

REPORT DOCUMENTATION PAGE				Form Approved OMB No. 0704-0188	
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1. REPORT DATE November 2010		2. REPORT TYPE Technical		3. DATES COVERED (From - To) November 2010	
4. TITLE AND SUBTITLE Special Operations Forces Language and Culture Needs Assessment: Non-monetary Incentives				5a. CONTRACT NUMBER USZA22-02-D-0015	
				5b. GRANT NUMBER	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S) SWA Consulting Inc				5d. PROJECT NUMBER	
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) SWA Consulting Inc 311 S. Harrington St. Suite 200 Raleigh, NC 27603 SWA was a subcontractor to Gemini Industries, Inc. under Contract # USZA22-02-D-0015				8. PERFORMING ORGANIZATION REPORT NUMBER 2010011023	
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) Special Operations Forces Culture and Language Office HQ USSOCOM Attn: SOKL-J7—SOFLO 7701 Tampa Point Blvd MacDill AFB, FL 33621-5323				10. SPONSOR/MONITOR'S ACRONYM(S) SOFLO	
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION / AVAILABILITY STATEMENT A. Approved for public release; distribution is unlimited					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT This report identified non-monetary incentives that motivate Special Operations Forces (SOF) operators to acquire and maintain language proficiency. SOF operators who participated in this study reported being more motivated by non-monetary incentives than by monetary incentives (i.e., Foreign Language Proficiency Bonus; FLPB). Specifically, SOF operators rated five non-monetary incentives as more motivating than monetary incentives: saving lives/force protection, mission success, supporting the team, immersion opportunities, and self-development. Results suggest that an ideal combination of both monetary and non-monetary incentives should be provided to SOF operators to maximize language training motivation.					
15. SUBJECT TERMS Needs assessment, language proficiency, training motivation, Foreign Language Proficiency Bonus, FLPB, SOF					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT UU (SAR)	18. NUMBER OF PAGES 33	19a. NAME OF RESPONSIBLE PERSON Surface, Eric A.
a. REPORT U	b. ABSTRACT U	c. THIS PAGE U			19b. TELEPHONE NUMBER (include area code) 919-480-2751



Special Operations Forces Language and Culture Needs Assessment Project: Non-monetary Incentives



NOVEMBER 2010

APPROVED FOR PUBLIC RELEASE;

DISTRIBUTION UNLIMITED

SPONSORED BY: SOFLO, USSOCOM

RESEARCH CONDUCTED BY: SWA CONSULTING INC.

EXECUTIVE SUMMARY

This report identifies incentives that Special Operations Forces (SOF) operators consider to be motivating for acquiring and maintaining language proficiency. SOF leaders, policymakers, and those involved with the design and delivery of language training programs can use this information to motivate SOF operators by leveraging the appropriate incentives in order to achieve specific language capability goals. SOF operators need to be motivated to engage in language learning, especially after initial acquisition training (IAT) when other activities demand their time (e.g., deployments, other training requirements), language learning resources may not be easily accessible, or formal training opportunities may be unavailable. If SOF operators are not motivated to develop and enhance their language proficiency, then they will not seek out language learning opportunities or dedicate time to language study. Subsequently, SOF operators will experience skill decay over time. Failure to learn and maintain language skills negatively affects team and individual language capability and, therefore, operators' ability to execute language-related mission tasks. By focusing on effectively incentivizing language learning, the SOF community is more likely to have the necessary language proficiency when required. This report provides insights into non-monetary incentives that can be used in combination with monetary incentives to increase SOF operators' motivation to acquire and maintain language proficiency.

There are monetary incentive policies in place (i.e., *Foreign Language Proficiency Bonus*, Technical Report #2010011022) aimed at motivating SOF operators to acquire and maintain language proficiency. However, not all individuals are motivated by money, or motivated to the same extent by money (Deci & Ryan, 1985). In fact, findings indicate that SOF operators reported being more motivated by non-monetary incentives than monetary incentives. Specifically, SOF operators rated six non-monetary incentives as more motivating than monetary incentives: saving lives/force protection, mission success, supporting the team, immersion opportunities, and self-development. However, monetary incentives are still an important and powerful motivational tool for most individuals (*Foreign Language Proficiency Bonus*, Technical Report #2010011022) and these incentives are related to proficiency acquisition and maintenance in the SOF community (Dierdorff & Surface, 2008). Ideally, a combination of monetary incentives and non-monetary incentives should be provided to SOF operators to maximize their motivation to acquire and maintain language proficiency throughout the career lifecycle.

The extent to which SOF operators are motivated by incentives may depend on various individual characteristics. First, SOF operators may be motivated differently depending on the extent to which they qualify for certain incentives (e.g., FLPB). For example, SOF operators whose proficiency is high enough to qualify for FLPB may be more motivated by that incentive than operators who do not qualify. Second, SOF operators may be differentially motivated by incentives based on the extent to which the incentives are considered socially desirable in the SOF community. For example, motivation to support the team and achieve mission success may be viewed as more socially desirable than motivation to receive FLPB. Lastly, the extent to which individuals are motivated by incentives may differ based on level of experience. SOF operators with deployment experience who have experienced some of the mission-related benefits of language proficiency may be more motivated by some non-monetary incentives (e.g., saving lives/force protection, mission success) when compared to inexperienced SOF operators. New or less experienced SOF operators may be more motivated by money when compared to non-monetary

incentives because they may lack experience and understanding of how language skills can affect mission performance. Further, more experienced SOF operators who have higher proficiency may be more motivated by immersion opportunities than new SOF operators because they have the proficiency necessary to qualify for immersion. To clarify, this is not to say that monetary incentives are not important or that one type of incentive is better than the other. Individual motivation is complex and using a multifaceted approach to increasing motivation will be most effective. A combination of monetary and non-monetary incentives will likely be most effective for achieving the organization's language capability objectives.

Aside from their ratings on monetary incentives, SOF operators and leaders had the same rank order for the non-monetary incentives. The only rank-order difference was that SOF leaders perceived that operators were more motivated by monetary incentives than any other incentive. It should be noted that most of the SOF operator respondents are experienced operators (i.e., not trainees or new members of the community) and, therefore, they are likely more familiar with the non-monetary incentives that are associated with mission experience. The list below presents the incentives, rank ordered by mean (i.e., average) motivation ratings for SOF operators and leaders. All incentives were rated as *moderately motivating* to *motivating*.

SOF operators	SOF leaders
1. Saving lives/force protection	1. Monetary incentive (i.e., FLPB)
2. Mission success	2. Saving lives/force protection
3. Supporting the team	3. Mission success
4. Immersion opportunities	4. Supporting the team
5. Self-development	5. Immersion opportunities
6. Monetary incentive (i.e., FLPB)	6. Self-development
7. Opportunities for training	7. Opportunities for training
8. Career/resume builder	8. Career/resume builder
9. College credit	9. College credit

It should be noted that the non-monetary incentives that received the highest ratings on the 2009 SOF LCNA survey were similar to those that received highest ratings for the 2004 SOF Language Transformation Strategy Needs Assessment Project (Surface, Poncheri, Lemmond, & Shetye, 2005).

Overall, incentives discussed in the focus groups matched or complemented the incentives included in the 2009 SOF LCNA survey. Motivators identified by focus group participants included personal/internal interest in learning language, ability to use language on deployment, command's support of language, and opportunity for immersion training. The importance of command support of language was presented in another *Tier I* report, *Grading the Chain of Command* (Technical Report #2010011006) which demonstrated that if language is important to the command, then language will be important to operators under that command. Additionally, immersion training was explored in another *Tier I* report, which found that the language training method was perceived as effective by SOF operators and leaders (*Immersion Training*, Technical Report #2010011020).

SOF leaders, policymakers, and those involved with the design and delivery of language training can leverage the non-monetary incentives that were rated as highly motivating in an effort to increase their operators' language learning motivation. For example, SOF operators indicated that they are motivated to learn language because of its contribution to mission success and that command emphasis drives action; therefore, leadership could provide current language students with testimonials from SOF operators demonstrating how language proficiency contributed to a SOF team executing its mission tasks. The connection between engaging in language learning and non-monetary incentives (e.g., mission success, supporting the team) needs to be made more salient for SOF trainees or new SOF operators because they may not have deployment experience that would demonstrate the importance of language to SOF missions. Additionally, SOF leadership can demonstrate support for language by providing recognition and awards to operators in their unit for developing or maintaining language skills. Additionally, if operators in their unit are motivated by immersion opportunities, then SOF leaders can ensure that these opportunities are equally available for all SOF operators who meet the proficiency requirements.

