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Motivation to Lead and Army Socialization: Impact of Early Army Experiences

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United States Army Research Institute for the Behavioral and Social Sciences

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14. ABSTRACT Since 2017, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) has conducted research with enlisted and officer cohorts in order to examine factors related to Army career progression. This report describes the findings from research questions relating to the impact of early Army experiences on two specific outcomes: motivation to lead (MTL) and Army socialization-based attitudes. This research aimed to understand how experiences such as deployment, serving as a leader, having a mentor, and taking professional courses influenced new recruits' motivation to take on leadership roles, fit with the Army culture, and commitment to the Army. Results indicated that Soldiers' and officers' initial MTL and socialization-based attitudes were significantly related to those same outcomes later in their careers. Results from moderation analyses of early Army experiences were mixed such that experiences of mentor relationships, participation in professional courses, and serving as an Executive Officer (XO) were significant moderators to some relationships. These findings can help better understand the impacts of early Army experiences on important outcomes, specifically leadership and socialization.					
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MOTIVATION TO LEAD AND ARMY SOCIALIZATION: IMPACT OF EARLY ARMY EXPERIENCES

EXECUTIVE SUMMARY

Research Requirement:

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) has collected data from Soldiers in multiple accessions cohorts to examine factors related to career progression. The purpose of this report is to present the findings from a narrow set of research questions relating to the impact of early Army experiences on two specific outcomes: Army socialization and motivation to lead (MTL). These specific outcomes were chosen in recognition that first, positive Army socialization outcomes relate to lower attrition and thus a greater ability to sustain end strength. Second, MTL in early-career officers and enlisted Soldiers may impact the Army's ability to maintain a cadre of effective leaders (i.e., noncommissioned officers and senior officers) in the future.

Procedure:

Data were collected at two time points using an in-person and online survey. Time 1 surveys were administered to enlisted Soldiers between November 2015 and June 2019 at the end of initial military training (two weeks before graduation) and included three dimensions of MTL (i.e., Affective, Non-Calculative, Social-Normative), Army fit, and affective commitment. Time 1 Officer data was collected during Army Reserve Officers' Training Corps (ROTC) Advanced Camp (the summer before the final ROTC year) from 2016 to 2018 and included peer leadership and Army identification. Time 2 data was collected between September 2018 – March 2020 and February 2021 – September 2021 from both enlisted Soldiers and officers. Enlisted Soldiers completed the same survey measures at both Time 1 and Time 2, while officers completed surveys with different measures. Specifically, the Time 2 Officer survey included measures of the three dimensions of MTL, Army fit, affective commitment, and socialization. The early Army experiences examined included deployment history, mentor experiences, professional courses, and leader experiences. A series of multiple regression analyses were run to determine whether early Army experiences moderate the relationship between Time 1 and Time 2 scores of leadership inclination and Army socialization-based attitudes for enlisted Soldiers and officers.

Findings:

Results consistently showed that initial MTL and Army socialization-based attitudes significantly and positively predicted those same attitudes up to five years later. This was true of both officers and enlisted Soldiers, showing the stability of the constructs over time. Additionally, the analyses identified several moderating effects of early Army experiences on the relationships between Time 1 and Time 2 outcomes. Looking at results related to leadership for enlisted Soldiers, participating in some professional courses influenced the relationship between MTL – Social-Normative at Time 1 and Time 2. For officers, the positive relationship between

peer leadership at Time 1 and MTL – Social-Normative at Time 2 was stronger for those who had a mentor than those who did not. Finally, officers who served as an executive officer (XO) of their company or battalion showed a stronger positive association between Time 1 Army identification and both Time 2 Army fit and Time 2 affective commitment.

Utilization and Dissemination of Findings:

Findings from this research provide insight on how early Army experiences impact both officers' and enlisted Soldiers' motivation to lead (MTL) and socialization. For enlisted Soldiers, feeling motivated to lead when asked to do so by other group members depended in part on whether the Soldiers had taken professional courses. For officers, feeling motivated to lead when asked to do so by other group members depended on having XO experience and having a mentor during their early career. Similarly, officers' general comfort with being in charge and making decisions depended on whether they reported having XO experience and if they had a mentor. Having previous experience as an XO also had implications for officer attitudes over time, specifically their perceptions of Army fit, Army identification, and affective commitment. Army G-1 can utilize these findings by strongly encouraging and supporting early leadership experiences and relevant professional courses. In recognizing the enduring impact of beginning attitudes over time, leaders can facilitate establishment of satisfying work relationships and help Soldiers feel they belong in the Army.

MOTIVATION TO LEAD AND ARMY SOCIALIZATION: IMPACT OF EARLY ARMY EXPERIENCES

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Motivation to Lead and Army Socialization: Impact of Early Army Experiences

Chapter 1: Background

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The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) has collected data from Soldiers in multiple accessions cohorts to examine factors related to career progression. The purpose of this report is to present the findings from a narrow set of research questions relating to the impact of early Army experiences on two specific outcomes: Army socialization and motivation to lead. First, positive Army socialization outcomes are related to lower attrition (e.g., Hayden, 2000) and thus a greater ability to sustain end strength. Second, in past research, motivation to lead has been associated with job attitudes and overall performance (e.g., Knapp & Kirkendall, 2023).

This research aims to empirically explore the impacts of new Soldiers' motivation to take on leadership roles, fit with the Army culture, and commitment to the Army. Specifically, we evaluate how early Army experiences impact these outcomes as Soldiers complete their training and become more immersed in the Army environment. In the following sections, we discuss our research questions in more depth, including the specific early Army experiences examined and their anticipated relations to the outcomes of interest.

Research Question 1: Leadership Inclination

As cited in Army Doctrine Publication (ADP) "Army Leadership and the Profession" (U.S. Department of the Army, 2019; ADP 6-22, p. C1), Douglas MacArthur, General of the Army, stated in his 1962 Thayer Award acceptance speech, "To inspire Soldiers to risk their lives requires professional leaders capable of providing purpose, direction, and motivation." Successful Army leaders are considered a strategic advantage, meaning that deliberate effort and resources are invested in leader development (U.S. Department of the Army, 2022). As Soldiers move up in rank, they assume increasing levels of leadership responsibilities. The U.S. Army defines leadership broadly as "the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization" (U.S. Department of the Army, 2019, p. 13), meaning that leadership can range from providing a positive example for peers to directing the actions of subordinates.

Some Soldiers will be more inclined than others to take on such leadership roles. This inclination is known as motivation to lead (MTL), which refers to one's disposition "to assume leadership training, roles, and responsibilities and that affects his or her effort at leading and persistence as a leader" (Chan & Drasgow, 2001, p. 482). The MTL construct has three dimensions: Affective, Social-Normative, and Non-Calculative. First, MTL - Affective represents an emotional connection, interest, and preference to lead others and identify as a leader. The second dimension, MTL - Social-Normative, involves leading due to a sense of responsibility, duty, or obligation. Finally, MTL - Non-Calculative is a desire to lead because

one is willing and not necessarily concerned with leadership's costs or benefits (Chan & Drasgow, 2001).

Soldiers' MTL also affects their decisions concerning leadership intensity, effort at leading, and persistence as a leader (Chan et al., 2000). Past research has shown that personality, self-efficacy, and values relate to a leader's behaviors through the individual's MTL, which influences the extent to which an individual engages in leadership roles and activities (Chan et al., 2000). Higher levels of MTL are essential in the Army as this motivation is positively associated with training effectiveness, leadership competency, and leadership development (Stiehl et al., 2015). MTL relates to leader emergence, effectiveness, and transformational leadership (Badura et al., 2020). Further, MTL relates to personal values (Clemmons & Fields, 2011), general military attitudes (Chan & Drasgow, 2001), and aspects of Army life, including resilience, affective commitment, Army fit, organizational citizenship behaviors, and overall performance (Knapp & Kirkendall, 2023; Nye et al., 2019). Therefore, we are interested in exploring early Army experiences that may foster growth in leadership inclination.

In this research, we investigate the effect of early Army experiences that may provide formal or informal learning opportunities for Soldiers, thereby impacting their interest in and motivation to lead. According to social cognitive theory, individuals learn from watching the behaviors of others around them (Bandura, 1986). This learning can occur intentionally in professional training courses, leadership experiences, through a mentorship program, or unintentionally through day-to-day experiences (Manz & Sims, 1981). Thinking about individuals' personal inclination or desire to lead, Soldiers can be exposed to a variety of leaders in the Army, impacting their learning and subsequent motivation. This exposure might happen through leaders encountered on a deployment, by personally taking on leadership roles, through mentorship experiences, or from formal coursework.

For Research Question 1, we explore these ideas by proposing the following general hypothesis and provide specific rationale for each early career experience in the next sections.

Early exposure to impactful exemplars and experiences of leadership (via deployment history, leadership experiences, mentorship, and professional courses) will moderate the relation between Soldiers' MTL at Time 1 with MTL at Time 2. Specifically, the relationship between MTL at Time 1 and Time 2 will be steeper (more positive) for Soldiers who have these early Army experiences than for Soldiers who do not.

Deployment History

Recognizing that deployment can be associated with high stress levels, research suggests that effective leaders can develop Soldiers' resilience and reduce stress in these situations, making leadership behaviors particularly salient within deployment contexts (Bartone, 2006). From the perspective of social cognitive theory, deployments can expose Soldiers to new leaders in novel situations (e.g., Paullin et al., 2011) and thus impact their subsequent leadership inclination. Effective leaders can also enhance Soldiers' affective commitment to the Army, which makes turnover less likely (Wisecarver et al., 2006), even when faced with challenges during a deployment. It is important that Soldiers witness supportive and competent leadership

while deployed, as perceived supervisor support is strongly related to MTL (Schleicher et al., 2022). Given these considerations, the relation between MTL at Time 1 and Time 2 is expected to be more strongly positive for deployed Soldiers than those with no deployment history.

Leadership Experiences

Research has shown that while Soldiers often do not initially have the requisite leadership skills or MTL when they first enlist, they can acquire and develop these leadership skills and motivation over time (Golba et al., 2022). Soldiers with leadership experiences are thus more likely to enact leadership behaviors and may have correspondingly higher levels of confidence in their abilities and/or motivation to engage in leadership activities. Such experiences could include occupying a leadership role and enacting leadership behaviors rather than merely observing such behaviors. Accordingly, the relation between MTL at Time 1 and Time 2 is expected to be more strongly positive for Soldiers who report leadership experiences in that time compared to those without leadership experiences.

Mentorship Experiences

In military contexts, mentoring relationships are critical opportunities for new Soldiers and officers to learn from more experienced individuals (e.g., Hale, 2001; Johnson & Andersen, 2010). Soldiers often have more than one mentor throughout their career and may share certain commonalities with their mentor(s) such as sex, race, or job classification. Having a mentor to serve as a role model and help guide career progression and development has been shown to yield many positive benefits for Soldiers and officers, including increased likelihood of promotion (Lyle & Smith, 2014).

