develop resiliency?

C: PT is one of those things. It's early in the morning, it's uncomfortable, it pushes people physically, well some people, past what they're used to. It's kind of a test compared to some of the other things they'll do in the Army. It's a test of whether or not it's the kind of life style they want. There are times when they'll be hungry or tired and still be able to function. It's expected of you. It's an expectation that they will show up

and work. Those who do get the grades and those that don't, don't. Some that do come to realize that they don't want to come back because it's like, "this really isn't for me." So.

R: What do you do to increase resiliency in yourself?

C: In terms of problems I try to prioritize. When I'm feeling overwhelmed I do one thing at a time. I'm by nature an introvert. So when I can I would rather be by myself for a moment to recharge. I guess most introverts do. Exercise by myself. Something I can do by myself. Swimming or whatever. Try to relieve the stress and let the mind go blank for a while.

R: I understand completely. What is something you do to increase resiliency in cadets?

C: I try to mentor them. When I look at some of the stressors they deal with from their perspective. I was in their shoes. Of course things look differently when you're younger more so than when you're older. Some of it was kind of naïve, a naïve way of thinking but trying to reassure them that whatever troubles they're having in their life. To 1. Don't roll over and die. Don't quit. It's part of the ethos right? Don't accept defeat. They have to learn to persevere. At some point things are going to be bad but nothing is ever as bad as it seems.

R: Has that changed in your time working with ROTC?

C: As far as my philosophy for them? I think it's been pretty consistent. My approach has changed from having to deal with college students vs. regular soldiers from my previous units. Taking a little bit of a different approach and mentor them the best I can. That's all I've got.

R: Over the next 1 to 5 years how do you see resiliency changing within the ROTC program?

C: In general? It all depends on the instructors and the professor that comes into the program. We change out every 2-3 years so everyone has a different philosophy. We get a curriculum from cadet command we need to teach and that material I don't think will change but how it's presented will. Particularly as the Army begins to downsize. What I think will end up happening is that, there was stress placed on people in the Army for deployments and as the down-sizing happens stress will get placed on people because 1. Uncertainty about the future and 2. Like back in the 1990's younger officers will have to do just as much with less. Maybe as new cadre and stuff come in new experiences they have coming from the unit or wherever the Army is currently they will try to bring with them and pass that on to cadets. They can mentally prepare themselves for what to expect when they get out there. That will hopefully help. Expectations help to reduce stress so it may help with resiliency.

SELFLESS SERVICE

R: According to the LDRSHIP acronym, which characteristics do you think are the most important?

C: Characteristics of selfless service specifically or the acronym as a whole?

R: The acronym.

C: Um.... That tough, a tough call... I can only pick one?

R: Well you can choose more than one.

C: there is something to said about the connection. Generally for kids coming in I think it would probably be a toss up between selfless service and respect. The thing about selflessness is that we're all self-centered to a degree right? So, you think about my wants and my needs. Trying to get someone to let go of that and think of someone else. Their wants their needs and to put that before their own. That's important when you have soldier underneath you. They generally thing you have their best interest at heart. You can talk a good game but unless you actually show you care for them they'll be more inclined to be loyal to you and do their duty and other things. The other part is respect. Respecting each other. I think once soldiers get that pretty good and get that instilled in them... That's why respect is second place.

R: What characteristics do you think are the least important?

C: Um, let's see. Hhmmmm..... As weird as it may sound. I don't know probably a toss up between duty and integrity. Maybe integrity to a degree. People want you to be honest and tell the truth but sometimes it's not always beneficial or best to give an example. *[Example left out document for confidentiality]*. Under the current policy, the way things are it's a career ender straight off the bat. So they're going to get tested and if it comes up positive that's it, they're done. Now, there are several ways to look at it. One way to look at that the right thing to do is, hey integrity is they tell the truth. Own up to what they did, face the facts. No more Army no more Army officer. They're gone. Another way to look at is they had a lapse in judgment. Use this as a learning point to help develop them and give them a second chance. Which way is right and which way is wrong? What do you think? It's kind of subjective isn't it? The thing to do for them, any lawyer would tell them not to admit to anything. Would that then be considered an integrity violation or if they're asked and they say yes, they're guilty; it is beneficial for them to own up to it when there is zero benefit for their career or for them at all? They'll get destroyed and be kicked out of the program no doubt in my mind. Like a DUI. You get a DUI you're done. So that part of integrity is part of the dilemma. Do I as an instructor advise them and say, "Hey if I were you I would probably not volunteer any additional information and let the tests speak for themselves." Or do I tell them, "The Army values says you need to have integrity and so you need to fess up to what you did. Of course when you say it and it gets brought up to brigade you're done."

R: that's a rock and hard place.

C: Definitely. That's way I said integrity. It's kind of how you use it.

R: From an Army perspective what does selfless service mean?

C: Probably along the lines of what I mentioned earlier. Selfless service is not being selfish. They always talk about the ultimate sacrifice for your country. The ultimate sacrifice. Probably sacrifice. Sacrificing agenda or comfort or whatever for the good of the organization or the state. That's what selfless service would be.

R: What about selfless from a personal perspective?

C: Like I said before, thinking about others and putting others needs before your own.

R: Have either of those perspectives changed since working with ROTC or in the Army?

C: I don't think my perspective of it has changed but probably my practice has changed a little. For example. I have 11 years in the Army and I've deployed 3 times. So during those times I've had to be away from my family and my kids. So here I'm required to put in a lot of time and put in my time with the cadet and at some point I need to think that I need to take care of myself before I take care of others to a degree. That cost benefit. So maybe the practice has changed a little bit from the beginning of my tenure here to the end.

R: On a scale of 1 to 10 with 1 being not important and 10 being important how important is for cadets to develop a sense of selfless service prior to commission?

C: I think it's pretty important. I think it's once again one of those fundamentals. When they get up in front of their soldiers. People aren't stupid. People can tell if they're just looking out for themselves vs. not. I've worked for bosses where the guy is obviously more concerned for his own well being than mine, just based on decisions that he makes. As a subordinate people pick up on that and that's important. You need to develop that fundamental early. The older you get the more set in your ways you become.

R: What specific experiences during PT, and throughout the program are used to promote selfless service?