Language instructors can also leverage some of the incentives to motivate students in their classes to acquire and maintain language proficiency. For example, if students in a class are all motivated by monetary incentives, the instructor can encourage students and provide tools and methods to help students reach the proficiency requirement needed to receive FLPB, including the development of personal study plans. Alternatively, if students in a class are motivated by immersion opportunities, the instructor can encourage students to reach the proficiency level necessary to qualify for immersion training. Instructors can also design activities to emphasize the benefits of language learning. For example, if students in the class are motivated by mission success, learner-centered activities can be conducted that allow students to use the language in a mission-related scenario that is realistic to their language-related mission requirements.

It should be noted that most SOF operators who responded to the survey have experience in the SOF community and, therefore, they are removed from formal initial acquisition language training and may not have access to formal sustainment/enhancement training. To motivate these operators to engage in language learning, incentives need to be put into place that are not tied to formal training. For example, tying language proficiency to the SOF promotion process would be an incentive that does not require participation in a specific training event, yet it would encourage operators to attend training (formal or informal) or engage in self-study (see *Considering Language in the Promotion Process*, Technical Report #2010011043). Additionally, commands should focus on policies and activities that encourage operators to engage in language training. For example, protecting language training time and providing operators with language learning resources are actions that demonstrate command's support for language. See *Grading the Chain of Command* (Technical Report #2010011006) for other examples.

There is no single incentive that will be effective for all individuals or across all career stages for individuals. Supplementing monetary incentives with non-monetary incentives—especially those that indicate the command's direct emphasis on the importance of language—will provide the best strategy for optimizing motivation across the force.

Additional recommendations for motivating SOF operators to engage in language acquisition and maintenance will be presented in a *Tier II* report, *Incentives/Barriers*. This *Tier II* report will integrate findings from this report with findings from other *Tier I* reports: *Grading the Chain of Command*, *Foreign Language Proficiency Bonus*, *Barriers to Language Acquisition and Maintenance*, *Considering Language in the Promotion Process*, and *Force Motivation*.

For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly (john.donnelly@socom.mil). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Reanna Poncheri Harman (rpharman@swa-consulting.com) with SWA Consulting Inc.

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SECTION I: REPORT AND PROJECT OVERVIEW

Non-monetary Incentives Report Purpose

Motivation is a key contributor to learning and maintaining trained skills (Colquitt, LePine, & Noe, 2000) such as language skills and proficiency. Without sufficient motivation, it is unlikely that Special Operations Forces (SOF) operators will engage in language learning and maintenance, especially after completion of initial acquisition training (IAT) when there may be less opportunity for language learning because of deployments, lack of resources, lack of time, lack of formal training opportunities, or competing training requirements.

One option for motivating SOF operators to acquire and maintain language proficiency is by offering monetary incentives (i.e., Foreign Language Proficiency Bonus; FLPB). Previous research demonstrated that Foreign Language Proficiency Pay (FLPP) was related to proficiency acquisition and maintenance in SOF (Dierdorff & Surface, 2008). *Foreign Language Proficiency Bonus* (Technical Report #2010011022) provides current information about the effectiveness of the current FLPB policy from the SOF operator and leader perspective. Monetary incentives, such as FLPB, clearly provide an incentive for individuals. However, not all individuals are motivated by money (Deci & Ryan, 1985); some may be motivated by other, non-monetary incentives (e.g., saving lives/force protection, mission success, self-development, college credits). To clarify, this is not to say that monetary incentives are not important or that one type of incentive is better than the other. Individual motivation is complex, and using a multifaceted approach to increasing motivation will be most effective. A combination of monetary and non-monetary incentives will likely be the most effective intervention for achieving the organization's language capability objectives.

The extent to which personnel are motivated by the various incentives presented in the *2009 SOF Language and Culture Needs Assessment (LCNA)* survey can assist SOF leaders, policymakers, and those involved with the design and delivery of language training programs in leveraging these incentives when encouraging SOF operators to engage in language learning and maintenance. Given the considerable time needed to sustain or improve language proficiency, there needs to be incentives to engage in this training. If not, other training with more motivating incentives will take priority over language. Since language proficiency is a long-term investment for both the organization and the individual, multiple incentives must be offered throughout the career lifecycles of SOF personnel to maintain consistent focus and effort on language maintenance and learning. Information presented in this report will help SOF leaders design incentive programs to achieve proficiency goals.

Section II presents the motivation ratings for each incentive, as provided by SOF operators and leaders, and includes focus group discussions that illustrate SOF operators' motivation to engage in language acquisition and maintenance. Section III presents conclusions based on findings from Section II. Appendix A details the *2009 SOF Language and Culture Needs Assessment (LCNA) Project*, and Appendix B provides an overview of report methodology, including participants, measures, and analyses. Appendix C presents SOF operator and leader response frequencies for each incentive. Appendix D presents SOF operator response frequencies for each incentive by SOF component and SOF type. Appendix E presents SOF leader response frequencies for each incentive by SOF component and SOF

type. Lastly, Appendix F presents mean (i.e., average) motivation ratings for SOF operators across USSOCOM, SOF operators in a language-coded position and SOF operators not in a language-coded position.

LCNA Project Purpose

The Special Operations Forces Language Office (SOFLO) commissioned the *2009 SOF LCNA Project* to gain insights on language and culture capability and issues across the United States Special Operations Command (USSOCOM). The goal of this organizational-level needs assessment is to inform strategy and policy to ensure SOF personnel have the language and culture skills needed to conduct their missions effectively. Data were collected between March and November, 2009 from personnel in the SOF community, including SOF operators and leaders. Findings, gathered via focus groups and a web-based survey, will be presented in a series of reports divided into three tiers. The specific reports in each of these tiers will be determined and contracted by the SOFLO. *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment*) while including additional data and analysis on the topic. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. Two foundational reports document the methodology and participants associated with this project. Report topics are determined by the SOFLO and are subject to change.

Relationship of *Non-monetary Incentives* to the LCNA Project

This report is a *Tier I* report and will be integrated with other *Tier I* reports, *Foreign Language Proficiency Bonus*, *Considering Language in the Promotion Process*, *Barriers to Language Acquisition and Maintenance*, and *Force Motivation for Language*, into a *Tier II* report, *Incentives/Barriers* (Appendix A presents the report structure). However, final reports produced are subject to change and will be determined by the SOFLO.

SECTION II: INCENTIVES FOR ACQUIRING AND MAINTAINING LANGUAGE PROFICIENCY

This section presents information about which incentives (monetary and non-monetary) SOF operators and SOF leaders indicated were most motivating for acquiring and maintaining language proficiency. SOF operators rated nine incentives on the extent to which each motivates them to acquire and maintain language proficiency, and SOF leaders rated the incentives on the extent to which they perceived that SOF operators in their units are motivated to acquire and maintain language proficiency. This information can help SOF leaders, policymakers, and training managers develop incentives to motivate SOF operators to engage in language learning activities throughout the career lifecycle.

Research Question

- To what extent do various incentives motivate operators to acquire and maintain language proficiency?

Main Findings

Findings indicate that SOF operators who participated in the *2009 SOF LCNA* survey reported being more motivated by non-monetary incentives than monetary incentives, and they also reported being more motivated by incentives that are more salient to those with mission experience (e.g., saving lives/force protection, mission success, supporting the team). However, monetary incentives are still an important and powerful motivational tool for most individuals (*Foreign Language Proficiency Bonus*, Technical Report #2010011022) and related to proficiency acquisition and maintenance in the SOF community (Dierdorff & Surface, 2008).