Theoretically, the experience of having a mentor may affect MTL by increasing self-efficacy, or a person's belief that they can engage in behaviors that will enable goal attainment (Bandura, 1977). Self-efficacy has been shown to predict MTL, with research demonstrating that Soldiers with high self-efficacy tend to have higher levels of MTL, presumably due to their higher levels of confidence that they can be leaders (Chan et al., 2000; Key-Roberts et al., 2012). Soldiers likely have lower levels of leadership self-efficacy when they first enlist (Golba et al., 2022) and developing self-efficacy for one's leadership capabilities requires time and effort, especially given the demanding nature of Army leadership (Fallesen et al., 2011). Having a mentor to provide guidance and advice during their early career could increase Soldiers' self-efficacy, increasing their confidence and leadership inclination. Supporting this idea, meta-analytic studies have shown that mentoring is associated with numerous career benefits for mentees such as higher compensation, more promotions, greater job satisfaction, and greater expectations of career advancement (Allen et al., 2004; Ghosh & Reio, 2013). Based on these considerations, we expect to see a stronger positive relation between MTL at Time 1 and Time 2 for those with mentorship experiences (i.e., having a mentor in the Army) than those without mentorship experiences.

Professional Courses

Participating in professional courses is one of the most formal and direct ways for Soldiers to learn more about the Army and advance their careers. These courses can impact

leadership inclination in two ways. First, as Soldiers gain new Army-relevant knowledge and skills, they may increase their self-efficacy and belief in their ability to lead. Second, professional courses serve as a way for Soldiers interact with and learn from more experienced Army leaders. Thus, in addition to learning new knowledge and skills, they may also witness additional role models of effective leadership. Taken all together, we expect to find a stronger positive relation between MTL at Time 1 and Time 2 for those who have taken professional courses compared to those who have not.

Research Question 2: Army Socialization

Another important set of outcomes for the Army are socialization-related attitudes. Socialization is the psychological process through which new Soldiers are immersed into the Army environment and assimilated into the Army culture (Meredith et al., 2017). In this context, culture is defined as a set of beliefs, values, and assumptions shared by members of an organization (Gregory et al., 2009; Meredith et al., 2017). Organizations with a strong culture, such as the Army, tend to have high agreement among members and often have a rigorous socialization process (Voss & Ryseff, 2022).

In general, socialization occurs in three main stages: anticipatory socialization, encounter, and change and acquisition (Nelson & Quick, 1997). As Soldiers move through each stage, they gain new tools to learn and adapt. The anticipatory socialization stage encompasses all learning and processes before the new Soldier's first day and is defined by a recruit's expectations of Army life, congruence between their abilities and demands, and fit between Army values and the recruit's values (Hayden, 2000). This early phase of socialization is important because new employees whose values match the organization's values tend to be more satisfied with their jobs, adjust more quickly, and intend to remain with the organization longer (Hayden, 2000). The encounter stage occurs when the new Soldier enters the Army, begins to learn the tasks associated with their role, and establishes new relationships with other Soldiers. This stage has powerful implications for the successful socialization of the Soldier (Hayden, 2000). Finally, as Soldiers become proficient at managing tasks, clarifying roles, and establishing relationships, they enter the change and acquisition stage in which they are likely to feel like they are officially a member of the Army.

Socialization is important throughout a Soldier's Army career. While it is especially salient upon initial entry into the Army, socialization continues to be important as Soldiers transfer to new units and must integrate into new environments or cultures. Therefore, successful socialization is an important aspect of Army life to examine throughout a Soldier's career. The present research looks specifically at four socialization-related attitudes – Army fit, Army identification, affective commitment, and socialization. These perceptions are important because successful socialization relates to higher performance, higher job satisfaction, higher intention to stay, and lower levels of distress (Hayden, 2000; Trice & Beyer, 1993).

Strong socialization-based attitudes, such as perceiving oneself to fit well with the Army culture, emotional commitment to the Army, and satisfaction with the work relationships established, are important for many reasons. Research has found that perceived fit with the Army can influence turnover intentions for Army officers (Carter, 2015) and relates to the continuation of Army Reserve Officers' Training Corps (ROTC) programs (Bynum & Young, 2020). Among

enlisted Soldiers, research has shown that Army fit and affective commitment, defined as an emotional attachment to the Army, were related to a measure of overall performance (Knapp & Kirkendall, 2023; Nye et al., 2019). Commitment has also been clearly linked to retention (Schneider et al., 2011) and, more specifically, early career officers' affective commitment was related to morale and continuance intentions (Allen & Young, 2012). Additionally, early Army identification related to Army career goals, interest in leadership, and fit in an ROTC sample (Wasko et al., 2019).

Given the above findings, exposure to the Army's unique culture is anticipated to impact socialization-based attitudes over time, increasing perceptions of feeling included by others, fitting with the culture, and feeling attached to the Army as a whole. However, previous research on Army socialization attitudes is limited, and as a result, the present research into the impact of early Army experiences is necessarily exploratory. We thus propose the following overarching research question:

To what extent do early Army experiences (i.e., deployment history, leadership experiences, mentorship, and professional courses) moderate the relationship between Soldiers' socialization attitudes (i.e., Army fit, Army identification, affective commitment, and socialization) between Time 1 and Time 2?

Deployment History

A deployment represents a unique experience that entails a shift in Soldiers' work and living environments. Such a shift can be both personally challenging and professionally rewarding (Johnson et al., 2012). For instance, interviews with officers yielded reports that long deployments with limited dwell time in between were significant causes of attrition. However, those same deployments were often viewed as the most meaningful periods in officers' careers (Johnson et al., 2012). As further evidence of how deployment may affect socialization attitudes, research has found that learning about aspects of Army culture (i.e., customs, courtesies, traditions, and history) is related to increased levels of Soldier affective commitment (Wisecarver et al., 2021). While Soldiers will be exposed to Army culture immediately upon enlistment (and may also have a mental model of this culture before joining), deployment likely serves as a reinforcer of cultural norms. It provides additional opportunities to internalize Army values, potentially enhancing attitudes such as cultural fit, affective commitment, and Army identification. Given these previous findings, our investigation into the potential moderating effect on relationship between socialization-related attitudes from Time 1 to Time 2 should be considered exploratory.

Leadership Experiences

Leaders, and likely experiences as a leader, can impact Soldiers' socialization and subsequent socialization-related attitudes within the Army (Foo et al., 2020). Becoming a leader is twofold such that Soldiers must be interested and pursue the leadership experience (e.g., serving as a temporary team leader) and higher ups must view that Soldier as qualified and deserving of the leadership experience. In terms of interest and motivation, Soldiers who pursue leadership opportunities likely possess strong socialization-related attitudes (e.g., fit, commitment, identification with the Army). We suggest these attitudes will get stronger after

having a leadership experience. This is based on leaders' role in representing and serving to improve the Army as a whole, which requires understanding Army culture and modeling Army values to followers. Thus, we expect leadership experiences may moderate the relation between socialization-related attitudes from Time 1 to Time 2 such that the association is stronger for those who report having leadership experiences than those who do not.

Mentorship Experiences

Within the socialization research literature, there is often a distinction between institutionalized and individualized socialization. In an institutionalized socialization framework, the organization uses intentional and formal processes to socialize newcomers, whereas an individualized socialization framework relies on newcomers to informally socialize within the organization (Saks et al., 2007; Wisecarver et al., 2021). Meta-analytic research shows that institutional socialization, of which the military is commonly cited as exemplifying, is associated with high levels of fit and affective commitment. Moreover, cognition-based and affective-based trust have also been related to more effective socialization and subsequent performance within the Army (Schaubroeck et al., 2013). Based on these considerations, it is possible that mentorship experiences may moderate socialization-related attitudes over time. Research shows that such institutionalized socialization processes can increase fit and affective commitment. Additionally, effective mentoring relationships require a high degree of trust (Gregory et al., 2009). Thus, to the extent that mentorship relationships are effective and trust exists, socialization is more likely to occur, especially since mentors are also in a good position to model behaviors and reinforce Army cultural values, increasing affective commitment. Thus, we expect that mentorship experiences will moderate the positive relationship between socialization-related attitudes at Time 1 and Time 2. Specifically, the association will be more strongly positive for those who report having mentorship experiences than those who do not.

Professional Courses

Professional courses may also moderate the relationship between socialization-related attitudes over time. For example, research has found that basic training, a proxy of professional courses/learning within the Army was associated with increases in Army identification and fit over time (Cobb et al., 2011). Although the courses included in the present research are focused on job-specific knowledge and skills, they also likely serve to educate Soldiers about cultural values and norms. Further, pursuing additional job-related training and dedicating time and effort to their Army career may increase a sense of attachment and commitment to the Army. However, it is also possible that pursuing non-Army-specific training (e.g., civilian courses) enables Soldiers or officers to attain competencies that qualify them for civilian job opportunities and to envision a career outside of the Army. Given these two competing potential mechanisms, we examine the moderating effect of professional courses on socialization-related attitudes from Time 1 to Time 2 in an exploratory manner.

Current Research

Taken together, prior research supports the importance of leadership inclination and Army socialization attitudes as being impactful for a satisfactory Army life. Past research further supports that these variables have positive relationships with Soldiers' overall performance

(Knapp & Kirkendall, 2020), leader effectiveness (Badura et al., 2020), and continuance commitment (Bynum & Young, 2020). The construct of MTL has roots in the military and is of continual interest in academic literature, as indicated by a recent meta-analysis that found MTL was related to leader emergence, effectiveness, and transformational leadership (Badura et al., 2020). Finally, organizational fit can predict task performance and work engagement in military settings (Sørli et al., 2020). Because leadership inclination and Army socialization attitudes are related to motivation and performance, understanding how typical early Army experiences may influence changes in their progression is beneficial.

This report describes combined data collected during Soldiers' initial military training (IMT) and ROTC with more recent data collected in-unit from enlisted Soldiers and officers. Combining these data, IMT and ROTC (Time 1) leadership inclination and Army socialization-based attitude scores are used to understand later (Time 2 administered 1 to 5 years later) leadership inclination and Army socialization-based attitudes. Beyond direct relationships, early military-specific experiences may impact relationships between Time 1 and Time 2 leadership inclination and Army socialization-related attitudes of identification, fit, affective commitment (i.e., feelings of wanting to remain with an organization), and Army socialization. Specific early Army experiences considered moderators in the current research include deployment history, mentorship experiences, professional courses, and leadership experiences. If early experiences positively or negatively impact these key relationships, specific early experiences may be an important target for intervention and future research. These relationships and the data sources that were used for the current research are displayed in Table 1.1 below.

