Marines' Views on How to Improve
Marine Corps Cultural and Language Training and Education Programs

#3: Training and Education Recipient and Learning Timing

Language skills and understanding cultures are each crucial educational avenues in which to enhance creation of the Strategic Corporal. Actions of Marines at every level can have strategic level effect when cultural misunderstandings result in negative assessment of US government operations. Regionalization of cultural training to each specific combatant command would be beneficial. Whether a Marine is deploying to or moving to another country, cultural and language education should translate into a Mission Essential Task regarding interaction with Host Nation partners.

- Respondent #1835

Within the Marine Corps, cultural and language training and education programs expanded in 2005 in response to guidance from above and demand from within. The cultural complexities facing Marines and sister service personnel across the range of military operations and throughout the world prompted a response from the Services' supporting establishment to bolster pre-deployment preparation and professional military education with cultural and language learning programs. Each service took a different approach, congruent with their employment and deployment of forces and consistent with their unique organizational cultures. After four years, the Marine Corps, through its Center for Advanced Operational Culture Learning (CAOCL), employed an online survey to solicit input from Marines about their satisfaction with cultural and language learning programs, their preferred method of instruction, the training's impact on operational effectiveness, and the need for and importance of such learning. In the survey, CAOCL also sought recommendations from Marines on how to improve these learning programs.

Drawing from the recommendations provided, CAOCL has drafted a series of papers to present these Marines' ideas on how to improve not only these programs, but also overall Marine Corps cultural and language capabilities. This series offers insights into the successes and challenges of current programs in order to guide policy makers and senior Marine Corps leaders as they refine cultural and language learning policies and practices to meet the ever-evolving needs of their warfighters. This paper, the third and final in the series, presents the recommendations that discuss when and in whom the Marine Corps should invest its limited resources in cultural and language learning. Marines grapple with **whether all Marines or just a select group or key individuals should receive the learning** and **whether that learning should be through long-term learning opportunities or targeted to deployment schedules**. These Marines' ideas on this subject provide valuable insights for policy makers and senior leaders as they enhance existing programs and capabilities and create new ones to ensure the Marine Corps is positioned for success in its upcoming operations.

Method

In partnership with the Marine Corps Center for Lessons Learned, CAOCL sent out a survey to 15% of all Marines with email addresses on the Marine Corps Global Address List during February 2010, excluding

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general officers. CAOCL received 2406 valid responses from Marines, representing all 42 military occupational specialties, all ranks, and all educational levels.[1] Comparisons of the survey demographics to data on the Marine Corps indicate that respondents are representative of the Marine Corps with the exception of the lowest ranks.[2]

As a final question to survey respondents, CAOCL solicited Marines' ideas for ways to improve Marine Corps cultural and language training and education efforts. Each of the 2406 Marines had the opportunity to answer the open-ended final question,[3] which stated "Please provide any comments you may have on ways to improve cultural and language education and training programs throughout the Marine Corps." Five hundred forty-five Marines (22.7%) responded to this question. When compared with those Marines who did not offer comments, this group of Marines is older with more service and deployment experience, uses cultural and language capabilities more, and places higher value on these capabilities (See Appendix A).

CAOCL reviewed these Marines' responses, identified themes present in the data, and assigned codes to them, using the inductive method of coding qualitative answers and the Statistical Package for the Social Sciences Text Analysis for Surveys 3.0 software. Because responses were open-ended, each response could express several themes and therefore require more than one code. The numbers used throughout this paper indicate the frequency that the themes emerged in the data. When all the code frequencies are added together, they surpass the total population of responses. Therefore, each code needs to be considered separately.

Of the 545 respondents, 439 offered direct (408) and inferred (31) recommendations on ways to improve cultural and language education and training programs. Their recommendations fell into four broad categories: who should receive cultural and language training and education; career timing of such training and education; leadership issues; and course improvements. As stated above, this paper will address Marines' recommendations on both who should receive cultural and language training and education and when such training and/or education should occur because these two categories address the same topic from different angles.

Key Themes

> Note: The percentages in the following section refer to various subsets of the overall survey sample, as described below.