With the exception of one incentive, SOF operators and leaders consistently ranked incentives that motivate SOF operators to acquire and maintain language proficiency (Figure 1, p. 11; Appendix C, Table 1, p. 26). The incentives that received high ratings from both SOF operators and leaders were saving lives/force protection, mission success, and supporting the team. However, SOF leaders rated monetary incentives highest of all incentives included on the survey, whereas it was the sixth-highest-rated incentive among operators. The incentives, presented in descending order by the mean (i.e., average) motivation ratings for both SOF operators and leaders, were:

SOF operators	SOF leaders
1. Saving lives/force protection	1. Monetary incentive (i.e., FLPB)
2. Mission success	2. Saving lives/force protection
3. Supporting the team	3. Mission success
4. Immersion opportunities	4. Supporting the team
5. Self-development	5. Immersion opportunities
6. Monetary incentive (i.e., FLPB)	6. Self-development
7. Opportunities for training	7. Opportunities for training
8. Career/resume builder	8. Career/resume builder
9. College credit	9. College credit

Both SOF operators and leaders rated all incentives as *moderately motivating to motivating*; however, SOF operators rated most incentives significantly higher on the motivation scale than SOF leaders (Appendix C, Table 1, p. 26). There was a different pattern for monetary incentives, in which SOF operators rated that incentive significantly higher than SOF operators. Furthermore, there were no significant differences between SOF operators and leaders in terms of their ratings of college credit as an incentive; both groups perceived this as least motivating when compared to the other incentives that were rated.

Differences in the ratings of incentives were found across Army SOF types (i.e., Civil Affairs [CA], Military Information Support Group [MISG], Special Forces [SF]) such that CA and MISG operators consistently rated many incentives as more motivating than SF operators (Appendix D, Table 1, pp. 27-29). One point of agreement across Army SOF types was that monetary incentives received consistently low motivation ratings. However, it should be noted that this does not mean that monetary incentives are not important; findings from another *Tier I* report indicate that monetary incentives are motivating (*Foreign Language Proficiency Bonus*, Technical Report #2010011022), but these incentives can be supplemented with other, non-monetary incentives, to increase motivation. SOF leader ratings by SOF component and SOF type are presented in Appendix E, Table 1 (pp. 30-32).

Differences in the ratings of incentives were also found between SOF operators in language-coded positions ($n = 930$) and SOF operators who are not in language-coded positions ($n = 86$). Specifically, those in language-coded positions rated some incentives higher than those not in language-coded positions (i.e., monetary incentive, career/resume builder, opportunity for training, college credit, immersion opportunities; Appendix F, Table 1, p. 33). However, the rank-ordering between the two groups was similar.

Overall, incentives discussed in the focus groups matched or complemented the incentives included in the 2009 SOF LCNA survey. Motivators identified by focus group participants included personal/internal interest in learning language, ability to use language on deployment, command's support of language, and opportunity for immersion training (Figure 2, p. 14). Specifically, command support is an incentive that was explored in more detail in another *Tier I* report (*Grading the Chain of Command*, Technical Report #2010011006), which demonstrated that if language is important to the command, then language will be important to operators under that command.

Detailed Findings

Ratings of Incentives

Overall, SOF operators and leaders rated each incentive on the survey as *moderately motivating to motivating*. For SOF operators, the incentives that received the highest motivation ratings were saving lives/force protection ($M = 4.19$, $n = 1,010$), mission success ($M = 4.12$, $n = 1,015$), and supporting the team ($M = 4.10$, $n = 1,012$; Figure 1, p. 11). These incentives have benefits for the team first and foremost, but they also benefit the individual. SOF leaders rated these team-level incentives high as well, although their highest-rated incentive was monetary incentives ($M = 3.93$, $n = 770$), which is an incentive

that directly benefits the individual. For SOF operators, monetary incentives were rated lower than saving lives, mission success, supporting the team, immersion opportunities, and self-development.

Figure 1. Incentives to Acquiring and/or Maintaining Language Proficiency across USSOCOM



Note. Sample sizes and means (i.e., averages) for each item are provided in Appendix C, Table 1, p. 26. Responses were made on a 5-point motivation scale (1 = Not motivating, 2 = Slightly motivating, 3 = Moderately motivating, 4 = Motivating, 5 = Extremely motivating).

Army SOF Type Differences

Differences in the ratings of incentives were found across Army SOF types (i.e., CA, MISG, and SF), such that CA operators and MISG operators consistently rated many incentives (i.e., mission success, monetary incentive, career/resume builder, opportunity for training, college credit, self-development, immersion opportunities) as more motivating than SF operators (Appendix D, Table 1, pp. 27-29). One similarity across all types was that monetary incentives received the lowest motivation ratings from SF operators and second-lowest motivation ratings by CA and MISG operators, respectively. This is not to say that monetary incentives are not motivating to SOF operators; ideally, a combination of monetary and non-monetary incentives should be available to SOF operators to maximize their motivation to acquire and maintain language.

The incentives, ranked by mean (i.e., average) motivation rating for each SOF type, were:

CA (n = 148) ¹	MISG (n = 118) ¹	SF (n = 460) ¹
1. Supporting the team	1. Supporting the team	1. Supporting the team
2. Saving lives/force protection	2. Self-development	2. Saving lives/force protection
3. Mission success	3. Mission success	3. Mission success
4. Opportunities for training	4. Opportunities for training	4. Career/resume builder
5. Self-development	5. Saving lives/force protection	5. Self-development
6. College credit	6. College credit	6. Opportunities for training
7. Immersion opportunities	7. Immersion opportunities	7. Immersion opportunities
8. Monetary incentive	8. Monetary incentive	8. College credit
9. Career/resume builder	9. Career/resume builder	9. Monetary incentive

SOF Operators in a Language-Coded Position and Those who are Not

Differences in the ratings of incentives were found between those who are in language-coded positions and those who are not in language-coded positions (Appendix F, Table 1, p. 33). Specifically, those who are in language-coded positions rated certain incentives higher (i.e., monetary incentive, career/resume builder, opportunity for training, college credit, immersion opportunities), although the rank-ordering between the two groups was similar.

These higher motivation ratings can be explained because these incentives are more likely to contribute to SOF operators' careers if they are in language-coded positions. If they are not in language-coded positions, they are not required to learn and maintain their language and, therefore, additional training opportunities may not be appealing. Furthermore, SOF personnel must be in a language-coded position to qualify for FLPB; therefore, personnel not in language-coded positions do not have the same monetary incentive available to them for acquiring and/or maintaining language proficiency.

Additional Incentives

Survey respondents had the opportunity to generate one additional incentive and rate it on the same 5-point motivation scale (1 = *Not motivating*, 5 = *Very motivating*). Overall, 15 operators and 15 leaders provided an additional incentive. This low response rate may indicate that incentives provided in the survey sufficiently covered factors that motivate operators to learn and maintain language. Overall, these incentives were rated between *moderately motivating* to *extremely motivating*.

¹ Sample sizes slightly differ across items due to non-response on an item. Please refer to Appendix D, Table 1 (p. 27-29) for sample sizes for each SOF type.

SOF operators

- “Meeting foreign women”
- “My wife is Russian”
- “Longer team tour, team retention”
- “Credit Towards masters degree, combine with Culture”
- “being a well rounded and educated person”
- “self actualization”
- “It’s what SF does. It’s what the other parts of our Military doesn’t do.”
- “Professionalism”
- “Family Background / heritage”
- “Better US advocates”
- “am not using my language”
- “self satisfaction”
- “being bi-lingual”
- “exposure to other cultures”
- “I just love learning.”