Table 1.1

Variables and Data Sources for Research Questions by Group

Officers			Enlisted		
PV	Moderators	DV	PV	Moderator	DV
Time 1 ROTC	Time 2	Time 2	Time 1 VAST IMT	Time 2	Time 2
Peer Leadership	Deployment History Mentorship Experiences Leadership Experiences	MTL - Affective MTL - Non-Calculative MTL – Social-Normative	MTL - Affective MTL - Non-Calculative MTL – Social-Normative	Deployment History Mentorship Experiences Professional Courses Leadership Experiences	MTL - Affective MTL - Non-Calculative MTL – Social-Normative
Army Identification	Deployment History Mentorship Experiences	Army Fit Affective Commitment Socialization	Army Fit Affective Commitment	Deployment History Mentorship Experiences Professional Courses	Army Fit Affective Commitment

Note. MTL = Motivation to Lead; DV = Dependent Variable; PV = Predictor Variable; Time 1 ROTC = Time 1 officer data collected the summer before the senior year of college between July and August in the years of 2016-2018; Time 1 VAST IMT = Time 1 enlisted data collected 2 weeks before graduating from initial military training between November 2015 and June 2019. Time 2 data was collected between September 2018 and March 2020 and from February to September 2021.

Chapter 2: Data Sources and Sample Information

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This section describes the data collection procedures for Time 1 and Time 2 data for both enlisted Soldiers and officers. The research variables, variable definitions, and data processing procedures for analyzing the data are also provided. The section concludes with sample demographic information.

Data Collection Procedures

The following section describes data collection procedures, with variable definitions provided in Table 2.1. Note that measures of leadership differ slightly between the officer and enlisted Soldiers samples. This was due to different scales being included in the two separate surveys. Additionally, for both Time 1 and Time 2 surveys, data collection activity was suspended in March 2020 due to the COVID-19 pandemic but resumed in 2021.

Time 1 Enlisted Personnel

For the enlisted sample, Time 1 data was obtained from the longitudinal Validation of Accessions Screening Tools (VAST) data collections that occurred approximately two weeks before graduation from IMT between November 2015 and June 2019. Surveys were administered at the schoolhouse via computer and overseen by Army personnel with guidance and support from the ARI team. For the current research, antecedent variables include Time 1 MTL, Army fit, and affective commitment (for more information on the VAST research see Knapp & Kirkendall, 2020).

Time 1 Officer Personnel

For the officer sample, Time 1 data was collected between July and August in 2016-2018. Paper-based surveys were administered in a large auditorium at the end of the first day of ROTC Advanced Camp, which occurs the summer before an officer's final ROTC year. For the current research, antecedent variables measured include peer leadership and Army identification (for more information on the ROTC Advanced Camp research see Graves et al., 2023).

Time 2 Enlisted and Officer Personnel

Time 2 data was collected between September 2018 and March 2020 and from February to September 2021. Data collection efforts consisted of in-person, remote paper-based collection via scantrons and online emailed surveys. The moderator variables measured include deployment history, leadership experiences, mentorship experiences, and professional courses. Outcome variables measured include MTL types (Affective, Non-Calculative, and Social-Normative), Army fit, affective commitment, and socialization.

Table 2.1*Variable Definitions*

Variable Name	Time Period, Sample Type	Definition	Number of Items
Peer Leadership	Time 1, Officer	The desire to obtain positions of authority and influence. The level of comfort being in charge of a group and the willingness to make tough decisions and accept responsibility for the group's performance. [5-point Likert scale]	6
Army Identification	Time 1, Officer	The degree of personal identification with, and intrinsic interest in becoming a U.S. Army officer. [5-point Likert scale]	11
Army Fit	Time 1, Enlisted Time 2, Officer & Enlisted	Compatibility between the Soldier and the Army (i.e., Person-Organization Fit). [5-point Likert scale]	4
Affective Commitment	Time 1, Enlisted Time 2, Officer & Enlisted	Perceived emotional attachment to the Army. [5-point Likert scale]	3
Army Socialization	Time 2, Officer	The extent to which the Soldier has established successful and satisfying work relationships. [5-point Likert scale]	6
Motivation to Lead - Affective	Time 1, Enlisted Time 2, Officer & Enlisted	Soldier's intrinsic motivation to take on leadership responsibilities. [5-point Likert scale]	3
Motivation to Lead - Non-Calculative	Time 1, Enlisted Time 2, Officer & Enlisted	The extent to which Soldiers view leadership roles positively regardless of costs and/or benefits that such roles offer. [5-point Likert scale]	3
Motivation to Lead – Social-Normative	Time 1, Enlisted Time 2, Officer & Enlisted	A sense of obligation to lead based on social circumstances. [5-point Likert scale]	3
Deployment History	Time 2, Officer & Enlisted	Have you been deployed with the Army? [1=Yes/2=No]	1
Mentorship Experiences	Time 2, Officer & Enlisted	Do you have a mentor? [1=Yes/2=No/3=Not Sure]	1
Professional Courses	Time 2, Enlisted	Indicate which military or civilian courses listed below you have successfully completed. (Do not include BCT, OSUT, or AIT). [12 options provided]	1
Leadership Experiences	Time 2, Officer & Enlisted	What types of leadership experience(s) have you had? [Multiple options provided]	1

Note. Variable definition information from Carre et al. (2023) and Wasko et al. (2019).

Data Processing Procedures

Data Preparation

Data merging, cleaning, and filtering procedures follow the precedent set and reported in Carre et al. (2023). Specifically, data from Time 1 and Time 2 data collections were merged via an exact match of self-reported Department of Defense (DoD) IDs and email addresses to prevent mismatches. We additionally used administrative data to provide missing demographic information. For data cleaning, each analysis variable was cleaned by removing all invalid values, and response values for items on Likert-type scales (e.g., agreement) were recoded to numeric where necessary to facilitate the computation of descriptive statistics. Cases were excluded from the analysis samples based on two criteria used in prior research – complete data on less than 70% of the core items (i.e., common across the enlisted and officer samples) and cases associated with respondents who missed more than one of three attention check items (Carre et al., 2023). Missing data was addressed by using listwise deletion for regression analysis.

Moderation Analysis Preparation

Categorical Moderator Variables. Soldiers' early experiences and their relationships with other variables can provide insights when investigated as potential moderators. Many of the survey items about early experiences yield categorical responses. Therefore, additional consideration of the sample sizes across these items is warranted. With moderation analysis, there is a concern about unequal sample sizes across moderator-based categories (Aguinis et al., 2005). Having unequal sample sizes is known to underestimate moderator effects. However, a sufficient sample size can often overcome this concern (Aguinis et al., 2017).

To avoid making Type 2 errors (i.e., false negatives), analyses were only conducted when at least 20% of participants selected one of the response options. For example, if one of the options for a categorical item was only endorsed by 10% of respondents while the remaining 90% of respondents endorsed the other options, this would not be included in the moderation analysis. Aguinis and colleagues (2017) demonstrate that a 20/80 unequal sample size for a categorical moderator creates a range restriction similar to that found with continuous moderator variables, resulting in underestimation and possibly undetected moderation. Thus, including variables with an even more extreme imbalance of item endorsement will yield inaccurate results.

For deployment history, 14.8% of enlisted Soldiers (95 deployed out of 644 total) and 33.3% of officers (502 deployed out of 1,520 total) reported at least one Army deployment experience. We suggest caution around interpreting results for enlisted Soldiers due to the unequal sample sizes.

Professional courses are considered moderators for the enlisted sample. Following the 20% guideline, we included four out of the 12 options for professional courses listed in the survey. The specific options included in the analysis were *Combat Life Saver*, *Taking Military Correspondence Course*, *Other Courses Not Listed*, and *None of the Courses Listed*. Only 1.0% to 10.6% of the sample reported attending the remaining eight professional courses listed (i.e., Armorer certification, Airborne School, Air Assault School, Field Sanitation, Combatives, Master Driver, Equal Employment Opportunity [EEO], and Sexual Harassment/Assault

Response and Prevention [SHARP]); as a result, these courses were not considered in this analysis.

For the leadership categories, specific leadership experiences included for enlisted Soldiers are: *Temporary Squad/Section/Team Leader*, and *None*. The two remaining leader experiences listed had less than 20% of the sample in the lowest endorsed response option and are not considered in this analysis. For the leadership categories, specific experiences included for officers are *XO for Company or Battalion*, *Platoon Leader*, and *Other Leadership Position*.

Covariates. Some previous research has shown that sex and branch may relate to the MTL types and Army socialization-based attitudes considered in this research. As an example, Karrasch (2003) found differences in commitment across sex and across Army branches and Griffin (2023) found sex differences in ROTC cadets and their levels of confidence in their ability to demonstrate Army leadership. We conducted moderation analyses with and without the inclusion of covariates, and found that inclusion of sex and branch did not substantively change the resulting statistical conclusions. Accordingly, the remainder of this report is based on results from moderation analyses without covariates. For reference, the full set of moderation analyses with covariates is provided in Appendix A.

Duration of Time Between Survey Administration. One factor that may impact the relation between variables measured at different times is the amount of time between the measurement of those variables. Consider Army fit scores as an example. For Soldiers who complete Army fit Time 2 shortly after Army fit Time 1, there should be a very strong positive relationship between Army fit Time 1 and Army fit Time 2. As the duration between survey administration increases, that relationship will likely weaken. We constructed a duration variable to evaluate the possibility that time between survey administrations impacted relationships of interest in this research. We examined duration as a moderator of relations of interest (e.g., relationships between Army fit Time 1 and Army fit Time 2). Because the data collected recorded the year of training and the year that the Time 2 survey was administered, and not the month, the duration variable is in years. For enlisted Soldiers, duration was calculated as the number of years between the Time 2 survey and end-of-year training. For officers, duration was calculated as the years between the Time 2 survey and ROTC advanced camp. For modeling purposes, if the PV x Duration interaction term was significant, we included it and the Duration main effect term in the final regression model to account for that effect. If the PV x Duration interaction was not significant, we did not include the main effect or interaction term in the final model.

Sample Demographic and Background Variables

Enlisted and officer personnel included in the research were from accession years between 2016 and 2020. Tables 2.2 and 2.3 provide frequency distributions for the demographic and background variables in the enlisted and officer samples. However, it is important to note that these tables only show data for complete cases; they do not account for participants whose responses did not meet inclusion criteria. The final sample included 644 enlisted Soldiers and 1,520 officers.

Rank and sex were obtained from the Time 2 survey data. In the enlisted sample, most respondents held a pay grade of E-3 or E-4 ($n = 502$; 78%). Most enlisted respondents were in non-combat arms ($n = 465$; 72%) and male ($n = 509$; 79%). In the officer sample, most respondents indicated holding a pay grade of O-1 or O-2 ($n = 1,376$; 91%). Like the enlisted sample, most officer respondents were non-combat arms ($n = 904$; 61%) and male ($n = 1,238$; 81%).