C: You know there are different things in addition to the required curriculum. Graded events, other organizations, scotch guard, Raiders, Ranger Challenge, things like that. Well with Scotch Guard they don't normally do both but scotch guard is a service organization that sometimes they ask cadets to participate in. there are opportunities for cadets to volunteer beyond normal curriculum so that's one facet. The other facet is that if they get evaluated you can get a sense of a person. If a cadre is here long enough or even at LDAC, you'll observe kids through the entire process. So it's they're faking it its hard to fake it 27/7 for 4 weeks straight. Or even here. If someone is here for 4 years straight you can get a sense of a person when they're in leadership or without. You can assess that and you can council them on their actions and mentor them. Of course there is an opportunity to volunteer for other things and you can recognize the cadets who do that kind of thing.

R: Is PT used to develop selfless service?

C: Ya. Part of that is used to assess selfless service. The blue cards. Part of that though is do they have the will to do it? Do they have that internal drive to be there? They each get a chance to practice leadership on each other at FTXs and PT is just another facet of that. Of course the underclassmen always complain about the upper classmen and say when I get there I'm going to do better. So they gain examples, or experience through that. It's a practical chance for them to develop that. If they make mistakes and when they screw up, or when they learn from watching each other they have an opportunity to improve on that later. So when they say, "Ya, that guy is out here calling me a turd because I don't have my PT belt on but yet he showed up without his PT belt the other day." That's experience they gain and they start to make mental gains of that so hopefully the critical thinking kicks in and they think, "when I'm that guy I'm not going to either barrage my guys in that fashion or, try to take care of people. Try to do better."

R: Can you give me an example of a specific experience in PT that would promote selfless service?

C: You see it from time to time. There are some kids who are better at physical fitness and some guys that are stronger. Sometimes you'll see the guys after a PT test and they'll go back to get someone else. Or you'll see it on a general run. There are times when they start to encourage each other. That's a little bit of it. So it's at least a start. It's small but it's something.

R: What do you do to promote selfless service with the cadets?

C: Um, you know... I try to do it through my actions when I can. So if they request my time with something. Either to the cover-down for a trained event because they need CLS coverage or if I need to do something extra I'll try to make myself available. If I'm trying to go out to lunch and a kid comes in and says "hey Sir I need a memo for this." I try not to blow them off and say, "yay a. come back tomorrow." I'll try to make the time and put forth that effort. The second part is trying to give personal examples from previous experience, just a general mentorship. Like, "Hey back when I was there I observed this." Or when they're going through their STICKS training point out the correct way. Really whatever choice they made tell them, "Hey you did this. That was the right way of thinking." Positive reinforcement.

R: Has that changed during your time working with cadets?

C: I try not to. I try to maintain consistency. Sometimes I get overwhelmed. I've got my own limitations too but I've tried to maintain some kind of consistency.

R: Is there anything else you would like to add about anything?

C: Nope, not at this moment.

APPENDIX E: CADET INTERVIEW TRANSCRIPT EXAMPLE

Interviewee: MS3

Interview Time: 1:21:05

SELFLESS SERVICE

R: First question. What are you future plans with the Army?

C: I plan on making a career out of the Army but with Army National Guard. I'll pretty much go with my 20 years and get out around the rank of MAJ or LTC.

R: MOS choice?

C: It's between Ordinance and engineering

R: Based on the LDRSHIP acronym what characteristics do you think are the most important?

C: To me I think personally I'm a creature of duty and I feel like duty is one of the most important aspects as is loyalty. Loyalty and duty are probably the two that are the most important to me.

R: Why did you choose those?

C: When it comes to duty I feel like when you're representing something larger than yourself you have more on you that has to make it so that you can't fail. Others are depending on you. You have a duty to not only yourself but also you subordinates and all those people to make sure the mission gets accomplished. Loyalty in my opinion is really one of the corner stones of the Army. You can't go into battle with someone if they don't trust you and you don't trust them to always have your back so loyalty is really one the most important.

R: Which characteristics do you think are the least important?

C: That's really difficult because they're all important. Tough question. I guess I would have to say personal courage and that's because often times personally you don't have to be personally courageous. You can depend on others and when you're in a team it's a group effort you can built your courage off of others and feed off of those other people as well as if you're not in a combat branch the personal courage is not as important. That's probably is the only one I can demerit any.

R: In an Army context what does selfless service mean to you?

C: Selfless service is pretty much making it so that you are part of the whole. Not think of your self as an individual any more but to think of yourself as one of the pieces of the pie. One of the gears in the machine. Make it so that pretty much all of your acts aren't for yourself but for the greater good. Pretty much being selfless and not thinking of yourself. Doing it for your battle buddy.

R: Do you think that will change once you commission?

C: I don't think so. I feel like because I've been in the SMP program and the National Guard at the same time as doing ROTC I've experienced some of the real Army and seen things. I feel like it's different but it's the same. I don't feel like it's going to change.

R: SMP?

C: Simultaneous membership program. Being in the National Guard at the same time as ROTC.

R: How long were you in the guard before you started ROTC?

C: I wasn't I started ROTC at Southern and was there for my freshmen year. At the end of my last semester as a freshman, right before I transferred here I joined the SMP program and over that summer between I started going to drill.

R: very cool!

R: On a scale from 1 to 10 with 1 being not important and 10 being extremely important how important is SS as a future leader in the army?

C: I'd say 8 or 9 because you have to be more concerned about your soldiers and as a leader those are your priorities. The Army, more than anything it's a human resources. You're managing all your people and you're making sure that each one of the soldiers is OK. More often than not you have to put aside your own feelings, comfort and discomfort to make sure that they're ok and where they need to be to accomplish any mission. I feel like it's probably closer to a 9. The only reason it's not a 10 is because sometimes you do have to let your own insight be a part of your decision making process.

R: What experiences in ROTC promote SS?

C: there are a lot of volunteer opportunities within ROTC and often times, as CC we tend to, whenever there is an event or when ROTC is supplying cadets for we ask people to volunteer first. Generally we have a couple of cadets who are very selfless and want to help out but it's never quite enough. Then people get volun-told and they are sent to do it. More often than not they enjoy themselves and that kind of builds them up to see, "when I'm helping other people it makes me feel good. It encourages them to be more selfless. Many of the cadets as MS1s don't see that and they don't volunteer as often as MS2s and MS2s don't volunteer as often as MS3s because at the same time we built up that SS it's also expected of you as you progress through the program. Generally it ends up being that that's one of the ways we build up SS.

R: Do you see any experiences that improve SS between ROTC and the guard?