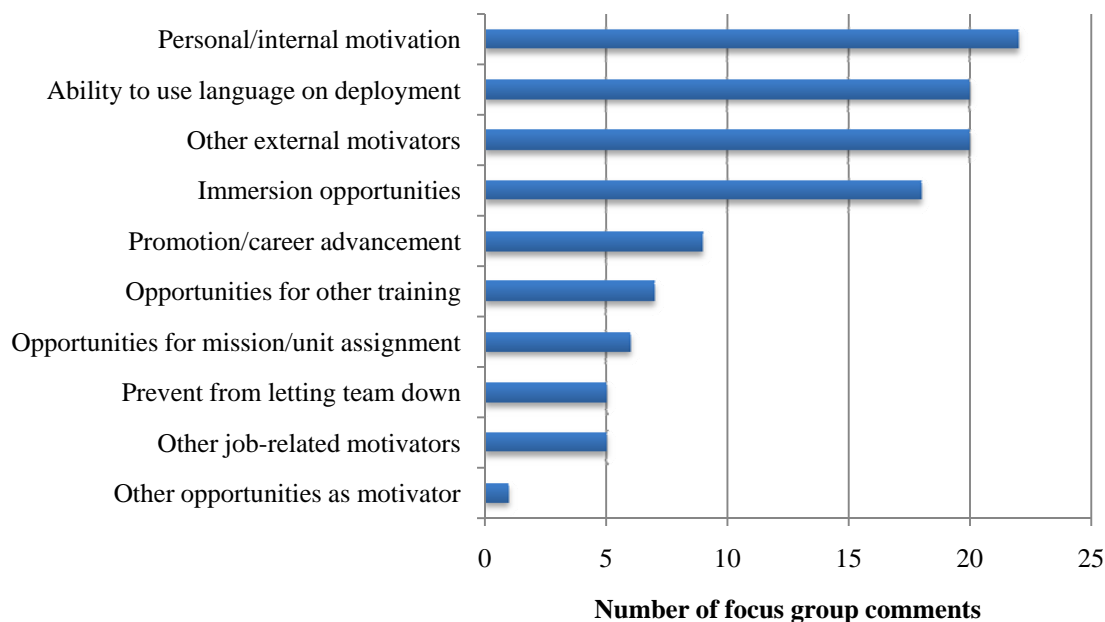
SOF leaders

- “Command Directive”
- “Time allocated for language training”
- “Communicating”
- “broadening one’s mind and international education”
- “Keeping their job or receiving a good NCOER”
- “long-haired dictionaries”
- “personnel pride”
- “MOS Requirement”
- “PRODEV for Future duty”
- “not having terps”
- “ego”
- “networking for future plans/retirement”
- “Time to Train”
- “Promotion”
- “This is a non deploying HQ”

Focus Group Discussions

Overall, incentives discussed in the focus groups matched the incentives included in the 2009 SOF LCNA survey (Figure 2, p. 14). Focus group discussions regarding SOF operators’ incentives for acquiring and maintaining language proficiency revealed that most operators were motivated by incentives that primarily benefit the individual, such as self-development opportunities (e.g., developing a marketable skill), college credits, or personal desire to learn a language. Additionally, participants said they were motivated by the ability to use their language skills on deployment and by command emphasis on language. This suggests that understanding the relationship between language and the mission, as well as command’s support of language, can influence SOF operators’ motivation to engage in language learning. The importance of command support of language was presented in another *Tier I* report, *Grading the Chain of Command* (Technical Report #2010011006) which demonstrated that if language is important to the command, then language will be important to operators under that command. Lastly, some focus group participants said they were motivated by immersion opportunities, which is a language training method that is perceived as effective in the SOF community (*Immersion Training*, Technical Report #2010011020).

Figure 2. Focus Group Discussion Themes



Personal/internal motivation. Discussion about personal/internal factors to acquiring and maintaining language proficiency revealed that some SOF operators have an intrinsic drive to learn language. Alternatively, some are lacking personal interest in the language they were assigned and suggest that SOF operators choose their own language, when possible.

“For me it’s just a personal motivation because I like doing it.”

SOF Operator, 95th CAB

“And I like the language. I’d like to continue to speak it because it’s a pretty marketable skill, but there is never any time.”

SOF Operator, 4th MISG

Participant A: *“That was the other point I was going to make, learning a language has a lot to do with your interest in it, like I never will have any interest to learn the language that I learned.”*

Participant B: *“Me and Korean.”*

Participant C: *“Tagalog, I have no desire.”*

Moderator: *“If you had a say in the language you were going to learn, does that increase motivation?”*

Participant B: *“Oh, yes.”*

SOF Operator, 4th MISG

“I think it’s fun. I enjoy learning any kind of language. If I command somewhere with my team for immersion training, at TDY or that kind of mission with them, that’s the training I think is fun. I’d be all about that.”

SOF Operator, 5th SFG(A)

Ability to use language on deployment. Focus group discussions also indicated that some SOF operators are motivated to learn and maintain language skills, specifically when they perceive that they will have the opportunity to demonstrate such skills downrange. Additionally, some SOF operators reported a lack of motivation when they are unable use their language on deployments (e.g., outside AOR deployments).

“And it’s always rewarding to be able to go to another country and speak their language, befriend them, use what you’ve learned.”

SOF Operator, 1st Bn 10th SFG(A)

“I’d know if I could still get something, or if I knew that I was going to be going to the AO, if I was going to China for some reason, I knew that even if I did all the studying and whatnot, even if I didn’t reach that 2/2 goal, I’d still be able—it’s still not for nothing. I’d still be able to use it, still have something for my work, whereas at this point, I know that no matter how much time I put into it, it’s not worth my free time to try to reach that and knowing the ability is probably not there.”

SOF Operator, 1st SFG(A)

“I think most everybody who’s an operator wants to become a better operator so I know my motivation to speak Arabic better is so the next time we’re there, knowing that not only do I understand but I can help my teammates who don’t speak it, learn a few words here. So that’s a motivator”

SOF Operator, 10th SFG

Other external motivators. Focus group participants identified external incentives for learning and maintaining language proficiency. The most frequently discussed motivators were command’s emphasis on language and the opportunity to earn college credits.

“But the things that really make the deployment or a mission go well, some of the less obvious things like having a few guys that understand language or just having a general awareness of the culture, if that’s going to be absorbed at the shooter level, then it would help if the commodore himself communicated the importance of that, not just you’re going to do it, you’re going to learn a language; it kind of filters down through the chain of command.”

SOF Operator, WARCOT

“I’d probably say the only other thing, I don’t know where it’s at right now with the whole program, but making sure it’s accredited. So, as these guys go through the courses, is there a way to get more college credits for that? That’s incentive”

SOF Operator, WARCOT

Immersion opportunities. Discussions also revealed that SOF operators are motivated to learn and maintain language skills because of the opportunity to experience immersion programs once they reach the proficiency level required to engage in these training events.

“Immersion would be nice. Everybody will be motivated for that.”

SOF Operator, 4th MISG

“The chance for immersion would motivate me.”

SOF Operator, WARCOM

“You go live in that country for a while. And, yes, you have to take some language courses, but a big part too is you’re supposed to just travel around, immersed in the culture, get away from the course centers. And that, for some people, would be an... additional benefit that might help motivate.”

SOF Operator, MARSOC

SECTION III: CONCLUSION

This section summarizes the incentives that SOF operators consider as motivating for acquiring and maintaining language proficiency and provides specific instances of how SOF leaders, policymakers, and those involved with the design and delivery of training programs can leverage this information to motivate SOF operators in their unit to acquire and maintain language and, ultimately, achieve specific language capability goals.

SOF operators reported being motivated by incentives other than pay to engage in language acquisition and maintenance. The strongest incentives for SOF operators to learn language were associated with mission experience (e.g., saving lives/force protection, mission success, supporting the team). On the other hand, SOF leaders ranked monetary incentives as the most motivating of the incentives presented on the survey, followed by the incentives associated with mission experience (for additional details, see Section II, p. 9). Although SOF operators did not rank monetary incentives highest, monetary incentives are still an important and powerful motivational tool for most individuals (*Foreign Language Proficiency Bonus*, Technical Report #2010011022) and these incentives are related to proficiency acquisition and maintenance in the SOF community (Dierdorff & Surface, 2008). Ideally, a combination of monetary incentives and non-monetary incentives should be provided to SOF operators to maximize their motivation to acquire and maintain language proficiency throughout the career lifecycle.

Incentives may be differentially motivating, depending on the individual; for example, new SOF operators who just completed their pipeline training may be more motivated by monetary incentives when compared experienced SOF operators because they lack deployment experience that makes many non-monetary incentives (e.g., mission success, supporting the team) salient and important. Experienced SOF operators, who may have direct experience with the use of language on missions and the benefits of language proficiency, may be more motivated by non-monetary incentives. It should be noted that the SOF operator responses included in this report are from experienced operators, which may explain why these individuals reported being more motivated by non-monetary incentives that are associated with mission experience. To clarify, this is not to say that monetary incentives are not important or that one type of incentive is better than the other. Individual motivation is complex, and using a multifaceted approach to increasing motivation will be most effective. A combination of monetary and non-monetary incentives will likely be most effective for achieving the organization's language capability objectives.