Table 2.2*Demographics for the Enlisted Sample*

Variable		<i>n</i>	%
Sex	Female	135	21%
	Male	509	79%
Race	White	508	79%
	Black	91	14%
	American Indian	7	1%
	Asian	37	6%
	Hawaiian or Pacific Islander	1	<1%
Ethnicity	Hispanic or Latino	115	17%
	Not Hispanic or Latino	547	83%
Combat Arms	Combat	179	28%
	Non-combat	465	72%
Pay grade	E-1	11	2%
	E-2	79	12%
	E-3	259	40%
	E-4	243	38%
	E-5	52	8%
Career Management Fields	11-Infantry	26	4%
	12-Construction & Engineering	27	4%
	13-Field Artillery	19	3%
	14-Air & Missile Defense	10	2%
	15-Transportation & Aviation	42	7%
	17-Cyber Warfare	22	3%
	18-Special Operations	3	<1%
	19-Armor	54	8%
	25-Signal Corps	53	8%
	27-JAG Corps	10	2%
	31-Military Police	11	2%
	35-Intelligence	142	22%
	36-Financial Management	6	1%
	42-Adjutant General's Corps	50	8%
	56-Chaplain	4	1%
	68-Medical CMF	126	20%
	74-Chemical Warfare	1	<1%
88-Transportation	17	3%	
89-Ammunition	1	<1%	
91-Mechanical Maintenance	11	2%	
92-Quartermaster Corps	9	1%	

Note. Data from Time 2 survey.

Table 2.3*Demographics for the Officer Sample*

Variable		<i>n</i>	%
Sex	Female	282	19%
	Male	1238	81%
Combat Arms	Combat	579	38%
	Non-combat	904	59%
	Missing	37	2%
Pay grade	O-1	598	39%
	O-2	778	51%
	O-3	144	9%
Branch	Adjutant General	89	6%
	Air Defense Artillery	40	3%
	Armor	80	5%
	Aviation	56	4%
	Chemical	39	3%
	Cyber	25	2%
	Engineer	126	8%
	Field Artillery	119	8%
	Finance	12	1%
	Infantry	158	11%
	Judge Advocate General	2	<1%
	Logistics	42	3%
	Medical	38	3%
	Military Intelligence	226	15%
	Military Police	57	4%
	Ordnance	108	7%
	Quartermaster	72	5%
Signal	113	8%	
Transportation	81	5%	

Note. Data from Time 2 survey.

Chapter 3: Data Analysis

Jacqueline K. Deuling, Martin Yu, Nicholas Howald, William R. Walton, Jamie Striler, and
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In this section, descriptive statistics and correlations are provided for only those participants with complete data for each moderation analysis. Next, moderation analysis results are provided by the research question. If a simple regression shows that the Predictor x Duration interaction is significant, duration and its interaction term with the PV are included in the moderation analysis. These simple regression analyses are considered part of the data preparation and are not reported here. Any figures showing significant duration interactions are provided in Appendix B. To begin, descriptive statistics and correlations of research variables by enlisted and officer samples are provided below in Tables 3.1-3.4.

Table 3.1

Descriptive Statistics of Variables for Enlisted Soldiers

Variable Type		Cronbach's Alpha	Variable	<i>N</i>	<i>Mean</i>	<i>SD</i>	Min	Max
1	Dependent	.80	Army Fit	644	3.31	0.87	1	5
2	Dependent	.84	MTL – Affective	644	3.42	0.84	1	5
3	Dependent	.78	MTL – Non-Calculative	644	3.99	0.77	1.33	5
4	Dependent	.77	MTL – Social-Normative	644	4.07	0.71	1	5
5	Dependent	.88	Affective Commitment	644	3.02	1.09	1	5
6	Moderator		Deployment History ^a	644	0.15	0.35	0	1
7	Moderator		Mentorship Experiences ^a	644	0.58	0.49	0	1
8	Moderator		Courses - Combat Life Saver ^a	644	0.31	0.46	0	1
9	Moderator		Courses - Military Correspondence ^a	644	0.36	0.48	0	1
10	Moderator		Courses - Other ^a	644	0.22	0.41	0	1
11	Moderator		Courses - None ^a	644	0.21	0.41	0	1
12	Moderator		Leadership – Temp. Leader ^a	644	0.27	0.44	0	1
13	Moderator		Leadership - None ^a	644	0.57	0.49	0	1
14	Predictor		MTL – Affective	644	3.52	0.83	1	5
15	Predictor		MTL – Non-Calculative	644	2.10	0.85	1	5
16	Predictor		MTL – Social-Normative	644	4.08	0.70	1.33	5
17	Predictor		Army Fit	644	3.83	0.76	1	5
18	Predictor		Affective Commitment	644	3.51	0.89	1	5
19	Possible Moderator		Duration of Time Between Surveys	634	0.77	0.63	0	3

Note. MTL = Motivation to Lead. All dependent and moderator variables are measured at Time 2 and predictor variables measured at Time 1.

^aThis is a dichotomous variable, and its mean represents the proportion of participants who responded in the affirmative for a given question. These were coded as 1 = yes, 2 = no.

Table 3.2*Correlations Between Variables for Enlisted Soldiers*

	Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	DV MTL - Affective																			
2	DV MTL - Non-Calculative	.20*																		
3	DV MTL – Social-Normative	.63*	.37*																	
4	DV Army Fit	.18*	.20*	.26*																
5	DV Affective Commitment	.19*	.15*	.26*	.74*															
6	Mod Deployment History	.02	-.11*	-.05	-.04	-.05														
7	Mod Mentorship Experiences	.07	.06	.13*	.28*	.30*	-.06													
8	Mod Courses - Combat Life Saver	.07	.04	.04	.01	.00	.05	.07												
9	Mod Courses - Military Correspondence	.11*	.07	.11*	.09*	.04	-.01	.07	.00											
10	Mod Courses - Other	.02	.03	.03	-.07	-.05	.07	-.01	.09	.04										
11	Mod Courses - None	-.17*	-.03	-.17*	-.05	-.03	.03	-.04	-.34*	-.38*	-.27*									
12	Mod Leadership - Temp. Leader	.15*	.09*	.12*	.04	.04	-.03	-.01	.06	.04	.05	-.09*								
13	Mod Leadership - None	-.20*	-.07	-.16*	-.12*	-.14*	.01	-.04	-.08	-.04	-.05	.14*	-.69*							
14	Mod Duration	-.02	-.12*	-.10*	-.07	-.04	.22*	.05	.18*	-.05	.06	-.06	.09*	-.05						
15	PV MTL - Affective	.62*	.19*	.44*	.14*	.14*	.03	.04	.02	.10*	.00	-.08*	.05	-.12*	-.01					
16	PV MTL - Non-Calculative	-.20*	-.37*	-.31*	-.14*	-.13*	.05	-.03	-.02	-.06	.03	.00	-.07	.11*	.03	-.27*				
17	PV MTL – Social-Normative	.43*	.21*	.50*	.18*	.24*	.01	.07	.03	.12*	-.06	-.07	.03	-.10*	.01	.65*	-.42*			
18	PV Army Fit	.19*	.14*	.25*	.43*	.40*	.04	.22*	-.03	.01	-.04	.00	.06	-.14*	.11*	.29*	-.40*	.44*		
19	PV Affective Commitment	.23*	.13*	.27*	.31*	.41*	-.03	.22*	-.02	.08*	-.04	-.01	.06	-.09*	.06	.32*	-.25*	.44*	.65*	

Note. MTL = Motivation to Lead; DV = Dependent Variable; Mod = Moderator Variable; PV = Predictor Variable. * $p < .01$.

Table 3.3*Descriptive Statistics of Variables for Officers*

	Variable Type	Cronbach's Alpha	Variable	<i>N</i>	<i>Mean</i>	<i>SD</i>	Min	Max
1	Dependent	.82	MTL - Affective	1520	3.77	0.75	1	5
2	Dependent	.76	MTL - Non-Calculative	1520	4.31	0.67	1	5
3	Dependent	.69	MTL – Social-Normative	1520	4.41	0.50	2.33	5
4	Dependent	.81	Army Fit	1520	3.47	0.83	1	5
5	Dependent	.84	Affective Commitment	1520	3.34	1.01	1	5
6	Dependent	.83	Socialization	1520	3.71	0.69	1	5
7	Moderator		Deployment History	1520	0.33	0.47	0	1
8	Moderator		Mentorship Experiences	1520	0.66	0.47	0	1
9	Moderator		Leadership - XO	1520	0.28	0.45	0	1
10	Moderator		Leadership - Platoon Leader	1520	0.68	0.47	0	1
11	Moderator		Leadership - Other	1520	0.25	0.43	0	1
12	Predictor		Army Identification	1520	4.07	0.52	1.6	5
13	Predictor		Peer Leadership	1520	3.83	0.65	1.5	5
14	Possible Moderator		Duration of Time Between Surveys	1520	2.69	0.72	1	5

Note. MTL = Motivation to Lead. All dependent and moderator variables are measured at Time 2 and predictor variables measured at Time 1.

Table 3.4*Correlations Between Variables for Officers*

Variable			1	2	3	4	5	6	7	8	9	10	11	12	13	
1	DV	MTL - Affective														
2	DV	MTL - Non-Calculative	.21*													
3	DV	MTL – Social-Normative	.60*	.36*												
4	DV	Army Fit	.16*	.13*	.25*											
5	DV	Affective Commitment	.16*	.11*	.26*	.71*										
6	DV	Socialization	.27*	.20*	.30*	.25*	.24*									
7	Mod	Deployment History	.03	.03	.01	.01	-.01	.05*								
8	Mod	Mentorship Experiences	.11	.01	.10*	.19*	.19*	.18*	-.04							
9	Mod	Leadership - XO	.04	.06*	.03	.07*	.06*	.09*	.00	.05*						
10	Mod	Leadership - Platoon Leader	.07*	.02	.04	.03	.06*	.06*	.10*	.02	.14*					
11	Mod	Leadership - Other	.04	.04	.04	.00	-.01	.01	.12*	-.03	-.09*	-.14*				
12	Mod	Duration	.08*	.05	.04	.01	.01	.08*	.18*	-.01	.29*	.26*	.01			
13	PV	Army Identification	.22*	.15*	.26*	.26*	.34*	.16*	.05*	.15*	.02	.04	-.02	.03		
14	PV	Peer Leadership	.41*	.22*	.33*	.13*	.13*	.20*	.04	.12*	.00	.00	.05	-.05*	.28*	

Note. MTL = Motivation to Lead; DV = Dependent Variable; Mod = Moderator Variable; PV = Predictor Variable. * $p < .01$.

Motivation to Lead (MTL)

Among enlisted Soldiers, MTL - Affective measured at Time 1 strongly and positively predicted MTL - Affective measured at Time 2 ($b = .62, p < .01, R^2 = .38$). Although adding experiential predictors and interactions improved model fit ($R^2 = .41, \Delta R^2 = .03$), there were no significant interactions in the regression model for enlisted Soldiers (Table 3.5).