C: I don't really know because being that I'm a cadet in the guard I don't really get to see everything they do. Since I haven't been to BCT I can't do a lot of the work but for one example of SS was, for Gustav my unit got deployed and we went down just outside of NOLA and set up a POD handing out water, taCs, and boxes of MREs. A lot of people were working twice as hard as they do back at the unit because they were there in the moment helping people and those smiling faces are more of a reward than even the pay. That's what they're doing it for. That's when you really see the SS on the guard side.

R: OK, awesome.

R: What about in PT? Do you think there are experiences within PT that enhance SS?

C: Ya because often times during PT tests the fastest runners finish, they rest and they see one of their battle buddies struggling and they go out and they keep running, pacing them to help them get a better time even though it's more exertion on their body it's helping someone else and helping them do better. I see that quite often in PT where people encourage those around them and help them to do better.

R: I've noticed that and I love it! In your opinion how do you think that PT could be structured to enhance SS?

C: I feel like often times we focus on the ability group runs which is where everyone separated into three groups depending on what their pacing group is. Generally that means the fastest runners are running at a pace that's so fast that they can't really help one another and everyone is separate. So even though the fast runners can't really.. well when they're running at a slow pace trying to help someone they can talk and be encouraging. It's not wearing on them. One way I've done it is that pretty much with my girlfriend when we run she can't keep up with me at all. When we're in a gym I'm on a treadmill and I can go at my pace and she can go at her pace. I feel that one of the reasons that we don't use those equipment in the rec is that we would take up all of them. I feel like if we were to runs like that where everyone is at their own pace that means the stronger people can be pushing themselves and getting stronger at the same time being next to their battle buddy going at a slower pace and struggling, helping and encouraging them.

R: How do you help to promote SS within your peers and subordinates?

C: Um, for me it's often times just by example. I do a good bit of volunteering outside the program with my fraternity. More often than not when we have table sits outside of the student union I'm one of the people outside recruiting or whatever the case may be. I enjoy sitting at those table interacting with people. With regards to PT for the runs I focus more but when we ruck I'm one of the people who's telling jokes or trying to encourage people. Even though it wears on my back and shoulders it's doesn't bother my arms or my breathing so I can still encourage those around me and be selfless in that. I push my peers to do their best.

R: It seems that in the program in general there is a ½ help your battle buddy and ½ competition. At the end of the day what wins out? I know that everyone is trying to get on the OML.

C: generally between your own class level, like MS1s, 2s, and 3s it is more of a competition because those are the people you're competing with. For the 1s and 2s that you're mentoring you push them because they're not really competing with you they're competing with their own peers. It's more SS of your subordinates. Within our own class a lot of time we help each other out because we understand that more often than not we're not competing against each other we're competing against every other ROTC program, we're a drop in the bucket. Among the 5000 MS3s that are going to LDAC this summer to be assessed and ranked we have 30 or so. To us that means that we can help each other out because there is going to be 10-15 people between each of us. So if we can get someone else to our level it's not really hurting us as much as it's helping the program look better. In general even though we're all assessing we're all going for the same goal, to be the best officers in the Army that we can be. I feel like our class is very, it's that like healthy brotherly competition of ya we're competing but were' not talking down to each other. It's more so helping each other out where we're weak and trying to get strong on the same level.

R: What experiences in the ROTC program reduce SS development?

C: I feel like one of the things that reduces SS and the program as a whole is that once cadets come back to the program from LDAC, after they've been assessed, after they've gotten what they wanted or not gotten what they wanted for their MOS selection it all drops off. You really don't see the MS4s going out to service. Often times they kind of act a little high and mighty because they're done and pretty much all they have to do is get through one more year. They're the leadership of the battalion. We lead the companies but they lead the battalion and they are the center of the machine. Often times they're not invested in the machine anymore. They're still working in the battalion, the machine and working in the battalion towards commission but it really is more that they're apart from the battalion rather than part of the battalion. That hurts the SS because they voluntold us to do this service, or we volunteer because we want to but then we see all the people who come back from LDAC and they don't want to anymore. They're focused and they see their goal but they're too focused on the goal to help the people around them. That's not for everybody. A lot of the them still will take time out of their day to teach extra class on land nav. or platoon patrol and answer any questions we have but a lot of them are separated from us and that hurts the program as a whole when the MS4s aren't there as much as we need them sometimes.

R: What about in PT?

C: Like I said, the ability group runs kind of hurt the time to do SS and often times we do, for like push ups and sit-ups we do a time limit. When you do a time limit everyone is pushing themselves, well most people are pushing themselves to do as many as they can in that time limit. When we do a number of reps but individually it allows the people who can finish early to then encourage the people around them. At the same time it's again the MS4s they're at the back not doing the PT. they don't really have to do PT tests anymore. I think they have to pass one before they commission and that's it. They're not longer going for that goal of maxing PT. it's kind of the same thing I see in the guard most of the time they do as many as they need to do then they stop. I've seen people in the guard stop ½ way through the PT test, like ½ way through the 2-minute limit because they're reached the minimum that they have to do to pass. It happens quite a lot. In the actual army it's not necessary for you to get that.. it doesn't increase your standing any. While we're working our tails off we see the MS4s behind us talking and laughing and not really working out. Most of the time when they do speak up and they are back there watching but its not to encourage and say you're doing a good job. Its to kind of talk down to the weaker people who are struggling. It kind of gives that the drill Sargent feel of yelling at you which in its own way can push people but it's not really SS. It's pushing them for their own good but not for the good of the whole.

R: Do you think that's the consistent mindset throughout the battalion about the 4s?

C: I'm not sure. I know it bothers a couple of other cadets but mostly its just seen as that's the way it is and the way it's always been. Once you get to be an MS4 you only have to kind of PT. on the runs they still have to run. You rarely see an MS4 at the front of the pack like you do with 3s because they're not racing and not trying to push themselves anymore. On rucks they can't help but keep up because everyone is already at a fast pace and together. When it comes to the pushups and sit-ups and in formation workouts ½ the time you can look back and see them doing it and ½ the time they're sitting there.

R: Do you think that PT is strategically used to develop SS?

C: I think a little bit. You push yourself and push your body and it instills discipline and at the same time it helps you know that “I’m not just working out for myself. I’m working out for the betterment of the Army. If I’m strong then the Army can be strong.” Especially those cadets that want to go infantry they know that they have to go above and beyond the good of the pack. At the same time they’re trying to pull the rest of the pack forward with them. I feel like PT definitely helps with SS.

R: How do cadet help to promote SS?