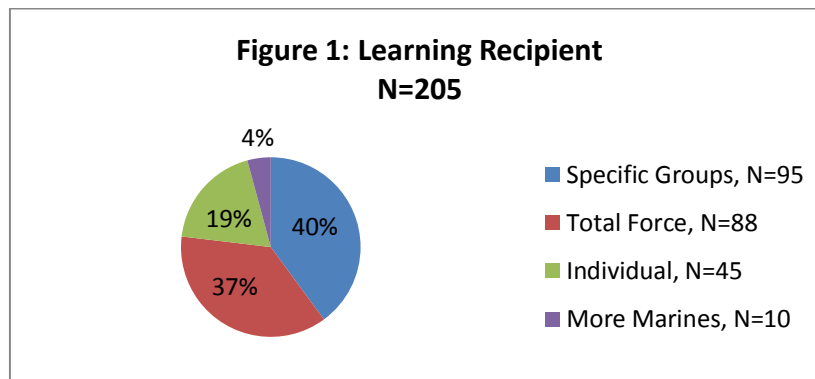**1. Training and Education Recipient**

Two hundred five Marines (46.7% of the 439 respondents) discussed who should receive cultural and language training and education or how the Marine Corps should target this learning. Four major themes emerged within this category: Specific Groups, Total Force, Individuals, and More Marines (Appendix B breaks down the frequency of the categories).

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[1] General officers were intentionally excluded from the population.

[2] Because Privates (E-1s), Privates First Class (E-2s) and Second Lieutenants (O-1s) do not always have addresses on the Global Address List, these ranks are underrepresented in the data. As young Marines new to the Corps, these ranks are unlikely to have deployed in the past four years.

[3] Note that some Marines elected to leave the survey early and, therefore, did not reach the final question. However, it was available to them.

Figure 1: Learning Recipient
N=205

- Specific Groups, N=95 — 40%
- Total Force, N=88 — 37%
- Individual, N=45 — 19%
- More Marines, N=10 — 4%

a. Specific Groups

The most frequently offered recommendation (95 responses – 46.3%) was to target the learning to specific groups. CAOCL created a cluster of three codes that comprised the "Specific Groups Cluster" category: Deploying Forces or Stationed Overseas, Job or Mission, and Ranks.

Figure 2: Specific Groups

- Specific Groups, N=95

Ranks	16
Job or Mission	32
Deploying Forces-Stationed Overseas	53
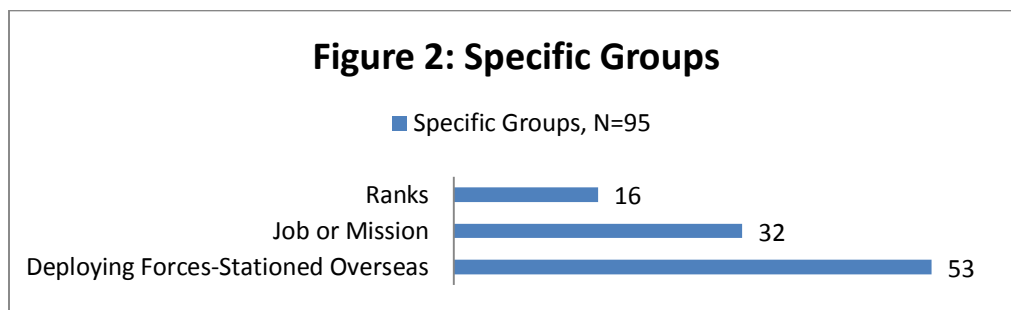
i. Deploying Forces-Stationed Overseas

Within the Specific Groups cluster, "Deploying or stationed forces" was the most prevalent response (53 responses – 55.8%). Marines in this subcategory linked the need for cultural and language training to a deployment. Respondent #1418 explained, "*I think it is important for Marines to have a basic understanding of the country or region they will be operating in. We should always be conscious of the country's culture we are deploying to. . . .*"[4] Respondent #1366 agreed, noting:

> *Given the current global war on terrorism and the COIN environment, it is critical that all Ranks fully understand or have a base knowledge of the theater in which they will operate. Not knowing could have tactical, operational, or strategic negative impacts and could hinder the combatant commander's mission.*

Another, Respondent #1974, offered his recommended approach to ensure his Marines are prepared to go into theater:

> *Thoroughly learn common day to day cultural methods and habits of a culture in question. Learn common words, phrases, and bodily gestures to help communicate with more locals and to display a*

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[4] Note: Italicized text represents Marine quotations throughout this paper and does not signify emphasis. This method helps the reader distinguish between the Marine quotation and the rest of the paper.

higher sense of understanding. Apply this learning to EVERY Marine or service member deploying. This will aid in the common courtesy of aiding locals as to not bring any unnecessary harm to units deployed in foreign countries.