Table 3.5

Moderation Analysis Predicting Motivation to Lead – Affective for Enlisted Soldiers

Predictor	MTL – Affective				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.23	.00	644	.38	1.37	.00	644	.41
MTL - Affective	.62	.00			.60	.00		
Deployment History					.02	.94		
Mentorship Experiences					.16	.50		
Courses - Combat Life Saver					.03	.90		
Courses - Military correspondence					-.14	.59		
Courses - Other					-.03	.92		
Courses - None					-.13	.69		
Leadership - Temp Leader					.34	.38		
Leadership - None					-.28	.42		
MTL - Affective x Deployment History					.00	1.00		
MTL - Affective x Mentorship Experiences					-.02	.72		
MTL - Affective x Courses - Combat Life Saver					.00	1.00		
MTL - Affective x Courses - Military correspondence					.04	.56		
MTL - Affective x Courses – Other					.00	.96		
MTL - Affective x Courses – None					-.02	.84		
MTL - Affective x Leadership - Temp Leader					-.07	.51		
MTL - Affective x Leadership - None					.04	.65		

Note. MTL = Motivation to Lead.

For officers, peer leadership measured in ROTC at Time 1 positively predicted MTL - Affective measured at Time 2 ($b = .47, p < .01, R^2 = .17$). Although adding experiential predictors and interactions negligibly improved model fit ($R^2 = .18, \Delta R^2 = .01$), there were no statistically significant interaction terms (Table 3.6).

Table 3.6

Moderation Analysis Predicting Motivation to Lead – Affective for Officers

Predictor	MTL - Affective				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.95	.00	1520	.17	1.73	.00	1520	.18
Peer Leadership	.47	.00			.49	.00		
Deployment History					.33	.17		
Mentorship Experiences					-.02	.92		
Leadership - XO					-.05	.82		
Leadership - Platoon Leader					.27	.24		
Leadership - Other					.05	.86		
Peer Leadership x Deployment History					-.08	.17		
Peer Leadership x Mentorship Experiences					.03	.56		
Peer Leadership x Leadership - XO					.03	.65		
Peer Leadership x Leadership - Platoon Leader					-.04	.49		
Peer Leadership x Leadership - Other					.01	.93		

For enlisted Soldiers, MTL - Non-Calculative measured at Time 1 negatively predicted MTL - Non-Calculative measured at Time 2 ($b = -.34, p < .01, R^2 = .13$). Although adding experiential predictors and interactions improved model fit ($R^2 = .16, \Delta R^2 = .03$), there were no significant interactions in the regression model for enlisted Soldiers (Table 3.7).

Table 3.7

Moderation Analysis Predicting Motivation to Lead – Non-Calculative for Enlisted Soldiers

Predictor	MTL – Non-Calculative				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	4.70	.00	644	.13	4.76	.00	644	.16
MTL - Non-Calculative	-.34	.00			-.44	.00		
Deployment History					-.18	.43		
Mentorship Experiences					.18	.25		
Courses - Combat Life Saver					.04	.84		
Courses - Military correspondence					-.18	.33		
Courses - Other					.05	.82		
Courses - None					-.16	.50		
Leadership - Temp Leader					.02	.94		
Leadership - None					-.16	.48		
MTL - Non-Calculative x Deployment History					-.01	.96		
MTL - Non-Calculative x Mentorship Experiences					-.05	.44		
MTL - Non-Calculative x Courses - Combat Life Saver					.00	.96		
MTL - Non-Calculative x Courses - Military correspondence					.12	.14		
MTL - Non-Calculative x Courses - Other					.02	.81		
MTL - Non-Calculative x Courses - None					.08	.39		
MTL - Non-Calculative x Leadership - Temp Leader					.06	.62		
MTL - Non-Calculative x Leadership - None					.11	.32		

Note. MTL = Motivation to Lead.

For officers, peer leadership measured at Time 1 positively predicted MTL - Non-Calculative measured at Time 2 ($b = .23, p < .01, R^2 = .05$). Adding experiential predictors did not improve model fit and there were no significant interactions (see Table 3.8).

Table 3.8

Moderation Analysis Predicting Motivation to Lead – Non-Calculative for Officers

Predictor	MTL – Non-Calculative				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	3.43	.00	1520	.05	3.44	.00	1520	.05
Peer Leadership	.23	.00			.22	.00		
Deployment History					-.13	.58		
Mentorship Experiences					.03	.90		
Leadership - XO					.08	.74		
Leadership - Platoon Leader					-.01	.96		
Leadership - Other					-.03	.90		
Peer Leadership x Deployment History					.04	.53		
Peer Leadership x Mentorship Experiences					-.01	.81		
Peer Leadership x Leadership - XO					.00	.96		
Peer Leadership x Leadership - Platoon Leader					.01	.87		
Peer Leadership x Leadership - Other					.02	.74		

For enlisted Soldiers, MTL – Social-Normative measured at Time 1 positively predicted MTL – Social-Normative measured at Time 2 ($b = .50, p < .01, R^2 = .25$). Adding experiential predictors and interactions improved model fit ($R^2 = .30, \Delta R^2 = .05$), while the “other” course category significantly moderated the relationship between Time 1 and Time 2 MTL - Social-Normative scores ($b = -.21, p < .01$; see Table 3.9). Specifically, the positive relationship between MTL – Social-Normative at Time 1 and Time 2 was stronger for enlisted Soldiers who reported attending other unlisted professional courses than those who did not take such courses.

Table 3.9*Moderation Analysis Predicting Motivation to Lead – Social-Normative for Enlisted Soldiers*

Predictor	MTL – Social-Normative				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	2.01	.00	644	.25	1.21	.01	644	.30
MTL - Social-Normative	.50	.00			.70	.00		
Deployment History					-.59	.12		
Mentorship Experiences					.22	.44		
Courses - Combat Life Saver					-.10	.78		
Courses - Military correspondence					-.08	.81		
Courses - Other					.87	.01		
Courses - None					-.01	.98		
Leadership - Temp Leader					.91	.06		
Leadership - None					.67	.12		
MTL - Social-Normative x Deployment History					.12	.18		
MTL - Social-Normative x Mentorship Experiences					-.03	.73		
MTL - Social-Normative x Courses - Combat Life Saver					.02	.85		
MTL - Social-Normative x Courses - Military correspondence					.02	.82		
MTL - Social-Normative x Courses - Other					-.21	.01		
MTL - Social-Normative x Courses - None					-.05	.62		
MTL - Social-Normative x Leadership - Temp Leader					-.19	.09		
MTL - Social-Normative x Leadership - None					-.18	.08		

Note. MTL = Motivation to Lead.

For officers, peer leadership measured in ROTC at Time 1 positively predicted MTL - Social-Normative measured at Time 2 ($b = .26, p < .01, R^2 = .11$). Adding experiential predictors and interactions negligibly improved model fit ($R^2 = .12, \Delta R^2 = .01$). Having a mentor positively moderated the relationship between ROTC peer leadership and Time 2 MTL - Social-Normative ($b = .10, p < .01$; see Table 3.10). Specifically, the positive relationship between peer leadership

scores at Time 1 and MTL – Social-Normative scores at Time 2 was stronger for those who had a mentor than those who did not.

Table 3.10

Moderation Analysis Predicting Motivation to Lead – Social-Normative for Officers

Predictor	MTL – Social-Normative				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	3.43	.00	1520	.11	3.62	.00	1520	.12
Peer Leadership	.26	.00			.18	.00		
Deployment History					.04	.80		
Mentorship Experiences					-.30	.04		
Leadership - XO					.09	.57		
Leadership - Platoon Leader					-.02	.92		
Leadership - Other					-.02	.89		
Peer Leadership x Deployment History					-.01	.75		
Peer Leadership x Mentorship Experiences					.10	.01		
Peer Leadership x Leadership - XO					-.02	.69		
Peer Leadership x Leadership - Platoon Leader					.02	.67		
Peer Leadership x Leadership - Other					.02	.70		

Army Socialization-Based Attitudes

For enlisted Soldiers, Army fit measured at Time 1 predicted Army fit measured at Time 2 ($b = .50, p < .01, R^2 = .19$), and adding experiential predictors and interactions improved model fit ($R^2 = .25, \Delta R^2 = .06$). The duration between Time 1 and Time 2 surveys had a moderating influence ($b = -.15, p = .04$) and was kept in the regression model to account for different lag times amongst participants between survey administrations (see Figure B1). There were no other significant interactions (Table 3.11).

Table 3.11

Moderation Analysis Predicting Army Fit for Enlisted Soldiers

Predictor	Army Fit				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.54	.00	634	.19	1.04	.07	634	.25
Army Fit	.50	.00			.60	.00		
Deployment History					.23	.62		
Mentorship Experiences					.38	.26		
Courses - Combat Life Saver					-.30	.41		
Courses - Military correspondence					.08	.84		
Courses - Other					.02	.96		
Courses - None					.08	.88		
Leadership - Temp Leader					.42	.48		
Leadership - None					.05	.92		
Duration					.41	.15		
Army Fit x Deployment History					-.07	.57		
Army Fit x Mentorship Experiences					-.02	.84		
Army Fit x Courses - Combat Life Saver					.10	.30		
Army Fit x Courses - Military correspondence					.01	.96		
Army Fit x Courses - Other					-.03	.74		
Army Fit x Courses - None					-.03	.80		
Army Fit x Leadership - Temp Leader					-.13	.38		
Army Fit x Leadership - None					-.05	.71		
Army Fit x Duration					-.15	.04		

For officers, Army identification measured at Time 1 weakly predicted Army fit measured at Time 2 ($b = .41, p < .01, R^2 = .07$) and adding experiential predictors and interactions improved model fit ($R^2 = .11, \Delta R^2 = .04$; see Table 3.12). The relationship between Time 1 Army identification scores and Time 2 Army fit scores was moderated by having been an XO ($b = .32, p < .01$). This positive relationship between Army identification at Time 1 and Army fit at Time 2 was stronger for those who had been an XO compared to those who had not had this leader experience. The duration between Time 1 and Time 2 surveys had a moderating effect ($b = -.15, p = .05$) and was kept in the regression model to account for different lag times amongst participants between survey administration (see Figure B2).