C: When it comes to cadre I feel like often times it’s just them being available. Really a lot of them don’t have to PT anymore. At least one of the them has to be there because we can’t PT without someone who is combat lifesaver certified but the fact that most days we have at least ½ of the cadre there encourages us because they’re not doing it for themselves. They don’t have to do it for themselves. They’re doing it to help us get stronger. Some by yelling and telling us what we’re doing wrong and some by telling us that we’re doing a good job and that that’s what they like to see and encouraging us. I feel like they do a good job in keeping that balance and being there for us and showing us that they’re not doing it for themselves.

R: Can you give me a specific example of when cadre promoted SS?

C: One example is, MAJ M he often times T and TH PT he often times does PT or PTs on his own but last semester I sprained my ankle bad during an FTX and he made himself available for profile PT. He would be the one who on T and Th would take us to the URec to swim because we couldn’t run or do high impact and all that. Swimming was the medium that he made himself available for. It was an example of him being there for us when he didn’t have to. Often times on profile you just tell them not to come to PT but he made it so that we could still come to PT and stay in shape. Even increase our level of fitness because we were able to keep working out consistently.

R: Has your perception of SS changed since joining ROTC?

C: I believe so a little. Before ROTC I didn’t really have a definition of SS. In high school I was in key club so I did a little bit of service but the main thing I did there was pancake festival and you really don’t see who that goes to because it’s people coming in a paying for pancakes. You’re volunteering but you don’t see the fruits of your labors. With the Army more often than not you see the fruits of your labors and it increases your feelings of being selfless and how important it is.

R: How often is SS talked about?

C: Rarely ever. It’s kind of one of those things that is kind of assumed to be there because you volunteered for the Army. For ROTC lesser compared to NG unit it’s assumed there because you enlisted. For ROTC it’s lesser because a lot of people do it because it’s paying for their college. A lot of people do it because it’s a guaranteed job and career after you graduate. There are plenty of reasons. For MS1s and 2s there are a lot of them that don’t continue with the program because they did it because they were just curious.

You really see it in the contracted cadets like, “I want to be in the Army and serve my country.” That what being the army entails so it’s rarely talked about, the SS aspect because you’re automatically doing it. It’s just the different levels. If you go above and beyond it gets talked about. Other than that it’s not mentioned.

R: OK, now we’ll switch gears and talk about resiliency.

C: OK.

RESILIENCY

R: In ROTC how would you describe a resilient cadet? Actually for you since you’re a NG soldier how would you also describe a resilient soldier?

C: Um, a resilient soldier is the one who doesn't let anything faze them, like problems arise all the time. When you're in company leadership like I am now stuff just pops up. The MS4s, since they're trying to test you in those leadership positions, often times won't tell you everything. Often times they want to wait till it's nitty gritty or it's due tomorrow. It's the people who've had that happen don't let it faze them. They do what needs to be done to get it fixed. Those are the people who are truly resilient. When it comes to PT resilient ones are the ones who no matter what the weather conditions they don't complain, they perform. A lot of cadets, especially here in Louisiana, don't like the cold at all. I'm one of them. I can't run when I'm cold but there are plenty of them who just do it. They just perform and it's because they built up that level of resilience where none of those outside factors are going to stop them from being at their best.

R: Any other characteristics you would associate with a soldier/cadet who is resilient?

C: Pretty much a resilient soldier is one who doesn't let the criticism faze them. I was just talking about the strong cadets who are resilient but there are some of the weaker cadets who are resilient. They're being yelled at consistently for doing this, that and the other wrong and yet they don't let themselves be torn down. They continue to work and strive to be better than they currently are. They're at a stronger level of resiliency to me because they're in the face of adversity.

R: When you think of a resilient cadet who comes to mind?

C: To me on the strong side of the resiliency is cadet [name intentionally left out]. He's really strong in PT. He has to put in a lot of work for the garrison and combat operations and he messes up in those but when it comes to PT he's very strong and he's always still pushing himself. Whenever we're in the URec on the track after the 3rd rotations most people have slowed down the you can just hear Jackson coming up behind you sounding like a steam train and it encourages everyone around him because he's not giving up. He's constantly, when it comes to operations he gets criticized and he takes those with a grain of salt and put them into action and continues to improve. I've been in lane when he didn't accomplish the mission and he worked through it and kept going. When it come to the opposite end of the spectrum it's [name intentionally left out]. She is kind of weak when it comes to PT but never quit no matter who's yelling at her, she never quits. She's really strong when it comes to garrison operations and can flip an op order very quickly. She has a great command presence and all that. When it comes to land nav. But she's never afraid to ask for help. Since I'm one of the strongest in our class at land nav. she

comes to me and I help her give her any tips and hints that I can. Often times it doesn't work but she never gives up. She's always trying to improve herself and to me that's the most resilient.

R: What does resilience personally mean to you?

C: Resiliency means the will to never quit. It's pushing and not letting any outside factors stop you and make you give up. It's just the drive and will to move forward.

R: How would you describe your own resiliency?

C: I feel that I'm fairly resilient. I do sometimes quit things but that's because my heart wasn't in to begin with. For instance raiders, I ended up getting through that ½ way through the 12 mile ruck because I was, well partially because I was partially dehydrated and I forgot to eat before which was terrible. I meant to just didn't. I straight ran out of calories and couldn't see straight by the time I got to the ½ way mark. Mostly though it was mental. I could have pushed through. I could have kept going but I didn't really want it anymore so I could have been resilient and pushed through and finished but I'm pretty sure all you had to do was finish it. I didn't know that at the time but which is kind of the point. They're trying to test your level of resilience. Since I didn't want it I quit. For the most part I feel like if it's something my heart is set on, like being in the military and doing all those things I'm pretty resilient and I'm going to push through whatever I have to get what I want.

R: Has that changed since you joined ROTC?

C: I think so. In high school if I didn't feel like doing something I wasn't going to do it. I was incredibly average in high school when it came to academics. Not because I couldn't but because I just didn't want it and I didn't push myself like I should have. So I feel like since I've gotten to college and joined ROTC I feel like my level of resilience has gone up. I feel like a large part of that is because of PT. before I got to ROTC I didn't really work out on my own at all. I was generally healthy and in a good state of health but I didn't do any physical training. I did intramural sports for the fun of it but nothing to actually increase my level of fitness. The discipline and resilience that that requires to push through the tired and muscle strain, I feel like that has drastically increased my level of resilience.

R: Do you think that your level of resilience will continue to change once you commission?