There was a disconnect between SOF operators and leaders regarding the strength of monetary incentive as a motivator, such that leaders perceived monetary incentives to be more of a motivating factor for operators than operators perceived them to be. In fact, leaders perceived monetary incentives to be the strongest motivator for operators, whereas operators rated five non-monetary incentives higher than monetary incentives: saving lives/force protection, mission success, supporting the team, immersion opportunities, and self-development. This suggests that SOF leaders have a different perspective as to how monetary incentives motivate operators in their units to learn and maintain language proficiency. As presented in another *Tier I* report, SOF operators and SOF leaders reported wide range of perceptions about the extent to which FLPB is motivating for SOF operators (*Foreign Language Proficiency Bonus*, Technical Report #2010011022).

It should be noted that the non-monetary incentives that received the highest ratings on the 2009 SOF LCNA survey were similar to those that received highest ratings for the 2004 SOF Language Transformation Strategy Needs Assessment Project (Surface, Poncheri, Lemmond, & Shetye, 2005).

Overall, incentives discussed in the focus groups matched or complemented the incentives included in the 2009 SOF LCNA survey. For example, focus group participants reported being motivated by command support of language and immersion opportunities. The importance of command support of language was presented in another *Tier I* report, *Grading the Chain of Command* (Technical Report #2010011006) which demonstrated that if language is important to the command, then language will be important to operators under that command. Additionally, immersion training was explored in another *Tier I* report, which found that the language training method was perceived as effective by SOF operators and SOF leaders (*Immersion Training*, Technical Report #2010011020).

SOF leaders, policymakers, and those involved with the design and delivery of language training can increase operators' language learning motivation by emphasizing non-monetary incentives that were rated as highly motivating. For example, SOF operators indicated that they are motivated to learn language because of its contribution to supporting the team; therefore, experienced SOF operators who have deployed could provide testimonials to SOF trainees that demonstrate how language contributed to mission success. The connection between engaging in language learning and non-monetary incentives (e.g., mission success, supporting the team) needs to be made more salient for SOF trainees or new SOF operators because they have deployment experience that would demonstrate the importance of language to SOF missions. Similarly, SOF leaders can ensure that immersion opportunities are equally available for all SOF operators who meet the proficiency requirements, should their operators find this incentive motivating.

Language instructors can also leverage incentives when motivating students in their classes to acquire and maintain language proficiency. For example, if students in a class are all motivated by monetary incentives, then the instructor can emphasize this incentive by encouraging students and providing tools and methods to help students to reach the proficiency requirement necessary to receive FLPB, including the development of personal study plans. Alternatively, if students in the class are motivated by the prospect of mission success, learner-centered activities based on real-life military scenarios can be conducted that allow students to use the language in a mission-related context that is realistic to their language-related mission requirements. Furthermore, if students in a class are motivated by immersion opportunities, the instructor can encourage students to reach the proficiency level necessary to qualify for immersion training.

Another *Tier I* report describes SOF operators and leaders perceptions about whether language proficiency should be a consideration in the SOF promotion process, which is another potential incentive for SOF operators to acquire and maintain language proficiency (*Considering Language in the Promotion Process*, Technical Report #2010011043).

It should be noted that most SOF operators who responded to the survey have experience in the SOF community and, therefore, are removed from formal initial acquisition language training and may not

have access to formal sustainment/enhancement training. To motivate experienced operators to engage in language training, incentives need to be put into place that are not tied to formal training. For example, tying language proficiency to the SOF promotion process would be an incentive that does not require participation in a specific training event, yet it would encourage operators to attend training (formal or informal) or engage in self-study. Additionally, commands should focus on policies and activities that encourage operators to engage in language training. For example, protecting language training time and providing operators with language learning resources are actions that demonstrate command's support for language.

There is no single incentive that will be effective for all individuals or across all career stages for individuals. Supplementing monetary incentives with non-monetary incentives—especially those that indicate the command's direct emphasis on the importance of language—will provide the best strategy for optimizing motivation across the force.

Additional recommendations for motivating SOF operators to engage in language acquisition and maintenance will be presented in a *Tier II* report, *Incentives/Barriers*. This *Tier II* report will integrate findings from this report with findings from other *Tier I* reports: *Grading the Chain of Command*, *Foreign Language Proficiency Bonus*, *Barriers to Language Acquisition and Maintenance*, *Considering Language in the Promotion Process*, and *Force Motivation*.

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ABOUT SWA CONSULTING INC.

SWA Consulting Inc. (formerly Surface, Ward, and Associates) provides analytics and evidence-based solutions for clients using the principles and methods of industrial/organizational (I/O) psychology. Since 1997, SWA has advised and assisted corporate, non-profit and governmental clients on:

- Training and development
- Performance measurement and management
- Organizational effectiveness
- Test development and validation
- Program/training evaluation
- Work/job analysis
- Needs assessment
- Selection system design
- Study and analysis related to human capital issues
- Metric development and data collection
- Advanced data analysis

One specific practice area is analytics, research, and consulting on foreign language and culture in work contexts. In this area, SWA has conducted numerous projects, including language assessment validation and psychometric research; evaluations of language training, training tools, and job aids; language and culture focused needs assessments and job analysis; and advanced analysis of language research data.

Based in Raleigh, NC, and led by Drs. Eric A. Surface and Stephen J. Ward, SWA now employs close to twenty I/O professionals at the masters and PhD levels. SWA professionals are committed to providing clients the best data and analysis with which to make solid data-driven decisions. Taking a scientist-practitioner perspective, SWA professionals conduct model-based, evidence-driven research and consulting to provide the best answers and solutions to enhance our clients' mission and business objectives. SWA has competencies in measurement, data collection, analytics, data modeling, systematic reviews, validation, and evaluation.

For more information about SWA, our projects, and our capabilities, please visit our website (www.swa-consulting.com) or contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Stephen J. Ward (sward@swa-consulting.com).

The following SWA Consulting Inc. team members contributed to this report (listed in alphabetical order):

Ms. Sarah C. Bienkowski
Dr. Reanna Poncheri Harman
Mr. Nathaniel W. Phillips
Dr. Eric A. Surface
Dr. Stephen J. Ward
Ms. Natalie Wright

APPENDIX A: ABOUT THE LCNA PROJECT

In 2003-2004, the Special Operations Forces Language In 2003-2004, the Special Operations Forces Language Office (SOFLO) sponsored the *SOF Language Transformation Strategy Needs Assessment Project* to inform the development of a language transformation strategy in response to a GAO report (2003). This *SOF Language Transformation Strategy Needs Assessment Project* collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and provided the SOFLO with valid data to develop a comprehensive language transformation strategy and advocate for the SOF perspective on language issues within the DoD community.

In a continuing effort to update knowledge of language and culture needs while informing strategic plan development, the SOFLO commissioned the *2009 SOF Language and Culture Needs Assessment Project* (LCNA) to reassess the language and culture landscape across the United States Special Operations Command (USSOCOM) and develop a strategy for the next five years. Data were collected between March and November, 2009 from personnel in the SOF community, including SOF operators and leaders. Twenty-three focus groups were conducted between March and June, 2009. A comprehensive, web-based survey for SOF operators and leaders was launched on 26 October and closed on 24 November, 2009.

This project's findings will be disseminated through reports and briefings (see Appendix A, Figure 1). Two foundational reports document the methodology and participants associated with this project. The remaining reports are organized in three tiers. Twenty-five *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment*) while including additional data and analysis on the topic. Most, but not all, *Tier I* reports will roll into *Tier II* reports. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. All *Tier III* reports are associated with a briefing. Report topics are determined by the SOFLO and subject to change.

In June, 2009, the GAO reported that the Department of Defense is making progress toward transforming language and regional proficiency capabilities but still does not have a strategic plan in place to continue development that includes actionable goals and objectives. The findings from this study can be used by the SOFLO and leaders at USSOCOM to continue strategic planning and development in this area.