Table 3.12

Moderation Analysis Predicting Army Fit for Officers

Predictor	Army Fit				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.80	.00	1520	.07	.44	.49	1520	.11
Army Identification	.41	.00			.71	.00		
Duration	.00	.90			.56	.02		
Deployment History					-.59	.11		
Mentorship Experiences					.19	.56		
Leadership - XO					-1.19	.00		
Leadership - Platoon Leader					.59	.10		
Leadership - Other					-.14	.72		
Army Identification x Deployment History					.15	.11		
Army Identification x Mentorship Experiences					.02	.84		
Army Identification x Leadership - XO					.32	.00		
Army Identification x Leadership - Platoon Leader					-.14	.11		
Army Identification x Leadership - Other					.04	.68		
Army Identification x Duration					-.15	.01		

Among enlisted Soldiers, affective commitment measured at Time 1 predicted affective commitment measured at Time 2 ($b = .52, p = .05, R^2 = .18$), and adding experiential predictors and interactions improved model fit ($R^2 = .25, \Delta R^2 = .07$). The duration of time between Time 1 and Time 2 surveys also impacted the outcome ($b = -.19, p = .02$) thereby it was kept in the regression model to account for different lag times amongst participants between survey administrations (see Figure B3). No other interaction terms were statistically significant (see Table 3.13).

Table 3.13

Moderation Analysis Predicting Affective Commitment for Enlisted Soldiers

Predictor	Affective Commitment				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.29	.00	634	.18	1.54	.00	634	.25
Affective Commitment	.52	.05			.46	.00		
Deployment History					-.02	.97		
Mentorship Experiences					.13	.71		
Courses - Combat Life Saver					-.16	.66		
Courses - Military correspondence					-.53	.18		
Courses - Other					.02	.95		
Courses - None					-.12	.81		
Leadership - Temp Leader					-.02	.97		
Leadership - None					-.55	.22		
Duration					.54	.06		
Affective Commitment x Deployment History					-.01	.96		
Affective Commitment x Mentorship Experiences					.10	.29		
Affective Commitment x Courses - Combat Life Saver					.05	.63		
Affective Commitment x Courses - Military correspondence					.14	.21		
Affective Commitment x Courses - Other					-.04	.75		
Affective Commitment x Courses - None					.02	.90		
Affective Commitment x Leadership - Temp Leader					-.06	.70		
Affective Commitment x Leadership - None					.06	.63		
Affective Commitment x Duration					-.19	.02		

For officers, Army identification measured at Time 1 positively predicted affective commitment measured at Time 2 ($b = .67, p < .01, R^2 = .12$), and adding experiential predictors and interactions slightly improved model fit ($R^2 = .15, \Delta R^2 = .03$; see Table 3.14). The relationship between Army identification at Time 1 and affective commitment at Time 2 was moderated by being in an XO role ($b = .25, p < .05$) such that the positive relationship between Army identification scores at Time 1 and affective commitment scores at Time 2 was stronger for those with XO leader experience compared to those without. The effect of duration between Time 1 and Time 2 surveys was also significant ($b = -.19, b = .01$) and was kept in the regression model to account for different lag times amongst participants between survey administrations (see Figure B4).

Table 3.14

Moderation Analysis Predicting Affective Commitment for Officers

Predictor	Affective Commitment				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	.63	.00	1520	.12	-.82	.28	1520	.15
Army Identification	.67	.00			.97	.00		
Duration	.00	.94			.72	.01		
Deployment History					-.55	.21		
Mentorship Experiences					.09	.82		
Leadership - XO					-.89	.06		
Leadership - Platoon Leader					.27	.52		
Leadership - Other					-.66	.14		
Army Identification x Deployment History					.12	.25		
Army Identification x Mentorship Experiences					.05	.61		
Army Identification x Leadership - XO					.25	.03		
Army Identification x Leadership - Platoon Leader					-.04	.69		
Army Identification x Leadership - Other					.17	.12		
Army Identification x Duration					-.19	.01		

Among officers, Army identification measured at Time 1 predicted socialization measured at Time 2 ($b = .21, p < .01, R^2 = .03$), and adding experiential predictors and interactions negligibly changed model fit ($R^2 = .06, \Delta R^2 = .03$). The interaction terms were not statistically significant (see Table 3.15).

Table 3.15

Moderation Analysis Predicting Socialization for Officers

Predictor	Socialization				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	2.84	.00	1520	.03	3.15	.00	1520	.06
Army Identification	.21	.00			.08	.33		
Deployment History					-.18	.58		
Mentorship Experiences					-.13	.65		
Leadership - XO					.21	.52		
Leadership - Platoon Leader					-.17	.57		
Leadership - Other					.04	.91		
Army Identification x Deployment History					.06	.43		
Army Identification x Mentorship Experiences					.09	.21		
Army Identification x Leadership - XO					-.02	.77		
Army Identification x Leadership - Platoon Leader					.06	.44		
Army Identification x Leadership - Other					.00	.99		

Chapter 4: Summary and Conclusions

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This report focused on two primary research questions regarding the potential impacts of early Army experiences on leadership inclination and Army socialization attitudes. This section provides a summary of the findings and puts forth recommendations for future research.

Research Question 1: Do early Army experiences influence leadership inclination?

Our first research question was focused on the influence of early Army experiences on three elements of MTL – Affective, Non-Calculative, and Social-Normative. Results among both officers and enlisted Soldiers showed significant positive relationships between Time 1 and Time 2 leadership-related motivations. Specifically, for officers, peer leadership during ROTC positively predicted later MTL, while Time 1 MTL was predictive of Time 2 MTL for enlisted Soldiers. This trend held for all three dimensions of MTL.

We hypothesized that there would be a significant moderation effect such that the relationship between Time 1 and Time 2 MTL would be more strongly positive for those who had early leadership-related experiences compared to Soldiers without early leader experiences. Our analyses showed that this prediction was only partially empirically supported. Among enlisted Soldiers, the only significant moderator was participation in unlisted professional courses; those who took courses not listed in the survey showed a stronger relation between Time 1 and Time 2 MTL – Social-Normative. Among officers, results showed that those who reported having at least one mentor showed a stronger positive relation between Time 1 peer leadership and Time 2 MTL – Social-Normative.

These findings suggest that professional courses beyond those included in this survey play an important role in Soldiers' careers. While the included courses (i.e., combat life saver, military correspondence course, Armorer certification, Airborne School, Air Assault School, Field Sanitation, Combatives, Master Driver, EEO, and SHARP) have their own impacts, understanding the relevance of other specific courses might help further explain Soldier attitudes over time. Future research may consider mediating mechanisms to explain these effects on MTL – Social-Normative, such as deciphering the motivation behind attending courses other than those included in the survey, which were selected because they tend to be the most common. For example, taking “other” professional courses may represent a greater engagement in developing oneself or there may be something about participation in those courses that increases a sense of obligation to take on additional leadership roles.

Additionally, the findings for officers suggests that mentors can help show the importance of being a leader and strengthen officers' motivation toward leading. Researchers should further examine the impact mentors may have as role models or exemplars for leadership skills and positions, impacting Army service members' motivations to lead (Johnson & Andersen, 2010). Just as leadership self-efficacy is developed through observing competent and relevant mentors or other leaders performing leadership roles through behavioral modeling (Burke & Day, 1986), mentorship has been found to increase overall MTL through an increase in leadership self-efficacy (Joo et al., 2018). Future research may consider the mediating

mechanisms of leader self-efficacy to explain how mentor experiences impact peer leadership and MTL – Social-Normative relationships.

Research Question 2: Do early Army experiences influence Army socialization-based attitudes?

Our second research question was related to the impact of early Army experiences on socialization-based attitudes – Army fit, Army identification, affective commitment, and socialization. This research question was exploratory and, as such, we did not have an *a priori* hypothesis.

Results consistently showed that initial Army socialization-based attitudes significantly and positively predicted those same attitudes up to five years later. This was true of both officers and enlisted Soldiers. Among enlisted Soldiers, those with higher socialization scores (i.e., Army fit and affective commitment) at the outset of their careers tended to also have higher scores later. This relation was not moderated by any of the early Army experiences we examined. Similarly, among officers, Army identification during ROTC significantly and positively predicted Army fit, affective commitment, and socialization at Time 2. Notably, having a leadership experience of being an XO was a significant moderator in two of our models. Those who served as an XO of their company or battalion showed stronger Army fit and affective commitment at Time 2.

In contrast to our expectations, enlisted Soldiers' early Army experiences did not significantly moderate the relation between Army socialization attitudes across the two time points. Because of this, correlations were considered to better understand the relationships surrounding Army socialization attitudes. As expected, Army fit and affective commitment were significantly and positively related at Time 1 and Time 2. As discussed in the MTL section, attitudes related to building relationships and a connection to the Army were interrelated. Specifically, Army fit and affective commitment were each related to MTL - Social-Normative at both time points and mentor experiences. This finding aligns with research on the general population indicating that mentoring is related to job commitment and satisfaction (Allen et al., 2004). Although causation cannot be determined in the current research design, future research should consider causal relationships and ways the Army can or does encourage an environment where organic mentoring relationships develop.

Looking at Army officer attitudes, as expected, officers' socialization perceptions were related to early peer leadership, Army fit, affective commitment, and the three MTL types at Time 1 and Time 2. The leader experience of being an XO served as a moderator between peer leadership and Army fit. Those officers who served as an XO showed a stronger relationship between Army identification at Time 1 with increased Army Fit at Time 2.

Similarly, officers' Time 2 affective commitment was related with Time 1 Army identification, but the relationship was stronger for those with experience as an XO. Future research should consider different mediating explanatory reasons why advancement in leadership positions may relate to increased Army fit and affective commitment. For example, assignment to the XO leader position may either represent a promotion and acceptance by the larger Army culture or allow the opportunity to serve as a role model, providing an increased sense of

connection to the Army. Both options may be considered as a mediator of the relationship between Army identification and fit or commitment among those with XO experience.

Limitations

There are a few limitations to note, starting with the time span between the first survey administration and the most recent assessment. Time 1 and Time 2 data were collected as part of separate efforts which resulted in time durations varying considerably across Soldier participants. Beyond this time variation, the COVID-19 pandemic may also have introduced error variance via both disruptions to data collection procedures and changes to Army life because of pandemic protocols. Second, while we have representation across a majority of Army CMFs, the sample composition is not representative of the Army.

Third, it is important to note that unequal sample sizes relating to deployment history among enlisted Soldiers (only 14.8% reporting at least one Army deployment experience) could have caused underestimation of moderator effects (Aguinis et al., 2017). Indeed, in this research, deployment history did not significantly moderate any tested relationships across all moderation analyses. Because of the larger sample size and deployment history not approaching significance as a moderator, this concern is likely not problematic for the current research. However, future research should further examine the impact of deployment history on outcomes like MTL and successful socialization.

Finally, although the current research is a first step in considering the impact of time on important Army outcomes, only a longitudinal study with at least three time points of data can show the nuanced evolution and change in the constructs considered here (Ployhart & MacKenzie, 2015). The benefits of a longitudinal design include stronger causal inferences (Singer & Willett, 2003) and reduced concerns of common method bias (Podsakoff et al., 2003). However, in this report we provide initial trends that should be further explored in future research. Growth, stagnation, and decline in MTL and Army socialization attitudes over time due to Army experiences will be important to track because of their importance to key Army outcomes like performance, leadership, and attrition (Badura et al., 2020; Bynum & Young, 2020; Knapp & Kirkendall, 2020).