C: That's that thing with the MS4s and the often times some of the officers that I've seen. Once you get it all you have to do to keep it is maintain the minimum and pass. A lot of people that I see let it drop off and they don't keep pushing themselves which is a part of resilience to me. I've also seen a lot of people who maintain and even elevate the level of fitness. Once thing that you see often times and it can be considered due to genes and age but once you get to that certain age, everything goes to your gut and that's just what happens. You can't maintain the body you have when you're in your early 20s. Well actually you can maintain the body you have in your early 20s but it takes a high level of resilience and effort to do so. My first colonel, [name intentionally left out] he was in his mid 40s and was in better shape than the majority of our battalion. He would burn us on

runs and could do more push ups and sit ups than anybody. He maintained that level of physical resilience to keep his body in that shape. It's going to take a lot of work but hopefully I can maintain that after I get my commission.

R: As a future leader in the Army how important is it to have a high level of resiliency?

C: It's very important because you never know what's going to get shot your way. PT is just the general one that's always there. When it comes to running an operation and taking care of your soldiers, soldiers are going to make mistakes. They're going to do some dumb stuff and you're going to be the one that it falls on to take care of it and you never know when it's going to happen. You prepare and try to mitigate risks but in the end what can go wrong will go wrong and so you have to be able to be resilient and push through whatever happens and make it all right. I feel that it's important to have a high level of resilience in the Army.

R: Research suggests that there are five different types of resiliency. Will you please rate them from most to least important?

C: I'm a spiritual person so I put that at the top of the list. When you have that connect and that spiritual resiliency it kind of affects all the others and helps you take on all the others. On the inside you're steady and rock solid. Pretty much that gives you the foundation to be resilient in all those other areas. Second would be emotional because you've got to be OK with yourself and take on the emotions of those around you to be able to maintain resilience. Then I would put either physical or family. Physical is really just the raw pure form of your resiliency. To me the higher you can maintain your level of physical fitness and all of that just shows your raw level of resiliency and that's all it is. It's you personally more often than not. Family is the opposite. It's being able to have those close knit bonds with people and being able to maintain those through thick and thin because you can't control those people. Where as emotional you can control it. It's mental, inside. Family it's all external and dealing with things that you have no control over. Lastly would be social because those are the people that are the furthest away from you and have the least effect on you. At the same time that's still important because that's your interaction with the outside world. That's going to be what pretty much all your other levels end up pointing towards, how resilient you are to the outside world. That's how I would rate those.

R: OK, do you think that there are any links between any of those?

C: Definitely. You're spiritual and emotional sides are closely links because for a lot of people to be able to maintain emotional state and be OK within themselves they have to be a little spiritual and have someone to talk about it with, God or whoever. Spiritual is also ties to family because that's typically where your spiritual belief comes from. You still develop your own but those are tied together very tightly. Family and social are tied together because those are the ones who teach you how to interact with people and you use that interaction when you go out. Me and my girlfriend often have arguments about that because the way her family operates is completely different from my family but both of us out in society still manage to get around and be resilient to whatever comes out way because we have family backgrounds that taught us how to deal with people and how to

not let it affect us and be strong. Physical is just raw so it has the least connections to the other but it can because when you combine social and physical that's when you can really get strong or help other people get strong. I'm always had a problem PTing myself. I need either to encourage or someone to encourage me, that just how I am. Going to the gym by myself rarely ever happens. If I'm helping my girlfriend get stronger or if someone is helping me get stronger I can work with that and I feel like it increase my level of overall resilience when I take the physical and combine it with the social.

R: What types of experience in ROTC develop resiliency?

C: Just about everything. ROTC is it of itself is a part time job, that's why we get a stipend. It's a lot to put on top of going to college specially your MS3 year about to go to LDAC. We have to look good for ourselves and for the program so information dump. That's pretty much what happens. MS1 year just introduces you to the Army. MS2 year it starts teaching you how to really think Army and starting learning warrior skills. MS3 year the difficulty grows exponentially. You're contracted so you're definitely going to be in the Army and so now we're going to teach you as much as we can in this one year. Really it wears down on people and tests and shows how much you want it. It's really, second semester MS3 year is the most difficult ROTC semester. It's like a marathon. Pretty much it's that last 1/8 of a mile where it's just like you can see the finish line but can you get there. For ROTC it's everything they're trying to teach you and balancing your classes or balancing work or balancing any other organization because very few people are just ROTC cadets. They all have plenty of other things. [name intentionally left out], is actually the president of my fraternity right now, I'm the treasure.

R: Y'all stay busy.

C: Pretty much your resiliency comes within how much you want it and how much you're willing to sacrifice to get it. He just recently got that position so it hasn't been the whole semester but it's about to get crazy for these last three or four weeks. I've been treasure for the entirety of my MS3 year so it's been crazy and really it's just how much do you want it? That's what your resiliency shows. The thing that most often, for all ROTC cadets, sacrifice to get it is sleep. We have to wake up for PT, it's early. It ends up being really difficult because often times on a college campus everybody else has aids that they can use. A lot of people who are balancing fraternity, work and college to stay awake and focused they'll take Adderall or drink coffee in excess. For ROTC we can't do that. You can't be on Adderall at all in ROTC. If you're diagnosed to the point where you need Adderall that's a no go. Coffee isn't good for you especially if you fill it with sugar like you would need to and it will hurt your run time and all your PT scores, which is a major thing. It just makes it really difficult to do. It has to be all you, that's where the resilience really comes in. so everybody in ROTC has it to an extent.

R: PT without coffee. I have no idea how that's done.

C: Well once you get started its easy but it's the getting there that's the hard part. That's where you see the resiliency of the cadets. Who comes consistently to PT because most days my alarm goes off and I'm like, I don't want to go but I have to. It's getting up out of bed. For 1s and 2s there are plenty who just don't show up but the ones who are there consistently those are the ones who have the potential and have the strong level of resiliency necessary. For 3s you have to, there is no option. It is what it is.

R: There are definitely days where I'm like, I'm glad it's not me running out there. I'm glad that I'm on a bike.

C: [laughter]... Some days it's like "Oh if I could just get that bike." I really have thought that on several occasions. Like, "Oh so lucky. I wish I had a bike right now. I'd pay her good money to loan me that bike."

R: How do cadre impact resiliency?

C: really cadre impact resiliency in the same way that they impact selfless service by being there. They don't have to and when you see them there and working out, depriving themselves of sleep it shows you the same thing that you're going to have to do for your soldiers, being there for them any time of night. No matter what gets shot your way being able to adapt. The weather this year has been crazy, it really has and cadre. We end up running the battalion but cadre are there supervising running the battalion. They are our supervisors and so they have to adapt to situations as often as we do. In those situations where nothing seems to be going right and you see them step in and work their tails off to fix what's going wrong and make it so it's right again. It shows their level of resiliency as well as their level of preparedness for whatever can happen.