ii. Job or Mission

Other Marines in the Specific Groups cluster category were more targeted in their recommendations, specifying that it was those who will have contact with locals or who will be on the ground who need this type of training (Subcategory "Job or Mission", 32 responses – 33.7%). Respondent #1403, like many others, believes that "[*t*]*raining should be for the Marines that will have contact with the local people. Not all Marines will have the opportunity to interact with the locals.*" Some, like Respondent #400, indicated, "*I do believe that cultural and language skills of the area that you are operating in is and would be highly effective to Marines on the ground; however, my MOS does not put me in a situation where the skills would benefit myself or the Marines under my charge.*" In summary, the Marines in this subcategory agree that "*Given the current operational picture, varying degrees of cultural and language education/training need to be provided based on level of interaction that the Marines being trained will have with the local populace, of course being theater/mission specific*" (Respondent #1207).

iii. Ranks

Another group within the Specific Groups cluster indicated that the training should be rank specific (16 responses – 16.8%); however, the Marines in the subcategory "Ranks" did not agree on which ranks should receive the training and offered a wide range of recommendations on how to target the learning based on rank. A couple focused on officers, such as Respondent #1484 who stated, "*I believe that Warrant Officers and Regular Officers should be sent to cultural education programs prior to deployments and updated courses periodically. . . .*" Others addressed enlisted Marines, as did Respondent #661, who recommended, "*Begin introducing it at boot camp and continue to introduce it throughout enlistments,*" and Respondent #1835, who proffered his opinion that "*Language skills and understanding cultures are each crucial educational avenues in which to enhance creation of the Strategic Corporal. . . .*" Respondent #1564 continued:

> *We have a bright group of young leaders throughout the Marine Corps that could critically contribute in a greater capacity if there were given a portion of the education afforded to FAO candidates. I believe we could address the "civil", "rehabilitation" and "stabilization" operations of our Campaigns more effectively if we invest in culture and language training among our junior Marines (those actually patrolling the streets) like we do with our Officers.*

Several other Marines also recommended providing the learning to junior Marines; however, they included junior officers in their recommendations as well. For example, Respondent #1966 noted, "*We are focusing our language training at the wrong level. Much more important for the company grade officers and SSgt and below enlisted to speak the language than the LtCol and Col. The senior officers will have the best interpreters in the unit. The Junior folks are much more likely to interact with our (host nation) HN partners continuously. . . .*" Respondents #1961 and #1506 want emphasis placed on career Marines, and others want the emphasis on senior leadership like Respondent #651. Some, like Respondent #1733, place it on Company Grade Officers and SNCOs,[5] as they are "*. . . at the forefront in engaging with local leaders with an AO[6]. . . .*"

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[5] Staff non-commissioned officers.
[6] Area of operations.

Complementary to the "Ranks" subcategory is the recommendation of eight Marines (3.9% of the 205 respondents in the "Learning Recipient" dataset) to link the level of learning to rank responsibilities. Respondent #1402 explained, "*Understanding the culture of the people in our areas of operation is important. The level of knowledge has to be scaled to the level of involvement of a Marine's rank and position. . . .*" For example, "*Train Marines with basic language and situational awareness with different levels for the NCOs and SNCOs. . . .*" (Respondent #1150). Respondent #1573 continued:

> *1. All Marines should have a baseline knowledge on the culture/language they will be interacting with. Lower level leaders should be able to interact clearly and in a concise manner in order to avoid miscommunication/negative incident. 2. Advanced multicultural/advanced language skills in my opinion should not be a primary concern of lower level leaders. Officers/SNCOs dealing with contracts, civil projects and local national concerns are the Marines who should be receiving this training.*

iv. Concern with Linking Learning to "Specific Groups"

It is important to capture a concern raised within the Specific Groups cluster by a few Marines. These Marines, through their comments, reveal the challenge of being too specific with targeting training. Although the training may be more relevant to specific groups, it is necessary to ensure all Marines have at least a baseline because of the Marine Corps' method of employing and deploying its forces. Respondent #770 explained:

> *Some Marines will never have to worry about talking to the locals, because not every Marine goes outside the wire. The units that have those everyday missions should have something in the PTP training package that gives them time to learn some of the language where they will be operating in. Most of these units should be Combat Arms MOSs that have this type of training. Not saying that not everyone should have a class on it because you might need to grab that one Marine to be a Vehicle Commander and if he had not training at all he would be no use to you like you need a Marine who is always ready anytime of the day.*

Respondent #986 agreed, stating:

> *Cultural training and deployment training in general is given to the deployable MOSs. Admin is often overlooked or not included as a viable and useful use of time and training. This only helps to hinder unit readiness since anyone at anytime can be tasked to interact with locals. It also impacts unit morale when Marines are constantly told they "don't rate."*

b. Total Force

The second most prevalent recommendation (88 responses – 42.9%) is that Marines, all Marines, or every Marine should have some cultural and/or language training or education, or that it should be annual training or a professional military education requirement, implying a total force requirement. Marines in this category saw this as a requirement for all Marines as represented by Respondent #49's comment:

> *By making some interactive or grade-based cultural and language education mandatory for all Marines, the Marine Corps could ensure that at least a bare minimum understanding of the native people is instilled in every Marine. This would enhance both mission effectiveness and foreign relations and help to further emphasize the 'whole Marine concept'.*

There were those Marines in this category whose total force endorsement was implied through their recommendations, such as Respondent #1581, who offered, *"Cultural and language education needs to be part of annual training. Crawl, walk, run approach with practical application exercises is the preferred method."* It is important to note that not all Marines within this category addressed both cultural and language learning. Some focused their recommendations on cultural learning as an imperative for all Marines, such as Respondent #1770, who stated:

> *Understanding your operational environment has always been important and commanders that have understood their [operating] environment have been the most successful. This concept is nothing new but like any skill set if you don't use it one will suffer from atrophy. Socio-cultural Dynamics, cultural intelligence, cultural understanding or whatever one calls it needs to a constant theme through a Marine's career in PME, training and real world application. . . .*

Others focused solely on language training; for example, Respondent #182 recommended that *"[s]econd language learning should be mandatory for Marines . . . whether it's for the region they're going to or just a second language of choice in general."* Finally, some did not distinguish between the two, noting, for example, *"Commands need to incorporate this type of training to ALL HANDS not just junior Marines because this is a great disservice to the entire unit. Mid-level as well as higher level commanders need to understand this and be active participants in this as well"* (Respondent #886).

c. Individuals

Some Marines also recommended that the Marine Corps focus its training efforts on specific individuals (45 responses – 22%). CAOCL created a cluster of three codes that comprised the "Individual Cluster" category: Individual (21 responses), Willing Marines (15 responses), and Capable (13 responses).

Figure 3: Individual Cluster

■ Individual Cluster, N=45

Willing	13
Capable	15
Individual	21
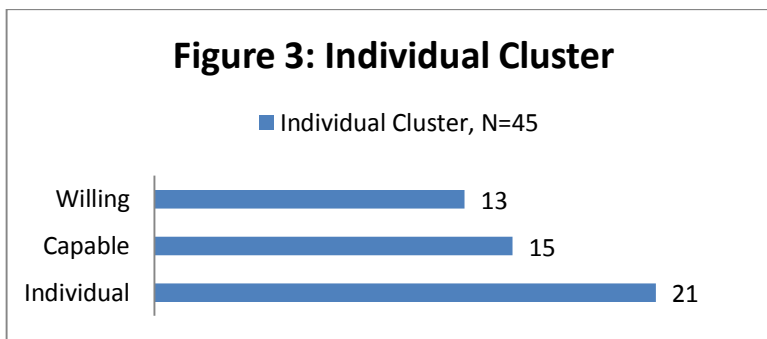
"Every unit should have personnel that know the language of the country you are going to [deploy to]," stated Respondent #224, but that *"[t]raining needs to target specific people, not everyone. . . .",* Respondent #798 explained. The Marine Corps should target and develop those willing to study, as Respondent #1570 explained, recommending that the Marine Corps *"[m]ust equip those who are motivated to learn a language with the necessary tools required. . . ."* The Marine Corps should also look for those Marines with aptitude in this area to grow this capacity, as indicated by Respondent #356, who proposed *"[providing] better language and cultural training to those who truly comprehend it and focus on those individuals. . . ."* Representative of this group is the following comment from Respondent #1797:

> *Having spent almost three years as an exchange officer in a foreign military unit, I found that cultural learning is indispensable to understand both our allies and our enemies. Unfortunately the knowledge that is provided in media (books, software, presentations) does not compare to actually*

participating in a foreign culture. There is no easy way to overcome this. Adding additional annual training requirements or PTP requirements will only make incremental improvements. Emplacing fluent, regional experts with significant amounts of time in a foreign country or region into a unit is really the only way to accomplish the mission. Additional requirements also become time-consuming and burdensome for predeployment training. Rather than giving a token amount of training to everybody, please consider focusing training on a few key individuals with the aptitude, training, and experience to be successful and make a difference when interacting with the local population.