This project design, logistics, data collection, initial analysis and first eight reports of this project were conducted by SWA Consulting Inc. (SWA) under a subcontract with SRC (SR20080668 (K142); Prime # N65236-08-D-6805). The additional reports are funded under a separate contracting vehicle with Gemini Industries Inc. [GEM02-ALMBOS-0018 (10210SWA-1); Prime # USZA22-02-D-0015]. For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly (john.donnelly@socom.mil). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Reanna Poncheri Harman (rpharman@swa-consulting.com) with SWA Consulting Inc.

Appendix A, Figure 1. Report Overview



Note: Foundation reports are referenced by every other report. Colors represent *Tier I* reports that roll (integrate) into an associated *Tier II* report. Reports in black are final reports on the topic but may be cited by other reports. *Tier II* reports roll into the *Tier III* reports. All *Tier III* reports include an associated briefing.

APPENDIX B: METHODOLOGY

Participants

Focus Group Participants

Twenty-three focus groups were conducted with 126 SOF personnel across the SOF community. Focus groups were conducted with Air Force Special Operations Command (AFSOC), Marine Corps Forces Special Operations Command (MARSOC), Navy Special Warfare (WARCOM), and United States Army Special Operations Command (USASOC; see *Participation Report*, Technical Report #2010011003 for participant details). Section II of this report presents additional motivators and incentives identified by SOF operators for engaging in language learning and maintenance (see *Methodology Report*, Technical Report #2010011002 for the focus group interview guide).

Survey Participants

Survey respondents received the operator version of the Non-monetary Incentives items if they indicated one of the following SOF community roles:

- SOF Operator
- SOF Operator assigned to other duty
- Currently in the training pipeline
- MI Linguist or 09L assigned or attached to a SOF unit

Survey respondents received the SOF leader version of the Non-monetary Incentives items if they indicated one of the following SOF community roles:

- SOF Unit Commander
- Command Language Program Manager (CLPM)
- Language office personnel

The focus of this report is on both SOF operator and leader perspectives; therefore, personnel currently in the training pipeline, MI Linguist/09L, CLPM, and language office personnel perspectives are not included in this report. For further details on participation and attrition rates, please refer to the *Participation Report* (Technical Report #2010011003).

Measures

Operators rated nine potential sources of language acquisition or maintenance motivation on a 5-point motivation scale (1 = *Not motivating*, 5 = *Very motivating*). Respondents were presented with the following prompt:

- Please indicate the extent to which each of the following motivates you to learn or maintain language proficiency²:
 - Mission success

² SOF leaders received slightly different instructions that prompted them to frame their responses to their operators' language learning motivation: *Please indicate the extent to which each of the following motivated operators in your unit to acquire or maintain language proficiency.*

- Supporting the team
- Saving lives/force protection
- Monetary incentive (i.e., FLPB)
- Career/resume builder
- Opportunities for training
- College credit
- Self-development (i.e., natural interest in learning a language)
- Immersion opportunities

Respondents also had the opportunity to provide one other source of motivation and rate it on the same 5-point motivation scale.

Analyses

All closed-ended items were analyzed using a combination of descriptive and inferential statistics. To compare responses across groups of participants, inferential statistics (e.g., chi square tests, t-tests) were used to determine if any observed differences are likely to exist in the broader population of interest.

Among the groups compared included:

- SOF operators and SOF leaders
- SOF operators in a language-coded position and SOF operators not in a language-coded position
- Pay grade (within E, WO, and O)
- Position (Commander, SWOA/SEA, Staff Officer)
- Level of command
- Army SOF type (i.e., CA, MISG, SF)



























































































No differences were found when comparing pay grade, position, or level of command. Other relevant differences are presented in the body of the report.

To analyze the focus group data, two raters created a content code (i.e., theme) list based on available responses (see *Methodology Report*, Technical Report #2010011002 for details on qualitative coding). A primary rater then coded each response and a secondary rater coded 30% of the responses. Raters determined the consistency of codes applied between raters and discussed any disagreements to consensus. The frequency of occurrence for each theme is presented in this report.

For further details on these methods, please refer to the *Methodology Report* (Technical Report #2010011002).

APPENDIX C: SOF OPERATOR AND SOF LEADER INCENTIVE RATINGS

Appendix C, Table 1. Motivation Ratings for Incentives Included on 2009 SOF LCNA Survey

Item	Group	n	Mean	Not motivating	Slightly motivating	Moderately motivating	Motivating	Very motivating
Saving lives/force protection	SOF operators	1010	4.19*	2% 	2% 	16% 	32% 	47% 
	SOF leaders	770	3.88	3% 	9% 	20% 	36% 	33% 
Mission success	SOF operators	1015	4.12*	3% 	3% 	16% 	36% 	42% 
	SOF leaders	771	3.83	3% 	7% 	19% 	45% 	26% 
Supporting the team	SOF operators	1012	4.10*	3% 	3% 	17% 	36% 	41% 
	SOF leaders	769	3.73	3% 	8% 	23% 	44% 	22% 
Immersion opportunities	SOF operators	1000	3.75*	8% 	7% 	22% 	29% 	34% 
	SOF leaders	767	3.38	7% 	16% 	25% 	34% 	18% 
Self-development	SOF operators	1012	3.72*	6% 	8% 	24% 	31% 	31% 
	SOF leaders	770	3.22	5% 	22% 	32% 	30% 	11% 
Monetary incentive (i.e., FLPB)	SOF operators	1012	3.60	8% 	10% 	25% 	28% 	29% 
	SOF leaders	770	3.93*	2% 	8% 	20% 	34% 	36% 
Opportunities for training	SOF operators	1008	3.57*	8% 	8% 	26% 	33% 	25% 
	SOF leaders	769	3.15	8% 	20% 	32% 	31.21% 	9% 
Career/resume builder	SOF operators	1008	3.42*	11% 	10% 	27% 	30% 	22% 
	SOF leaders	770	3.12	7% 	21% 	33% 	27% 	11% 
College credit	SOF operators	1010	3.04	20% 	14% 	26% 	21% 	18% 
	SOF leaders	767	2.94	10% 	29% 	30% 	22% 	10% 

Note. Items are in descending order by overall average across SOF operators and leaders. The question prompt for SOF operators was “Please indicate the extent to which each of the following motivates you to learn or maintain language proficiency.” The question prompt for SOF leaders was “In your experience, please indicate the extent to which each of the following motivates operators in your unit to learn and/or maintain language proficiency.” Responses were made on the following scale: 1 = *Not motivating*, 2 = *Slightly motivating*, 3 = *Moderately motivating*, 4 = *Motivating*, 5 = *Very motivating*. Means with an asterisk (*) indicate that the group gave significantly higher motivation ratings (i.e., a statistically significant difference between operators and leaders). Due to rounding error, rows may not add to 100%.

APPENDIX D: SOF OPERATOR INCENTIVE RATINGS BY SOF COMPONENT AND SOF TYPE*Appendix D, Table 1. Motivation Ratings by SOF Component and SOF Type*

Item	Group	<i>n</i>	Mean	Not motivating	Slightly motivating	Moderately motivating	Motivating	Very motivating
Saving lives/force protection	All USSOCOM	1,010	4.19	2%	2%	16%	32%	47%
	AFSOC	19	4.47	0%	0%	11%	32%	58%
	MARSOC	12	4.50	0%	0%	17%	17%	67%
	WARCOM	6	4.67	0%	0%	17%	0%	83%
	USASOC	731	4.14	3%	3%	17%	33%	45%
	CA	147	4.29 ^a	2%	3%	14%	26%	55%
	MISG	118	4.04 ^a	4%	3%	19%	31%	42%
	SF	459	4.11 ^a	3%	3%	17%	35%	42%
Mission success	All USSOCOM	1,015	4.12	3%	3%	16%	36%	42%
	AFSOC	19	4.37	0%	5%	5%	37%	53%
	MARSOC	12	4.42	0%	0%	17%	25%	58%
	WARCOM	7	5.00	0%	0%	0%	0%	100%
	USASOC	733	4.07	3%	3%	17%	37%	40%
	CA	148	4.25 ^a	2%	2%	12%	36%	47%
	MISG	118	3.93 ^b	5%	3%	19%	37%	35%
	SF	460	4.04 ^{ab}	3%	4%	17%	37%	39%
Supporting the team	All USSOCOM	1,012	4.10	3%	3%	17%	36%	41%
	AFSOC	19	4.37	0%	5%	5%	37%	53%
	MARSOC	12	4.50	0%	0%	17%	17%	67%
	WARCOM	7	4.71	0%	0%	14%	0%	86%
	USASOC	730	4.06	3%	3%	17%	37%	39%
	CA	148	4.22 ^a	2%	3%	13%	34%	48%
	MISG	118	3.97 ^a	4%	3%	19%	38%	36%
	SF	457	4.02 ^a	3%	4%	19%	38%	37%