R: Can you think of a specific example?

C: I wasn't there for it but one instance was the Raiders, they have their own separate lab and they go out and they do more detailed patrolling on the level and on that area and one of the cadets ended up falling and hitting his head started bleeding. I believe cadre were on site but the expedience with which they reacted and pushed through whatever was going on I heard that even getting him into the vehicle and to the hospital because he was bleeding from his head. It wasn't that deep, I don't think he was concussed but it was bad and they had to fight traffic and everything seemed to be going wrong and they did it and he was fine. He was able to come back within 2-3 days- not PT yet but come back. He recovered for the semester and he's still going to be able to go to LDAC. So that situation I wasn't there for it but I heard the stories about how cadre, as well as MS4s reacted to everything going wrong and it showed their resilience as well and their preparedness to be there in situations where we can't handle it by ourselves.

R: Do you think that experience for that cadet who hit his head; do you think that experience did anything for resiliency for him or the group?

C: It did because talking to him now, he always has a smile on his face, he's just like the rest of us and doesn't feel like being at PT but every PT you see cadet Shorter with a smile on his face. That's just the way he is and he's another one of the most resilient cadets in the program. He's strong in all the categories, PT, garrison, patrolling, it's because he works at it. I feel like his overall level of resilience after that situation kind of jumped up to a different level.

R: Can you think of a specific instance in PT that you feel like helped improve your level of resiliency? It can be for any of these 5 dimensions.

C: It helped all of our resiliency a little bit but just before we went to JLAFTX, the 5 day one where we were gone. The Friday before we ended up having a PT test. They told us the day before. Most people in the program, when you know a PT test is coming up you have a plan. You change your personal workouts you rest the day before, you borderline force hydrate, don't eat any junk food the day before. Once that hits you're ready to do

the best possible on the PT test. They told us Wed night which means that the people at the bottom on the chain didn't get it till Thursday morning that we were having a PT test Friday morning. Pretty sure they still made us do PT Thursday. That was something that everybody had to adapt to and we get there for the PT test and it's cold. Pushing through all those factors and still performing well showed the majority for the cadets. One of the things that helped my resilience me and push through was that that they brought in Southern cadets. There is only three of them now but all three of them are good friends of mine. Getting to that PT test, like waking up that was difficult because usually PT you have to be there at 5:45. PT test days you have to be there early so you have to be there at 5:25 because it starts at 5:30. Also at the same time cadets are the ones who plan whos like MS3s because we're the company leadership so they tell us on Wed and then the company commanders and cadet captains have to plan it for Friday and execute on Friday as well as do well themselves on it. I actually ended up, that was me and a couple of other cadets having a test that Friday so we were up studying late because we didn't really process.. like when you have a PT test coming up, you also have to think OK, I also have a test that day so I know I need to get some sleep and I'm not going to cram. Because it was short notice test and it was a test and score that was going to go with us to LDAC everyone had to be like no excuses get out there and do well. Me personally my resiliency it increased my level of [physical resiliency and social resiliency because my friends from Southern came and I went back into the mode of competing with them. Pretty much the strongest cadet at Southern is better at the runs than any of the cadets at LSU especially in our class. I managed to at least not let him lap me. So, usually when we were back at Southern he'd lap me at least once. At those times when he didn't I was like, "what happened?" That's the bond that we had and so that increased my overall level of resiliency and how much I could take at that PT test and how I ended up doing on it. I was able to feed off of someone else. That overall increased my level of resiliency and now I looking forward to the final APFT that's coming up. I've pretty much picked a rival for that at LSU that I started pacing off of today at PT. we were doing pretty much, our MSG has made it so that pretty much MS3s are breaking off and doing APFT prep because we have to do as well as possible since it's going to LDAC. I know that to max my run, which is the hardest part for me I have to run 13 minutes flat, 2 mile. That's 6:30 mile, which is fast. Usually I'm closer to 7 for my first and 6:30 for my second. I usually come in at 13:45 to 14 minutes. I have to shave a minute.

R: That's a lot of time.

C: Today at PT I managed to do that because I was like, we ran 1 mile then a rest lap, $\frac{3}{4}$ rest lap, then $\frac{1}{2}$ mile then a rest lap. So it's over 2 miles but for each individual section I was running at the 6:30 minute pace. Because I was like I'm not going to let cadet Oliver get $\frac{1}{2}$ lap ahead of me. Generally that's what I do during actual PT tests. I'm terrible at looking at my own watch and pacing myself so I pace off of the people around me. It's not good because if they don't know they're pace or if they're having a bad then I'm having a bad day but generally if I pick the fastest person in the battalion and don't let the get out of sight then I can do it. That increases my resilience for sticking with them.

R: Are there any experiences, which reduce resiliency?

C: Um, one thing can happen in ROTC that can reduce resiliency is when you mess up. You know that you messed up. You tried but it didn't happen and yet you don't even get

constructive criticism just the criticism. You get told everything that you did wrong repeatedly over and over again and they don't really tell you how to fix it and how to get stronger.... Or even tell you that the effort you put, which was a lot was a strong effort. This is actually my second term as CO my semester. The first term I didn't know what I was doing and I tried to do it all myself. As CO you're suppose to be the eye in the sky planning ahead. You make your XO do all the paperwork and your first sergeant take care of your people. You have to delegate to them and they delegate to the people and everyone is working on something. Me, my XO was kind of out of the picture. She's one of those cadets that's is technically an MS4 but hasn't gone to LDAC or went to LDAC and had to come back and has to go to LDAC again. They have a couple of those, people who got injured. All those situations that make them an MS3.5, that's what we call them. Those cadets have the same level of not care, like they're done that the MS4s do. Often times those cadets don't come to PT. they're not really a part of the battalion, they're a part from the battalion, like all the rest. When you're in company leadership you can't be apart from the battalion. I was doing all the work of CO, planning, and XO execution and that ended up making me too busy to tell my first Sargent what I needed him to do or delegate anything down to my PLs. I was behind the curve and everything I turned in was late because I was trying to do it all myself. Pretty much I feel like that experience and all the feedback I got from it, including have to redo my term as CO is very disheartening and I feel like that situation kind of lowered my level of resiliency and made me not want to do it again. Not want to go through that again. I failed and no one said anything good about my term even though I put in a lot of work. Those situations, when everything goes wrong and they don't give you credit for the effort you put in. No one says "good job you did your best" those situations kind of lower your level of resiliency because you're resilient throughout the process and then it's kind of discredited because you don't get no positive feedback at all.