Complementary to this group of responses was the recommendation from 11 of the 205 Marines (5.4%) in this dataset to then use these individuals to train other Marines. Respondent #1951 captured the sentiment of this group when he wrote:
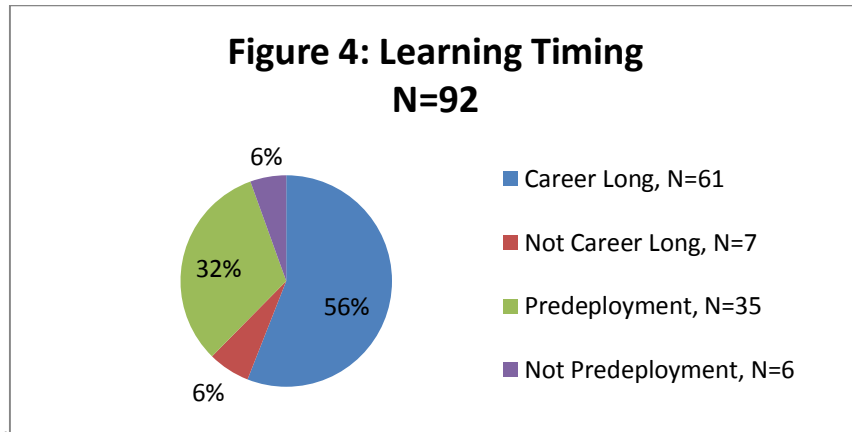
This will be a tough road, but it is important and needs to be followed through on. Some Marines are not cut out to study languages and other cultures, others take to it like fish to water. Key in on the ones that do well with it and you will find greater success. They will then pull their fellow Marines along with them. We did this in my Battalion and it worked out very well.

d. More Marines

A small group of Marines (10 responses – 4.9% of those who responded about learning recipients) did not recommend one of the three categories above but rather emphasized the need to broaden Marine participation in programs and make the learning opportunities available to more Marines. As an example, Respondent #810 stated, "*There needs to be more local immersion training. It if is available, it needs to be available to more people.*" Respondent #1595 added, "*Limiting language training to those Marines with pre-existing skills does not provide an equal opportunity for advancement and development. Instead, base opportunity off of the ability to acquire language, not fluency in any particular language.*" Respondent #1033 had a unique recommendation of expanding access to the cultural and language online learning to "*. . . reservists, retirees and those who are not on active duty but do have the option or are called to mobilize. It will allow these to stay current and it allows retirees specifically to enhance their future employability which [contributes] to the 'taking care of our own' concept.*"

### 2. Learning Timing

Ninety-two Marines (21% of the 439 respondents) offered recommendations that provide insight into when they think the Marine Corps should offer this learning to Marines (See Appendix C). Should it be linked to a Marine's deployment or should Marines be exposed to the learning over the course of their career through education and training opportunities?

Figure 4: Learning Timing
N=92

6%

32%

56%

6%

- Career Long, N=61
- Not Career Long, N=7
- Predeployment, N=35
- Not Predeployment, N=6

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a. Career Long

The majority of the recommendations (61 responses or 66.3% of those who responded about learning timing) suggest this learning should be over the course of a Marine's career through education and training opportunities. CAOCL created a cluster of three codes that comprised the "Career Long Cluster" category: Education (38 responses), Regularized or Annual Training (15 responses), and Throughout Career (16 responses).

Figure 5: Career Long Cluster

■ Longer Learning Cluster, N=61

Throughout Career	16
Regularized/Annual Training	15
Education	38

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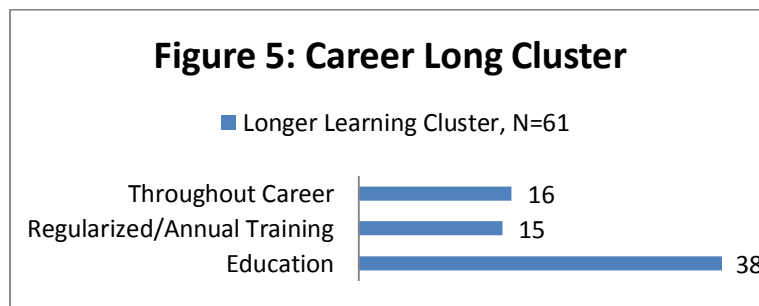
Marines offered, for example, "*I think that multi-tiered education opportunities at various levels of a Marine's career are a persistent and re-occurring method. No one-time lectures . . . but instead training that is integrated into existing entry, mid-career, and senior PME opportunities. SF*" (Respondent #1899) and "*Make it annual training. That's the best idea I can think of*" (Respondent #119). Marines also recommended that the Marine Corps offer expanded educational opportunities, such as:

It is imperative to the USMC success to foster and develop individuals willing to immerse themselves in the different areas of the world. It must be encouraged at all levels and support offered not just in the form of programs where individuals are hosed with a great deal but in off duty education possibilities, language courses, and assignments in certain areas. . . meaning we dedicate some to mission areas[;] everyone can't be Middle East centered in thought. (Respondent #1559)

Respondent #1752 continued:

The USMC needs to allow (maybe even require) its Officer Corps to seek education at resident non-military universities in order to develop a better picture of the world they operate in and to be more capable during multi-agency operations like COIN and SASO. Forget the MBAs and make them focus on Social Sciences and Anthropology. Encourage regional focus that eventually funnels offers to

specific joint staffs. Military schools can accomplish this, but my opinion is that free thinking and learning resources are not as abundant.

There were seven Marines (7.6% of those who responded about learning timing) who expressed concern over placing this learning in education (6 responses) and throughout a Marine's career (1 response). Respondent #1383 explained his concern:

There are too many cultures and different languages associated with the many different countries we are in that it would be impractical to teach during Resident PME. It is not too much to spend 2 to 3 hours a day during the normal work up for deployment. At least at that point you know the theater of operation that you are deploying to. Why teach Arabic if you are going to South Korea?"

Respondent #1673 was concerned the Marine Corps would be wasting time and money if cultural learning was to be career long. He stated, "*I don't think that career-long culture training is cost/time effective – the enemy we face today will not be the same enemy that young Marines will be facing at the end of their careers.*"

b. Pre-deployment Training Cycle

Thirty-three Marines (35.9% of those who responded about learning timing) offered recommendations that suggest that this learning should be part of pre-deployment training. Some comments were overt endorsement of this position; for example, "*This should be part of predeployment training only, and not consume tactical training until a unit is being deployed, because Marines can be deployed literally anywhere in the world and cannot be adequately trained for every contingency*" (Respondent #1857). Others offered ways to improve pre-deployment training, such as "*Start language and cultural classes in the beginning of the PTP training vs toward the end giving them enough time to grasp and practice scenario based lessons accordingly to ensure ideas are being grasped*" (Respondent #771) and "*Create short resident courses and direct commands to have a certain number of Marines qualified prior to deployment*" (Respondent #627). Like in the previous section, "Total Force" in the Learning Recipient discussion, not all Marines within this category addressed both cultural and language learning. Some focused their recommendations on pre-deployment cultural learning, for example:

In my limited experience, having a cultural knowledge of the people whose hearts and minds we are trying to win over is very important. A Marine cannot be expected to know how to approach a person in a foreign country without prior knowledge of the situation and be successful. I think that more training is needed prior to deployment. This could include computer based training or lecture based information. Additionally I would suggest that books with a cultural component relevant to the wars we are fighting be added to the Commandant's reading list. (Respondent #242)

Others made recommendations about pre-deployment language learning, including Respondent #838, who wrote:

I think Marines need language classes from an instructor when they are slotted to deploy to a certain region. This is the only effective method I have seen where Marines actually learn. This is the method I used when I was stationed overseas in Africa and in Costa Rica on Marine Security Guard duty. Most of the language training in the Marine Corps is self paced and only serves as a check in the box instead of Marines actually being taught the material.

As in the discussion above on career long learning, there were several Marines (6 responses or 6.5% of those who responded about learning timing) who expressed concern with placing this learning within the pre-deployment training cycle. Respondent #1859 explained:

Timing is key. Squeezing this training into other predeployment requirements is almost laughable if there is an expectation of significant absorption. Professionally run schools (college caliber) targeting periods between PCSs as a matter of career progression/advancement would better serve our long term cultural knowledge infusion than would catch-all training abruptly inserted into the pre-deployment scramble.

Respondent #1664 agreed, noting:

Pre-deployment is not the time to teach our Marines cultural and language skills. Educating our forces about the people and region they will work with should start during their normal tours of duty. As Marines prepare for deployment, their ability to absorb this critical information diminishes because of competing priorities and often, language and cultural training are placed at the bottom of that list. . . .

Conclusions

When and in whom the Marine Corps should invest its limited resources in cultural and language training and education are big questions and relevant in today's constrained budgetary environment. The Marine responses to the question who should receive this type of learning reveal the challenges facing policy makers as they seek to determine the most effective way to prepare the forces. The Marines, while endorsing the learning, are not in agreement as to who should receive it. They recommend with roughly equal frequency that all Marines and only specific groups should receive this type of learning. These alternatives yield two very different programmatic and policy responses. The recommendation to hone in on key individuals throws in an additional factor to consider. Where there is less ambiguity is on the question about the timing of the learning. These Marines clearly more frequently recommend placing cultural and language learning within education and annual/regularized training throughout the career. This might indicate a stronger preference for the recommendation that all Marines receive this learning, as education and annual training requirements tend to be broadly applied across the force.