Conclusion

The current research found that mentoring relationships influence leadership inclination, XO experience, fit, and commitment to the Army. Future research should consider how mentors may impact leadership inclination through mediation analysis. Examining mentoring may be particularly advantageous since mentoring programs are malleable and thus suitable intervention targets. For example, research shows that mentors serve a variety of psychosocial (e.g., role modeling, collaborating, providing encouragement, being a sounding board) and instrumental (e.g., providing exposure to activities, coaching, task assistance, visibility, expert knowledge) functions for mentees (Eby et al., 2013). Training mentors on how to enact mentor-related behaviors more successfully could increase their effectiveness and impact the motivation of their mentees in ways relevant to leadership. In line with the Army Leadership Requirements Model (ADP 6-22; U.S. Department of the Army, 2019), a mentor might provide role modeling of effective Army leadership behaviors and offer encouragement when their mentees (i.e., Soldiers) engage in these behaviors, which could in turn increase mentees' leadership inclination. Indeed, there is compelling meta-analytic evidence that leadership interventions are highly effective in achieving their intended outcomes (Avolio et al., 2009).

In sum, the current research provides evidence that enlisted Soldiers' and officers' initial MTL and socialization are significantly related to those same outcomes later on in their careers. In some instances, the trajectory of these relationships is altered by mentorship, participation in professional courses, and leadership experiences like becoming an XO. This provides support for our overall thesis that early career experiences in the Army can affect important Soldier outcomes. Understanding such impacts of early career Army-specific experiences of deployment history, leadership experiences, mentorship experiences, and attending professional courses on Army socialization perceptions may play a role in building new theories, informing other areas related to performance, such as organizational culture (Chatman & O'Reilly, 2016) or pursuing interventions to improve Soldier retention and performance.

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Appendix A

Moderation Analysis with Covariates for Enlisted and Officer Samples

Table A1

Moderation Analysis with Covariates Predicting Motivation to Lead - Affective for Enlisted Soldiers

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.11	.00	644	.38	1.26	.00	644	.42
Motivation to Lead - Affective	.62	.00			.60	.00		
Sex	.12	.06			.11	.09		
Combat Arms	.07	.25			.06	.37		
Deployment History					-.02	.96		
Mentorship Experiences					.16	.49		
Courses - Combat Life Saver					.07	.78		
Courses - Military correspondence					-.11	.68		
Courses - Other					.02	.94		
Courses - None					-.09	.78		
Leadership - Temp Leader					.29	.45		
Leadership - None					-.31	.37		
MTL - Affective x Deployment History					.01	.94		
MTL - Affective x Mentorship Experiences					-.03	.66		
MTL - Affective x Courses - Combat Life Saver					-.01	.85		
MTL - Affective x Courses - Military correspondence					.04	.58		
MTL - Affective x Courses – Other					-.01	.90		
MTL - Affective x Courses – None					-.03	.77		
MTL - Affective x Leadership - Temp Leader					-.06	.56		
MTL - Affective x Leadership - None					.05	.61		

Note. MTL = Motivation to Lead.

Table A2*Moderation Analysis with Covariates Predicting Motivation to Lead - Affective for Officers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.84	.00	1483	.18	1.69	.00	1483	.19
Peer Leadership	.47	.00			.46	.00		
Sex	.11	.02			.10	.04		
Combat Arms	.16	.00			.17	.00		
Deployment History					.41	.09		
Mentorship Experiences					-.07	.75		
Leadership - XO					.00	.99		
Leadership - Platoon Leader					.19	.41		
Leadership - Other					.00	1.00		
Peer Leadership x Deployment History					-.11	.09		
Peer Leadership x Mentorship Experiences					.05	.44		
Peer Leadership x Leadership - XO					.02	.71		
Peer Leadership x Leadership - Platoon Leader					-.03	.68		
Peer Leadership x Leadership - Other					.02	.82		

Table A3*Moderation Analysis with Covariates Predicting Motivation to Lead – Non-Calculative for Enlisted Soldiers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	4.73	.00	644	.14	4.80	.00	644	.16
MTL – Non-Calculative	-.33		.00		-.44		.00	
Sex	-.03		.70		-.03		.64	
Combat Arms	-.05		.43		-.05		.45	
Deployment History					-.17		.47	
Mentorship Experiences					.19		.24	
Courses - Combat Life Saver					.05		.80	
Courses - Military correspondence					-.19		.30	
Courses - Other					.07		.73	
Courses - None					-.16		.49	
Leadership - Temp Leader					.01		.96	
Leadership - None					-.17		.47	
MTL – Non-Calculative x Deployment History					-.01		.93	
MTL – Non-Calculative x Mentorship Experiences					-.05		.45	
MTL – Non-Calculative x Courses - Combat Life Saver					.00		.98	
MTL – Non-Calculative x Courses - Military correspondence					.12		.15	
MTL – Non-Calculative x Courses - Other					.01		.91	
MTL – Non-Calculative x Courses - None					.08		.41	
MTL – Non-Calculative x Leadership - Temp Leader					.07		.58	
MTL – Non-Calculative x Leadership - None					.11		.30	

Note. MTL = Motivation to Lead.

Table A4*Moderation Analysis with Covariates Predicting Motivation to Lead – Non-Calculative for Officers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	3.43	.00	1483	.05	3.49	.00	1483	.06
Peer Leadership	.23		.00		.20		.00	
Sex	-.02		.65		-.03		.58	
Combat Arms	.07		.05		.08		.03	
Deployment History					-.15		.51	
Mentorship Experiences					.02		.94	
Leadership - XO					.06		.80	
Leadership - Platoon Leader					-.04		.85	
Leadership - Other					-.07		.77	
Peer Leadership x Deployment History					.04		.47	
Peer Leadership x Mentorship Experiences					-.01		.85	
Peer Leadership x Leadership - XO					.01		.88	
Peer Leadership x Leadership - Platoon Leader					.02		.77	
Peer Leadership x Leadership - Other					.03		.66	

Table A5*Moderation Analysis with Covariates Predicting Motivation to Lead – Social-Normative for Enlisted Soldiers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.86	.00	644	.26	1.02	.04	644	.31
MTL - Social-Normative	.51	.00			.72	.00		
Sex	.18	.00			.17	.01		
Combat Arms	-.09	.11			-.09	.11		
Deployment History					-.57	.13		
Mentorship Experiences					.27	.34		
Courses - Combat Life Saver					-.05	.89		
Courses - Military correspondence					-.07	.85		
Courses - Other					.88	.01		
Courses - None					-.02	.96		
Leadership - Temp Leader					.86	.07		
Leadership - None					.68	.11		
MTL - Social-Normative x Deployment History					.12	.20		
MTL - Social-Normative x Mentorship Experiences					-.04	.58		
MTL - Social-Normative x Courses - Combat Life Saver					.01	.94		
MTL - Social-Normative x Courses - Military correspondence					.01	.86		
MTL - Social-Normative x Courses - Other					-.21	.01		
MTL - Social-Normative x Courses - None					-.05	.65		
MTL - Social-Normative x Leadership - Temp Leader					-.18	.10		
MTL - Social-Normative x Leadership - None					-.18	.07		

Note. MTL = Motivation to Lead.

Table A6*Moderation Analysis with Covariates Predicting Motivation to Lead – Social-Normative for Officers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	3.37	.00	1483	.11	3.57	.00	1483	.12
Peer Leadership	.26	.00			.18	.00		
Sex	.05	.11			.04	.19		
Combat Arms	.06	.03			.06	.02		
Deployment History					.03	.85		
Mentorship Experiences					-.30	.05		
Leadership - XO					.11	.51		
Leadership - Platoon Leader					-.03	.83		
Leadership - Other					-.03	.88		
Peer Leadership x Deployment History					-.01	.79		
Peer Leadership x Mentorship Experiences					.09	.02		
Peer Leadership x Leadership - XO					-.02	.63		
Peer Leadership x Leadership - Platoon Leader					.02	.61		
Peer Leadership x Leadership - Other					.02	.71		

Table A7*Moderation Analysis with Covariates Predicting Army Fit for Enlisted Soldiers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.33	.00	634	.20	.68	.25	634	.26
Army Fit	.51	.00			.65	.00		
Duration	-.16	.00			.46	.10		
Sex	.24	.00			.24	.00		
Combat Arms	-.09	.19			-.09	.23		
Deployment History					.19	.68		
Mentorship Experiences					.42	.22		
Courses - Combat Life Saver					-.20	.58		
Courses - Military correspondence					.11	.77		
Courses - Other					.06	.88		
Courses - None					.12	.81		
Leadership - Temp Leader					.44	.45		
Leadership - None					.10	.84		
Army Fit x Deployment History					-.06	.59		
Army Fit x Mentorship Experiences					-.03	.71		
Army Fit x Courses - Combat Life Saver					.08	.42		
Army Fit x Courses - Military correspondence					.00	.98		
Army Fit x Courses - Other					-.04	.68		
Army Fit x Courses - None					-.04	.75		
Army Fit x Leadership - Temp Leader					-.14	.34		
Army Fit x Leadership - None					-.06	.62		
Army Fit x Duration					-.16	.02		

Table A8*Moderation Analysis with Covariates Predicting Army Fit for Officers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	1.74	.00	1483	.07	.43	.51	1483	.11
Army Identification	.41	.00			.69	.00		
Duration	-.02	.62			.53	.03		
Sex	.15	.01			.15	.00		
Combat Arms	.00	1.00			.01	.86		
Deployment History					-.55	.15		
Mentorship Experiences					.18	.59		
Leadership - XO					-1.10	.01		
Leadership - Platoon Leader					.57	.11		
Leadership - Other					-.22	.58		
Army Identification x Deployment History					.14	.13		
Army Identification x Mentorship Experiences					.02	.82		
Army Identification x Leadership - XO					.30	.00		
Army Identification x Leadership - Platoon Leader					-.14	.13		
Army Identification x Leadership - Other					.05	.58		
Army Identification x Duration					-.14	.02		

Table A9*Moderation Analysis with Covariates Predicting Affective Commitment for Enlisted Soldiers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	.1.05	.00	634	.19	1.31	.01	634	.26
Affective Commitment	.53	.00			.48	.00		
Duration	-.12	.08			.55	.06		
Sex	.27	.01			.22	.02		
Combat Arms	-.07	.46			-.08	.37		
Deployment History					-.05	.91		
Mentorship Experiences					.15	.66		
Courses - Combat Life Saver					-.10	.78		
Courses - Military correspondence					-.51	.19		
Courses - Other					.04	.92		
Courses - None					-.11	.82		
Leadership - Temp Leader					-.08	.88		
Leadership - None					-.55	.22		
Affective Commitment x Deployment History					.00	.99		
Affective Commitment x Mentorship Experiences					.09	.35		
Affective Commitment x Courses - Combat Life Saver					.04	.73		
Affective Commitment x Courses - Military correspondence					.13	.22		
Affective Commitment x Courses - Other					-.04	.73		
Affective Commitment x Courses - None					.02	.89		
Affective Commitment x Leadership - Temp Leader					-.04	.76		
Affective Commitment x Leadership - None					.06	.65		
Affective Commitment x Duration					-.19	.02		