R: think about a time when you wanted to quit the program and why did you want to quit?

C: Shortly after that term as CO because at the same time my grades were dropping. All of my focus was on ROTC and still trying to balance that and being treasure of my frat and my classes and at the same time not liking my major. All those things kind of built up to this ball of I don't want to do this anymore. When my mid-term grades came back they were terrible. I was like I can't drop classes because I have 15 hours. That will break my contract and they'll send me to BCT and I have to enlist. If I fail all my classes I'll be too far behind for my graduation date and I'll break my contract and I'll have to enlist. Why not stop having to go through all this hardship now and go ahead and quit and see what happens. Go ahead go to BCT and even after going to basic the lowest that I'll be would be E4 because of my prior experience probably be an E5 and be a Sergeant already. Once you get to Sargent you can go to OCs and become an officer. It was at that time I was like, "Ok let me just see what would happen." I went and talked to them and they showed me that my midterm grades weren't as bad as I thought. One of my teachers allowed me to make up a paper that I missed when I was CO. It made me feel better enough that I could keep pushing keep going and stay in the program. Keep working through and be resilient to push through and get my commission.

R: DO you think there are any similarities between SS and resiliency?

C: Yea, often times to be selfless you're taking on extra on yourself and you're doing more. When you're doing more you have to be more resilient. That's more on your plate and more that you have to push through and take care of. They end up being tied together because you have to be resilient to be selfless. When you show resilience often times it's not for yourself. So I feel that they're tied together pretty closely.

R: Is there anything else you'd like to talk about?

C: Nope, that's all I've got.

APPENDIX F: FIELD OBSERVATION EXAMPLES

April 29, 2014

Location: URec

Workout: Bravo Co. MS1, 2, & 4s PT test

Notes for PT session Observation #23

DESCRIPTION:

This is the last day of official PT for the year. 20 cadets are taking the test this morning. MS4s just need to pass their test. This is the last test they'll take with the program before commissioning and joining their unit. As usual there is talking near the weight/height station but no one is talking near the scorers, although there is some chatter in the lines.

6:20am- Push-ups are done and testing switches to sit-ups. A female MS1 is told by cadre to go last so she doesn't have to hold anyone's feet. An MS4 says he's just ready to be done. It would be nearly impossible to fail at this point unless he walked the whole thing. At 6:29 there are 9 people left yet to take their test. Once done cadets talk, rest, and wait for the run portion of the test. Some individuals are given jersey's to wear during the run. (MS3) and (MS3) are by the scales completing paperwork for these cadets who completed the measurement portion. 6:34am- This is the last round (completed @ 6:36). An MS3 gives the run brief -> directions from the FM 21-20. Cadets will complete 16 laps upstairs o the track.

Once on the start line cades are told they have 3 min and that they should keep stretching. One group starts by the bikes and one, one group on the corner closest to the bikes, one group by the far corner by the weights, and the last group starts by the weights section. All groups start the run at the same time. Each group is denoted by a different color that corresponds with a grading group. Cadets check in/lap so that no one does any extra or too few laps.

As cadets come through cadre encourage briefly and give split times. Those watching around the track give brief encouragements as well but motely they talk with each other. All cadets are told to stay in the inside lane -> staying on the far lane would be further then 2 miles.

Cadets also encourage each other on the track- particularly those helping each other pace. Most people seem to be running their own pace over the entirety. SH "Keep it up. 7 min.. keep it up. Keep it up." Most at the 10 min mark are at 10-12 laps. One cadet has one lap left and springs through to the end, coming in at 12:13. As cadets get to the last lap they kick it in. [cadre] encourages (MS3) to use his voice and start calling out times. As cadets finish they head downstairs to stretch.

7:04am- there are 4 cadets left on the track although one has already finished but helps a cadet who is slower push himself through to the end. Once that cadet is done the older (MS4) cadet switches and helps another cadet finish. She is the last cadet left on the track. At 7:05 she is done with the test. She is told by SH that her high effort is great and effort is what counts in his book although she may not have quite got an passing time.

SUBJECTIVE REVIEW:

Based on previous interview having some level of talking increases morale and there need to be a level of balance. The person holding feel isn't necessarily the best person in the line. Rather it may be whoever is strong enough to hold feet. Sure enough a couple of the feel holders are repeating the challenging task.

The closer cadets come to the end of the race the more encouragement comes from the timers.

March 17, 2014

Location: URec

Workout: Corps Wars Day #1

Notes for PT session Observation #1 (Diss)

DESCRIPTION:

0545- "Fall in" Participating battalions within the Corps. LSU Army/Air Force, Southern Army/Navy/Marines. 1st day of Spring Corps Wars. Normally this week falls before Spring break not directly after midterms and a week long group PT hiatus. The variable is the same for everyone in the battalion so the results should not be shifted too badly based on last week's potential lack of working out.

The events this morning are circuit group activities. The formation structure between the battalion is structured as: Army (tight team formations), Air Force (no real structure of formation), Navy/Marines (joint teams based on the overall low number of Marines).

-Event 1: Log carry. Each team for log carry is comprised of 3 of the same branch and one alternate branch (i.e. 3 Army and 1 Air Force). Teams rotate through so everyone has the opportunity to carry the log. Each team carries the log around the full field.

-Event 2: Suicide sprints (2 levels) by branch. Once a person has run they sit down. The first team with all individuals sitting getting the points.

-Event 3: Potato sack race. Similar structure as Event 2 but much shorter distance and it's not a suicide set-up.

-Event 4: 12 man push-up team (feet -> shoulder) first [unknown rep] and sit-ups completion branches all do it together and try to get the most pushups in a specific amount of time; however, the rep is only counted if each person on the team completed the rep together.

-Event 5: Tug-O'-War

The events of Corps Wars are used to increase interaction between branches and cohesions within branch battalions. This is in accordance with literature ties into social development. If anything it is crystal clear to see cohesion developed during the week of activities. The feel on the field is relaxed as everyone cheers for individuals and branches. There is a sense of pride within the branches as evident by the cheers of “Go Army,” “go Navy,” etc. which can be heard all over the field.

All teams switch after approximately 3-5 minutes or once everyone is done and given. Teams are given 1 min to switch stations and prepare for the next event. Cadre are present across the field but not only in a present/supervising capacity. For the most part they chat with each other and oversee the events. Some of the MS4s (Army) act as supervisors and facilitators of the events.