The responses also suggest the answer to these questions may involve a combination of different recommendations in order to create a more effective fighting force. Both the longer term learning opportunities and those that are designed to prepare forces to go overseas or to perform in particular jobs or ranks serve to ensure Marines have a baseline of cultural and language capabilities upon which the Marine Corps can draw when needed. Investing additional resources in capable and willing individuals would then allow the Marine Corps to grow organic expertise that is deployable across the globe. This thinking aligns with the *Marine Corps Language, Regional and Cultural Strategy, 2011-2015*, dated 13 January 2011.

This paper offers policy makers key insights into how Marines recommend approaching the tough questions about how and in whom the Marine Corps should invest cultural and language learning resources. It is important to remember that overall, those responding to the final survey question have more service and deployment experience and also use and place more value on cultural and language capabilities than the rest of the survey respondents. They have seen and experienced what has worked and what has not, both in the field and in garrison. Thus, the recommendations of these seasoned Marines are a valuable resource for policy makers as they continue to refine the Marine Corps cultural and language learning policies and practices.

Appendix A: Demographics of the Population Responding to the Final Survey Question

Five hundred forty-five respondents answered the final qualitative question out of a total population of 2406. Within the responding population, males, officers and those who had deployed or stationed overseas were more likely to respond than females, enlisted personnel, and those who had not deployed or been stationed overseas. When compared with those Marines who did not offer comments, the responding group of Marines is older with more service and deployment experience. Furthermore, the responding group used cultural and language capabilities more in their previous deployments and valued these capabilities more. Additional information on use and values is available from CAOCL.

Table 1: Demographics of the Responding Group

Demographic Category	Characteristic	The total population in survey	Provided response to the final question	Sig.*
Gender	Male	2181	513 (23%)	.002*
	Female	225	32 (14%)	
Rank	Officer	580	191 (33%)	.000*
	Enlisted	1826	354 (19%)	
Deployment/Stationed Overseas Status	Deployed/Stationed	1999	494 (25%)	.000*
	Not Deployed/Stationed	407	51 (12.5%)	

* Pearson's Chi Square

Table 2: Demographics of Those Who Answered the Final Question versus Those Who Did Not

Independent Paired Samples T-Tests						
Answered Final Question	Years on Active Duty	Age	Total Years: Stationed/Deployed Overseas	Frequency of Use: Language and Cross Cultural Communication Skills	Frequency of Use: Cultural Knowledge	% Time: Interacting with Locals
Yes	**11.38**	**32.79**	**3.35**	**2.31**	**2.68**	**38.84**
N	544	543	493	412	412	493
No	**9.28**	**29.89**	**2.82**	**1.92**	**2.30**	**29.40**
N	1859	1854	1504	1144	1144	1504
Significance						
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000