Note. Items are in descending order by overall USSOCOM average. The question prompt for SOF operators was “Please indicate the extent to which each of the following motivates you to learn or maintain language proficiency.” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different motivation ratings. Army SOF types NOT sharing the same letter did report significantly different motivation ratings. Please refer to the mean to determine which group provided higher or lower motivation ratings. SOF components were not statistically compared due to differing sample sizes. Responses were made on the following scale: 1 = *Not motivating*, 2 = *Slightly motivating*, 3 = *Moderately motivating*, 4 = *Motivating*, 5 = *Very motivating*. Due to rounding error, rows may not add to 100%. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix D, Table 1 (continued). Motivation Ratings by SOF Component and SOF Type

Item	Group	n	Mean	Not motivating	Slightly motivating	Moderately motivating	Motivating	Very motivating
Immersion opportunities	All USSOCOM	1,000	3.75	8%	7%	22%	29%	34%
	AFSOC	19	4.00	5%	5%	16%	32%	42%
	MARSOC	12	4.17	0%	8%	17%	25%	50%
	WARCOM	6	3.50	17%	0%	17%	50%	17%
	USASOC	721	3.71	8%	7%	22%	31%	32%
	CA	146	4.00 ^a	5%	6%	16%	31%	42%
	MISG	117	4.01 ^a	4%	4%	19%	32%	41%
	SF	451	3.54 ^b	10%	9%	24%	30%	27%
Self-development	All USSOCOM	1,012	3.72	6%	8%	24%	31%	31%
	AFSOC	19	3.84	5%	11%	16%	32%	37%
	MARSOC	12	4.25	0%	0%	17%	42%	42%
	WARCOM	7	3.86	14%	0%	14%	29%	43%
	USASOC	730	3.69	7%	7%	25%	32%	29%
	CA	148	4.01 ^a	5%	4%	16%	34%	41%
	MISG	118	3.96 ^a	3%	5%	23%	30%	39%
	SF	457	3.52 ^b	8%	9%	29%	32%	23%
Monetary incentive (i.e., FLPB)	All USSOCOM	1,012	3.60	8%	10%	25%	28%	29%
	AFSOC	19	3.74	5%	11%	21%	32%	32%
	MARSOC	12	4.08	0%	0%	25%	42%	33%
	WARCOM	7	3.29	14%	14%	29%	14%	29%
	USASOC	730	3.58	9%	10%	25%	28%	28%
	CA	147	3.85 ^a	5%	6%	21%	33%	35%
	MISG	118	3.81 ^a	7%	9%	18%	29%	37%
	SF	458	3.45 ^b	10%	11%	28%	27%	24%

Note. Items are in descending order by overall USSOCOM average. The question prompt for SOF operators was “Please indicate the extent to which each of the following motivates you to learn or maintain language proficiency.” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different motivation ratings. Army SOF types NOT sharing the same letter did report significantly different motivation ratings. Please refer to the mean to determine which group provided higher or lower motivation ratings. SOF components were not statistically compared due to differing sample sizes. Responses were made on the following scale: 1 = *Not motivating*, 2 = *Slightly motivating*, 3 = *Moderately motivating*, 4 = *Motivating*, 5 = *Very motivating*. Due to rounding error, rows may not add to 100%. Sample sizes for certain groups may differ across items due to non-response on an item.


















































































































Appendix D, Table 1 (continued). Motivation Ratings by SOF Component and SOF Type

Item	Group	n	Mean	Not motivating	Slightly motivating	Moderately motivating	Motivating	Very motivating
Opportunities for training	All USSOCOM	1,008	3.57	8%	8%	26%	33%	25%
	AFSOC	19	3.89	5%	0%	21%	47%	26%
	MARSOC	12	4.17	0%	0%	25%	33%	42%
	WARCOM	7	3.71	14%	0%	29%	14%	43%
	USASOC	727	3.56	9%	8%	26%	32%	25%
	CA	147	3.93 ^a	5%	6%	17%	36%	36%
	MISG	118	3.90 ^a	4%	7%	21%	31%	37%
	SF	455	3.36 ^b	12%	8%	30%	31.87%	18%
Career/resume builder	All USSOCOM	1,008	3.42	11%	10%	27%	30%	22%
	AFSOC	19	3.79	5%	5%	16%	53%	21%
	MARSOC	12	4.08	0%	8%	8%	50%	33%
	WARCOM	7	3.29	29%	14%	0%	14%	43%
	USASOC	727	3.41	11%	10%	27%	29%	22%
	CA	148	3.82 ^a	6%	8%	18%	34%	34%
	MISG	118	3.80 ^a	7%	5%	21%	36%	31%
	SF	454	3.19 ^b	14%	12%	32%	27%	16%
College credit	All USSOCOM	1,010	3.04	20%	14%	26%	21%	18%
	AFSOC	19	3.00	16%	16%	32%	26%	11%
	MARSOC	12	3.50	17%	17%	8%	17%	42%
	WARCOM	7	3.00	43%	0%	0%	29%	29%
	USASOC	730	3.07	19%	14%	27%	21%	19%
	CA	148	3.31 ^a	18%	10%	21%	26%	25%
	MISG	118	3.45 ^a	14%	13%	19%	22%	32%
	SF	457	2.89 ^b	20%	16%	31%	20%	13%

Note. Items are in descending order by overall USSOCOM average. The question prompt for SOF operators was “Please indicate the extent to which each of the following motivates you to learn or maintain language proficiency.” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different motivation ratings. Army SOF types NOT sharing the same letter did report significantly different motivation ratings. Please refer to the mean to determine which group provided higher or lower motivation ratings. SOF components were not statistically compared due to differing sample sizes. Responses were made on the following scale: 1 = *Not motivating*, 2 = *Slightly motivating*, 3 = *Moderately motivating*, 4 = *Motivating*, 5 = *Very motivating*. Due to rounding error, rows may not add to 100%. Sample sizes for certain groups may differ across items due to non-response on an item.

APPENDIX E: SOF LEADER INCENTIVE RATINGS BY SOF COMPONENT AND SOF TYPE

Appendix E, Table 1. Motivation Ratings by SOF Component and SOF Type

Item	Group	n	Mean	Not motivating	Slightly motivating	Moderately motivating	Motivating	Very motivating
Saving lives/force protection	All USSOCOM	770	3.88	3% 	9% 	20% 	36% 	33% 
	AFSOC	8	4.13	0% 	0% 	25% 	38% 	38% 
	MARSOC	20	4.10	0% 	5% 	25% 	25% 	45% 
	WARCOM	10	3.50	10% 	20% 	20% 	10% 	40% 
	USASOC	473	3.86	2% 	8% 	22% 	38% 	30% 
	CA	60	3.78 ^a	0% 	10% 	25% 	42% 	23% 
	MISG	92	3.95 ^a	2% 	8% 	17% 	39% 	34% 
	SF	246	3.84 ^a	2% 	8% 	24% 	36% 	30% 
Mission success	All USSOCOM	771	3.83	3% 	7% 	19% 	45% 	26% 
	AFSOC	8	4.13	0% 	0% 	13% 	63% 	25% 
	MARSOC	20	4.30	0% 	0% 	10% 	50% 	40% 
	WARCOM	11	3.82	0% 	9% 	27% 	36% 	27% 
	USASOC	473	3.80	3% 	7% 	19% 	48% 	22% 
	CA	60	3.78 ^a	0% 	8% 	20% 	57% 	15% 
	MISG	93	3.77 ^a	3% 	6% 	22% 	47% 	22% 
	SF	246	3.79 ^a	3% 	8% 	21% 	45% 	24% 
Supporting the team	All USSOCOM	769	3.73	3% 	8% 	23% 	44% 	22% 
	AFSOC	8	4.00	0% 	0% 	13% 	75% 	13% 
	MARSOC	20	4.20	0% 	0% 	10% 	60% 	30% 
	WARCOM	11	3.45	0% 	18% 	27% 	45% 	9% 
	USASOC	472	3.72	3% 	9% 	23% 	44% 	21% 
	CA	60	3.80 ^a	0% 	5% 	25% 	55% 	15% 
	MISG	93	3.75 ^a	2% 	10% 	20% 	46% 	22% 
	SF	245	3.69 ^a	3% 	9% 	26% 	39% 	22% 