0645- Last rotation before the final event (Event #5). Everyone assembles at the tug-o’war station and back into team formation.

1st competition is Army vs. Navy. Each team assembles and waits for the go signal. Teams assemble in downward position, move to pushup position and then jump up and begin on the Corps commander’s command. There are 10 cadets/side. At the “go” signal the whole corps is alive with cheers. Navy/Marines wins the first round.

2nd Army vs. Air Force. Army wins.

3rd Navy vs. Air Force. Navy/Marines win easily.

All battalions come together in their respected formations. A check is done to ensure that all battalions and individuals are accounted for.

SUBJECTIVE REVIEW:

There have been mixed messages about the ability of PT to improve Selfless Service and Resiliency to a point, although physical resilience was bundles with social resilience. More specifically cadets got through tough workouts by relying on social support and outside of the program (i.e. “Off time”) the ROTC battalion is seen by cadets as a full functioning family unit. The events are challenging but not overly taxing. As discussed earlier it’s meant to facilitate an increased level of cohesion between branches, MS classes, and battalion. The cheers are infectious and I found myself wanting to partake in the cheering.

The wind is blowing and for that element has come into play as a barrier nearly every interview (cadet). Everyone is active and given that the event is suppose to be enjoyable no one is complaining about the weather, although it’s mentioned at the end by the Navy battalion commander who acts as the Corps Wars leader. It is actually so nice to see cadets all laughing, working, hard and having a good time. The rest of the semester is the push before the final APFT, LDAC, Air Assault, and Air Borne Summer schools.

APPENDIX G: FIELD OBSERVATION DATA COLLECTION FORM

Date:

Location:

Workout Type:

Observation #:

Description:

Subjective Review:

APPENDIX H: COPY OF IRB APPROVAL FORM

Application for Exemption from Institutional Oversight

Unless qualified as meeting the specific criteria for exemption from Institutional Review Board (IRB) oversight, ALL LSU research/ projects using living humans as subjects, or samples, or data obtained from humans, directly or indirectly, with or without their consent, must be approved or exempted in advance by the LSU IRB. This Form helps the PI determine if a project may be exempted, and is used to request an exemption.



Institutional Review Board
Dr. Robert Mathews, Chair
131 David Boyd Hall
Baton Rouge, LA 70803
P: 225.578.8692
F: 225.578.5983
irb@lsu.edu
lsu.edu/irb

-- Applicant, Please fill out the application in its entirety and include the completed application as well as parts A-F, listed below, when submitting to the IRB. Once the application is completed, please submit two copies of the completed application to the IRB Office or to a member of the Human Subjects Screening Committee. Members of this committee can be found at <http://research.lsu.edu/CompliancePoliciesProcedures/InstitutionalReviewBoard%28IRB%29/item24737.html>

-- A Complete Application Includes All of the Following:

(A) Two copies of this completed form and two copies of parts B thru F.

(B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1&2)

(C) Copies of all instruments to be used.

*If this proposal is part of a grant proposal, include a copy of the proposal and all recruitment material.

(D) The consent form that you will use in the study (see part 3 for more information.)

(E) Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing or handling data, unless already on file with the IRB. Training link: (<http://phrp.nihtraining.com/users/login.php>)

(F) IRB Security of Data Agreement: (<http://research.lsu.edu/files/item26774.pdf>)

1) Principal Investigator: Alex Garn Rank: Assistant Professor
Dept: Kinesiology Ph: 578-5954 E-mail: agarn@lsu.edu

2) Co Investigator(s): please include department, rank, phone, and e-mail for each
*If student, please identify and name supervising professor in this space

Molly Fischer; Kinesiology; Ph.D student; 503-871-5201; mfisch3@lsu.edu

IRB# E6073 LSU Proposal #

☒ Complete Application

☒ Human Subjects Training

3) Project Title: Understanding Perceived Ability and Motivation in Advanced ROTC Physical Training

Study Exempted By:
Dr. Robert C. Mathews, Chairman
Institutional Review Board
Louisiana State University
203 B-1 David Boyd Hall
225-578-8692 | www.lsu.edu/irb
Exemption Expires: 8/23/2015

4) Proposal? (yes or no) No If Yes, LSU Proposal Number

Also, if YES, either

☐ This application completely matches the scope of work in the grant

OR

☐ More IRB Applications will be filed later

5) Subject pool (e.g. Psychology students) ROTC students at LSU

*Circle any "vulnerable populations" to be used: (children <18; the mentally impaired, pregnant women, the aged, other). Projects with incarcerated persons cannot be exempted.

6) PI Signature Date 08/20/2012 (no per signatures)

** I certify my responses are accurate and complete. If the project scope or design is later changes, I will resubmit for review. I will obtain written approval from the Authorized Representative of all non-LSU institutions in which the study is conducted. I also understand that it is my responsibility to maintain copies of all consent forms at LSU for three years after completion of the study. If I leave LSU before that time the consent forms should be preserved in the Departmental Office.

Screening Committee Action: Exempted ☒ Not Exempted Category/Paragraph 1 & 2a

Signed Consent Waived?: Yes / (No)

Reviewer Landis Signature Landis Date 8-22-12

VITA

Molly Voelz Fischer grew up in the foothills of the Cascade Mountains outside Scotts Mills, Oregon. Following the completion of her B.S. in Exercise Science from Pacific University she completed her M.S.Ed. in Physical Education from University of Kansas and a M.A.S. in Aviation System Human Factors from Embry-Riddle Aeronautical University. Her previous work experience includes an internship in 2008 at Kennedy Space Center with NASA, using adapted physical and mental training to increase work productivity in employees.

Molly's interest in the United States military, specifically the Army, has spanned nearly a decade. She has completed research in the areas of physical training motivation and leadership development in Army ROTC cadets, and Crew Resource Management practices in Army Blackhawk pilots, which was submitted to the United States Naval War College for cross-branch analysis and expansion and training development. Molly is an active member of the Association of Applied Sport Psychology (AASP), Society of Health and Physical Educators (SHAPE America), and the Association of the United States Army (AUSA).

In her free time Molly enjoys spending time outside hiking, camping, playing disc golf, swimming, and practicing Yoga. Recently, Molly accepted a Post Doctoral position with the Oak Ridge Institute of Science and Education and the United States Air Force Research Laboratory (Human Effectiveness Directorate) at Wright-Patterson Air Force Base in Dayton, Ohio.