DISTRIBUTION: Unlimited

Appendix B: Training and Education Recipient

Population: 205
File: Training Recipient – Final Question-3.tas
Data Source File: Rec and Infer Rec ResponsesPII Removed.xlsx; includes both Recommendation (408) and Inferred Recommendation (31) responses from source file: Final Question Value Pull-4.tas, whose data source file is CAOCLSurvey_Recode Scale Oct 26.sav.
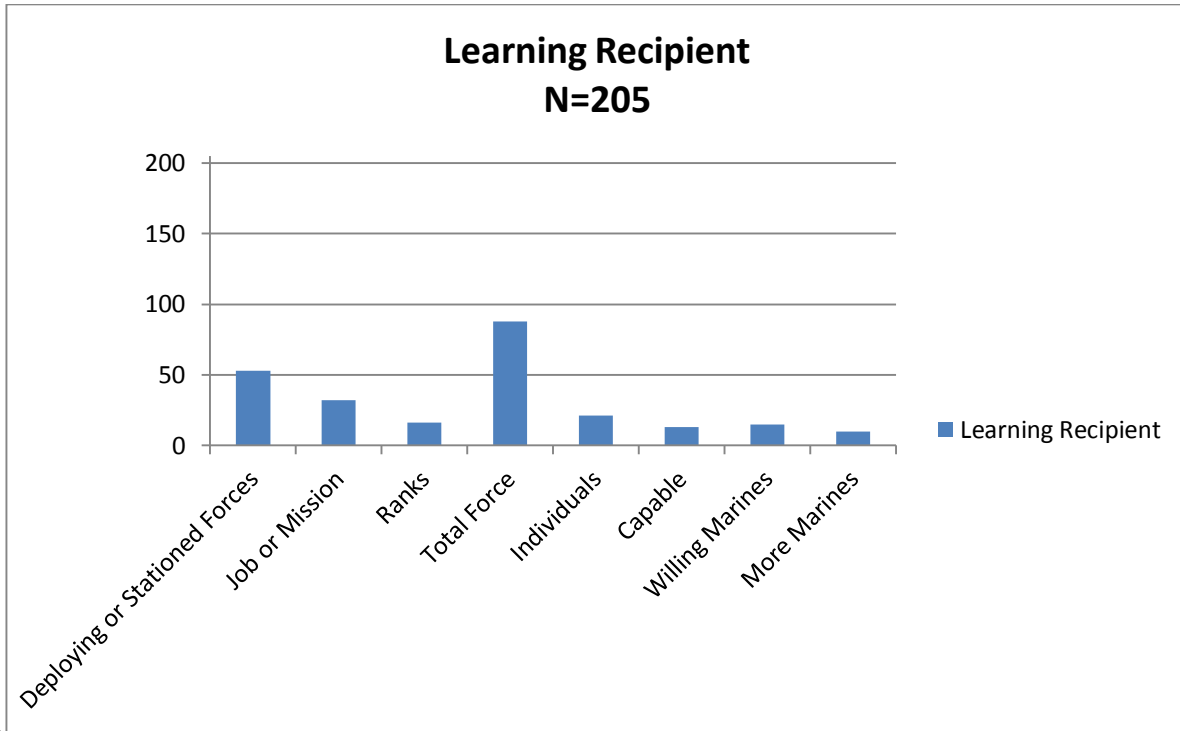
Rules:
1) The "Total Force" category was applied when respondents' recommendations were for "Marines", "all Marines", "each Marine", "every Marine", etc. and also in those instances where Marines recommended annual or regularized training or PME, implying all Marines would be required to complete these.
2) The "Ranks" category includes those responses that discuss targeting training to junior or senior Marines or career Marines.
3) Out of the 439 recommendations, 234 did not address the target of the training and were placed in the category "does not address target." They are not represented below.

Table 3: Categories and Frequencies of Response

Category	Total Responses (N=205)
Specific Groups Cluster	**95**
Deploying or Stationed Forces	53
Job or Mission	32
Ranks	16
Total Force	**88**
Individual Cluster	**45**
Individuals	21
Capable	13
Willing Marines	15
More Marines	**10**
Method: Train the Trainer	11
Method: Link Training/Ed to Rank Responsibilities	8

Figure 6: Learning Recipient Categories from the Final Survey Question

Learning Recipient
N=205

A bar chart titled "Learning Recipient, N=205" with a vertical axis ranging from 0 to 200 (in increments of 50) and horizontal axis categories: Deploying or Stationed Forces (~53), Job or Mission (~32), Ranks (~16), Total Force (~88), Individuals (~21), Capable (~13), Willing Marines (~14), More Marines (~10). Legend: Learning Recipient.

Appendix C: Learning Timing

Population: 92
File: Leadership and Career Timing–Final Question.tas
Data Source File: Rec and Infer Rec ResponsesPII Removed.xlsx; includes both Recommendation (408) and Inferred Recommendation (31) responses from source file: Final Question Value Pull-4.tas, whose data source file is CAOCLSurvey_Recode Scale Oct 26.sav.

Rules:
1) If the response included PME (professional military education), formal instruction, or formal school, it was placed in "Education" and considered part of career long learning.
2) Recommendations for "annual training" were considered part of career long learning.
3) This dataset is a joint dataset.
   a. Dataset includes the leadership issues, which involve 196 of the responses. These are not included in the below chart.
   b. Out of the 439 recommendations, 191 did not address learning timing or leadership issues and were placed in the "out of scope" category and are not represented below.

Table 4: Categories and Frequencies of Response

Category	Total Responses (N=92)
Career Long Cluster	**61**
CT: Education	38
CT: Regularized or Annual Training	15
CT: Throughout Career	16
CT: Predeployment Training	**33**
CT: Not Education	6
CT: Not Career Long	1
CT: Not Predeployment Training	6

Figure 7: Learning Timing Categories from the Final Survey Question

Learning Timing
N=92