Note. Items are in descending order by overall USSOCOM average. The question prompt for SOF leaders was “In your experience, please indicate the extent to which each of the following motivates operators in your unit to learn and/or maintain language proficiency.” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different motivation ratings. Army SOF types NOT sharing the same letter did report significantly different motivation ratings. Please refer to the mean to determine which group provided higher or lower motivation ratings. SOF components were not statistically compared due to differing sample sizes. Responses were made on the following scale: 1 = *Not motivating*, 2 = *Slightly motivating*, 3 = *Moderately motivating*, 4 = *Motivating*, 5 = *Very motivating*. Due to rounding error, rows may not add to 100%. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix E, Table 1(continued). Motivation Ratings by SOF Component and SOF Type

Item	Group	n	Mean	Not motivating	Slightly motivating	Moderately motivating	Motivating	Very motivating
Immersion opportunities	All USSOCOM	767	3.38	7%	16%	25%	34%	18%
	AFSOC	8	3.50	0%	13%	25%	63%	0%
	MARSOC	20	3.65	0%	10%	30%	45%	15%
	WARCOM	11	3.36	0%	9%	45%	45%	0%
	USASOC	470	3.37	7%	17%	24%	33%	18%
	CA	60	3.72 ^a	0%	12%	25%	43%	20%
	MISG	93	3.55 ^a	5%	15%	18%	42%	19%
	SF	242	3.19 ^b	10%	20%	25%	28%	16%
Self-development	All USSOCOM	770	3.22	5%	22%	32%	30%	11%
	AFSOC	8	3.63	0%	0%	38%	63%	0%
	MARSOC	20	3.60	5%	5%	30%	45%	15%
	WARCOM	11	3.18	0%	9%	63%	27%	0%
	USASOC	472	3.15	5%	24%	32%	28%	11%
	CA	60	3.33 ^a	3%	13%	37%	40%	7%
	MISG	93	3.38 ^a	3%	18%	31%	32%	15%
	SF	245	3.08 ^a	5%	28%	32%	23%	12%
Monetary incentive (i.e., FLPB)	All USSOCOM	770	3.93	2%	8%	20%	34%	36%
	AFSOC	8	3.38	0%	13%	50%	25%	13%
	MARSOC	20	3.75	0%	10%	20%	55%	15%
	WARCOM	11	3.73	0%	18%	27%	18%	36%
	USASOC	473	3.95	2%	8%	18%	34%	37%
	CA	60	4.08 ^{ab}	0%	7%	18%	35%	40%
	MISG	93	4.18 ^a	1%	4%	15%	34%	45%
	SF	245	3.87 ^b	3%	9%	21%	33%	34%

Note. Items are in descending order by overall USSOCOM average. The question prompt for SOF leaders was “In your experience, please indicate the extent to which each of the following motivates operators in your unit to learn and/or maintain language proficiency.” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different motivation ratings. Army SOF types NOT sharing the same letter did report significantly different motivation ratings. Please refer to the mean to determine which group provided higher or lower motivation ratings. SOF components were not statistically compared due to differing sample sizes. Responses were made on the following scale: 1 = *Not motivating*, 2 = *Slightly motivating*, 3 = *Moderately motivating*, 4 = *Motivating*, 5 = *Very motivating*. Due to rounding error, rows may not add to 100%. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix E, Table 1(continued). Motivation Ratings by SOF Component and SOF Type

Item	Group	n	Mean	Not motivating	Slightly motivating	Moderately motivating	Motivating	Very motivating
Opportunities for training	All USSOCOM	769	3.15	8%	20%	32%	31%	9%
	AFSOC	8	3.13	13%	0%	50%	38%	0%
	MARSOC	20	3.65	0%	10%	20%	65%	5%
	WARCOM	10	2.70	0%	50%	30%	20%	0%
	USASOC	472	3.12	7%	22%	33%	29%	9%
	CA	60	3.47 ^a	0%	17%	37%	30%	17%
	MISG	93	3.38 ^a	3%	17%	30%	38%	12%
	SF	245	2.95 ^b	10%	24%	34%	24%	7%
Career/resume builder	All USSOCOM	770	3.12	7%	21%	33%	27%	11%
	AFSOC	8	3.00	0%	25%	50%	25%	0%
	MARSOC	20	3.35	0%	15%	45%	30%	10%
	WARCOM	11	3.18	0%	36%	18%	36%	9%
	USASOC	473	3.1	8%	21%	33%	27%	11%
	CA	60	3.55 ^a	3%	12%	28%	40%	17%
	MISG	93	3.52 ^a	4%	13%	28%	37%	18%
	SF	245	2.89 ^b	10%	27%	35%	21%	8%
College credit	All USSOCOM	767	2.94	10%	29%	30%	22%	10%
	AFSOC	8	3.13	13%	0%	50%	38%	0%
	MARSOC	20	2.80	15%	25%	30%	25%	5%
	WARCOM	11	3.09	0%	36%	36%	9%	18%
	USASOC	470	2.97	9%	29%	29%	23%	10%
	CA	59	3.15 ^a	7%	20%	36%	25%	12%
	MISG	93	3.13 ^a	8%	26%	25%	30%	12%
	SF	244	2.85 ^a	11%	31%	29%	20%	9%

Note. Items are in descending order by overall USSOCOM average. The question prompt for SOF leaders was “In your experience, please indicate the extent to which each of the following motivates operators in your unit to learn and/or maintain language proficiency.” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different motivation ratings. Army SOF types NOT sharing the same letter did report significantly different motivation ratings. Please refer to the mean to determine which group provided higher or lower motivation ratings. SOF components were not statistically compared due to differing sample sizes. Responses were made on the following scale: 1 = *Not motivating*, 2 = *Slightly motivating*, 3 = *Moderately motivating*, 4 = *Motivating*, 5 = *Very motivating*. Due to rounding error, rows may not add to 100%. Sample sizes for certain groups may differ across items due to non-response on an item.

APPENDIX F: MEAN INCENTIVE RATINGS FOR SOF OPERATORS IN LANGUAGE-CODED POSITION AND THOSE NOT IN LANGUAGE-CODED POSITION

Appendix F, Table 1. Motivation Ratings for USSOCOM Overall, SOF Operators in Language-Coded Positions and Those Not in Language-Coded Positions

All USSOCOM	<i>n</i>	<i>M</i>	Language-coded position	<i>n</i>	<i>M</i>	Not language-coded position	<i>n</i>	<i>M</i>
Saving lives/force protection	1,010	4.19	Saving lives/force protection	924	4.19	Saving lives/force protection	86	4.24
Mission success	1,015	4.12	Mission success	930	4.12	Mission success	85	4.15
Supporting the team	1,012	4.10	Supporting the team	926	4.11	Supporting the team	86	4.05
Immersion opportunities	1,000	3.75	Immersion opportunities	916	3.78	Self-development	86	3.51
Self-development	1,012	3.72	Self-development	926	3.74	Immersion opportunities	84	3.45
Monetary incentive (i.e., FLPB)	1,012	3.60	Monetary incentive (i.e., FLPB)	926	3.64	Opportunities for training	86	3.17
Career/resume builder	1,008	3.42	Opportunities for training	922	3.61	Monetary incentive (i.e., FLPB)	86	3.12
Opportunities for training	1,008	3.42	Career/resume builder	922	3.46	Career/resume builder	86	2.94
College credit	1,010	3.04	College credit	924	3.08	College credit	86	2.53