Table A10*Moderation Analysis with Covariates Predicting Affective Commitment for Officers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	.66	.00	1483	.12	-.87	.26	1483	.15
Army Identification	.65	.00			.98	.00		
Duration	-.01	.82			.75	.01		
Sex	.05	.40			.05	.47		
Combat Arms	.04	.41			.05	.35		
Deployment History					-.49	.27		
Mentorship Experiences					.04	.93		
Leadership - XO					-.83	.08		
Leadership - Platoon Leader					.20	.64		
Leadership - Other					-.58	.21		
Army Identification x Deployment History					.11	.31		
Army Identification x Mentorship Experiences					.06	.52		
Army Identification x Leadership - XO					.23	.05		
Army Identification x Leadership - Platoon Leader					-.02	.84		
Army Identification x Leadership - Other					.15	.19		
Army Identification x Duration					-.20	.01		

Table A11*Moderation Analysis with Covariates Predicting Socialization for Officers*

Predictor	Focal Predictor				Interaction			
	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²	<i>b</i>	<i>p</i>	<i>N</i>	<i>R</i> ²
(Intercept)	2.79	.00	1483	.03	3.13	.00	1483	.07
Army Identification	.19	.00			.05	.54		
Sex	.13	.01			.13	.00		
Combat Arms	.08	.03			.09	.01		
Deployment History					-.13	.68		
Mentorship Experiences					-.14	.64		
Leadership - XO					.19	.56		
Leadership - Platoon Leader					-.21	.49		
Leadership - Other					.00	1.00		
Army Identification x Deployment History					.05	.52		
Army Identification x Mentorship Experiences					.09	.21		
Army Identification x Leadership - XO					-.02	.84		
Army Identification x Leadership - Platoon Leader					.06	.40		
Army Identification x Leadership - Other					.00	.96		

Appendix B

Figures for Duration of Time Between Survey Administration as Moderator of Time 1 and Time 2 Scores

Figure B1

Duration of Time Between Survey Administration as Moderator of Army Fit Scores at Time 1 and Time 2 for Enlisted Soldiers.

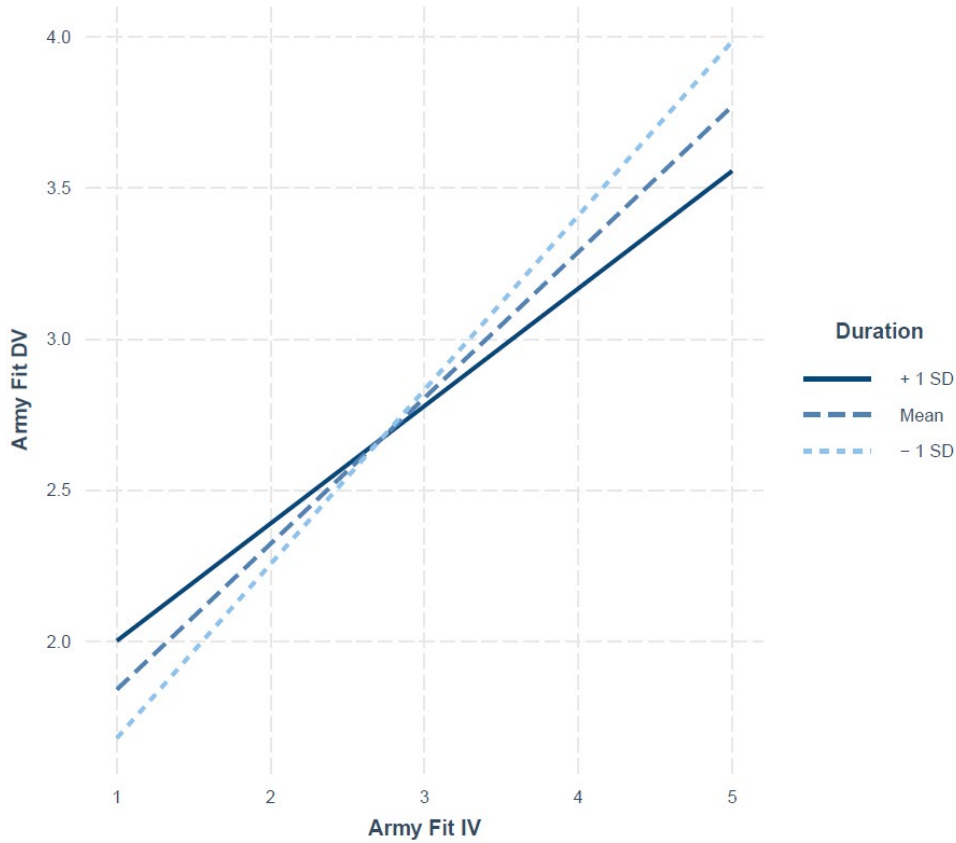


Figure B2

Duration of Time Between Survey Administration as Moderator of Army Identification Scores at Time 1 and Army Fit at Time 2 for Officers.

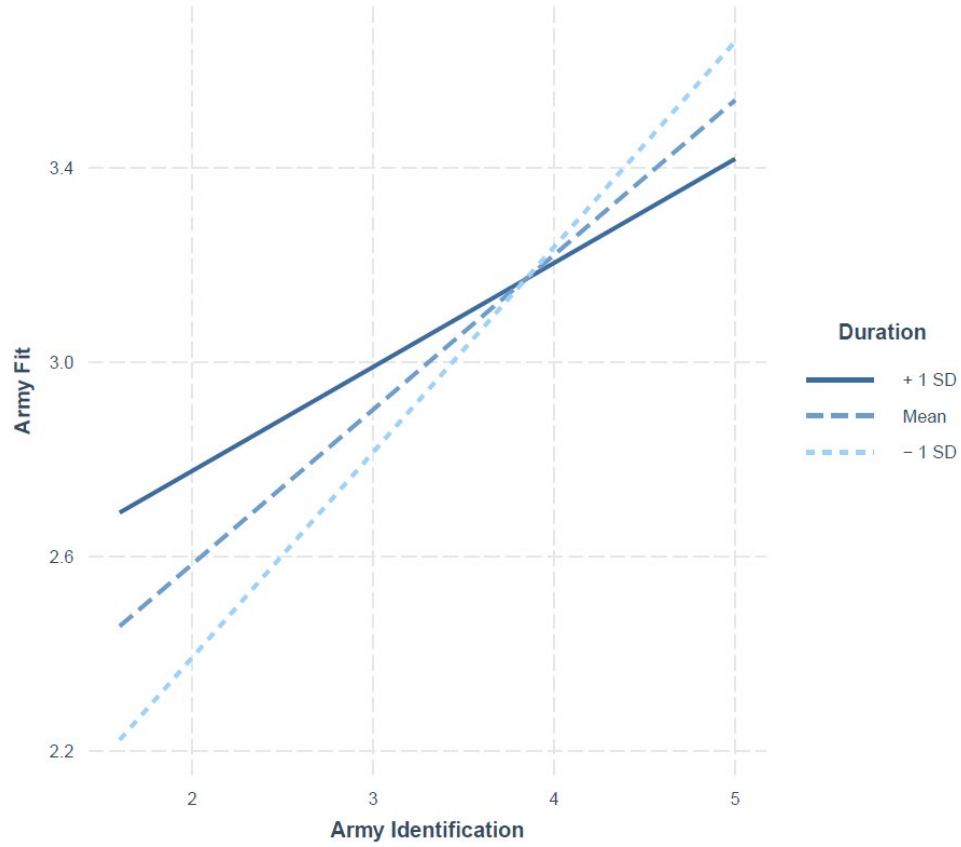


Figure B3

Duration of Time Between Survey Administration as Moderator of Affective Commitment at Time 1 and Time 2 for Enlisted Soldiers.

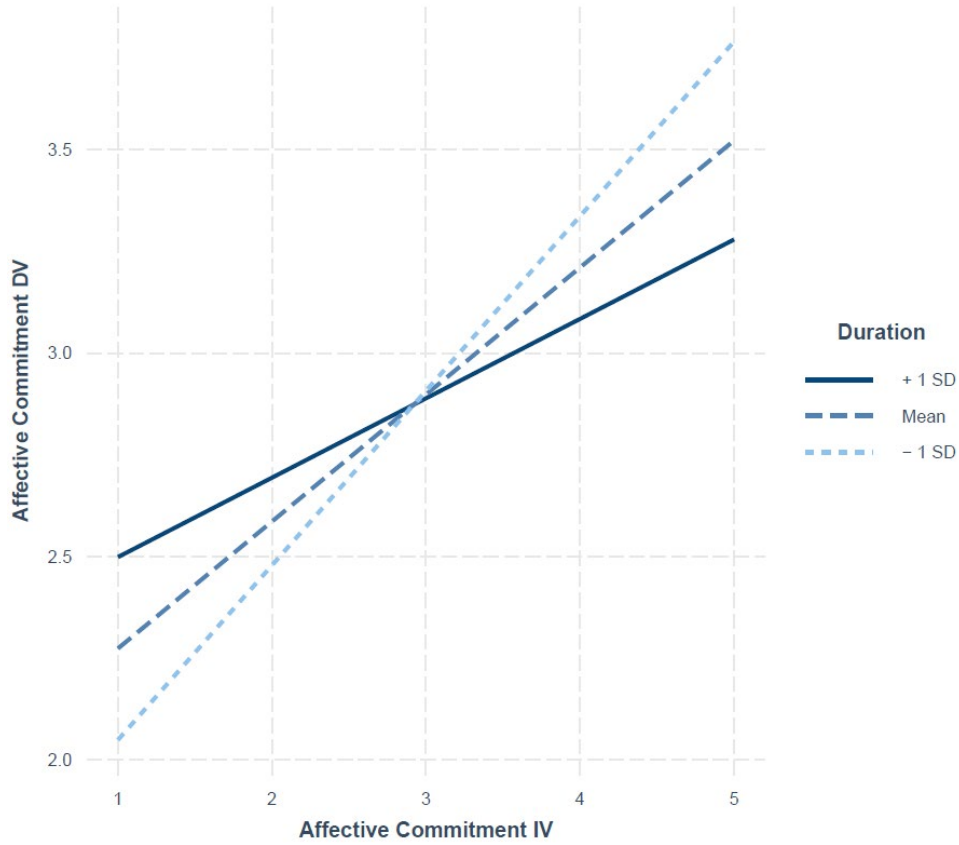


Figure B4

Duration of Time Between Survey Administration as Moderator of Army Identification Scores at Time 1 and Affective Commitment at Time 2 for Officers.

