Marine Corps Combat Development Command
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MARINE CORPS
FORCE INTEGRATION PLAN STUDY
LINE OF EFFORT 1: THEMATIC RESEARCH

Final Report

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EXECUTIVE SUMMARY

Force Integration Study LOE 1

Purpose

The purpose of the study was to analyze and better understand the integration of females into Expanded Unit Assignments (EUA) so the Marine Corps can consider ways to improve the successful integration of females into previously closed combat arms units.

Background

The Women in Service Restriction Review (WISRR) operational planning team (OPT) was directed to evaluate the exception to the 1994 Policy on Women in Combat (Direct Ground Combat Rule) and to develop recommendations on the implementation of what is now current Secretary of Defense (SECDEF) policy. SECDEF announced the elimination of the female combat restriction policy on 24 January 2013 and formally notified Congress of the change in July 2013. WISRR was renamed Marine Corps Force Integration Plan (MCFIP) and the original WISRR effort was aligned under Line of Effort 1 (LOE1). The attached demographic questionnaires and interview guides solicited perspectives from the experiences of participants recruited in two different groups. The Marine group of participants included EUA female participants and males assigned in the EUA units; the Leader group included command leadership in the position of Battalion Commander or Sergeant Major where EUA participants were assigned. The participants' responses were related to concepts about the integration of females such as the potential policy's impact on unit readiness, effectiveness, cohesion, logistics, and participant performance assessment to aid the Marine Corps Force Innovation Office (MCFIO) in recommending a best course of action towards full implementation of SECDEF policy. The responses from the interviews were necessary at this point in the effort because many of the participants would be leaving the EUA. Their perspectives and experiences were valuable for shaping the Center for Naval Analyses (CNA) effort as LOE1 continues.

Methodology

The study utilized qualitative methodology situated in the interpretivist paradigm suitable for social science research aims. A qualitative research design allowed for the research to fully examine elements related to successful integration from the experiences of those participating in the EUA to uncover themes from word data for interpretations and future recommendations. This perspective allowed for the focus to be on the Marine group and Leader group participants and their interpretations of the experiences and the unique military context in which they work and relate to one another during the integration effort. The study involved procedural review, interview guide and questionnaire development for both groups of Marines and Leaders participating in the EUA; recruitment and word data collection from interviews, data analysis, and summarized interpretations reported in narrative form. The study team reviewed the appropriate instructions related to the research efforts and consulted with a subject matter expert on qualitative methodology to design and implement the project.

The team collected data during normal operating hours at five identified installations where females had been permanently assigned as part of the EUA. Data collection involved recruiting participants into two groups. The Marine group was comprised of female Marines assigned to EUA and male Marine participants who were assigned to the units where the female Marines were integrated; the

Leader group was comprised of command leadership where females had been assigned as part of the EUA. Data collection included the completion of an informed consent form by all participants, voluntary participation in the study, completion of the initial demographic questionnaire and face to face interviews. All interviews were digitally recorded to ensure accuracy in capturing word data in order to relate the interviewee comments to the aims of the project. When participants were unable to perform a face to face interview, a telephone interview was conducted using Google Voice. This medium allowed for capturing of participant responses. The data were transcribed verbatim and used to better understand the experiences of the participant after female integration into the EUA. The transcriptions also helped in capturing positive and negative aspects which helped identify suggestions for successful integration of females into combat arms units. The data provided context, meaning, and insight into the integration efforts.

The team developed a demographic questionnaire to describe the sample of Marine group and Leader group participants and improve understanding about integration challenges related to context. Two interview guides were developed (one for Marines and one for Leaders) to elicit responses related to individual experiences and perspectives of the participants. Both guides were developed to improve the opportunity to capture complexity and variation, and enhance understanding about the topic.

The team interviewed a total of 31 active duty participants assigned to EUA units: eleven female Marines, ten male Marines and ten command leaders filling the positions of Battalion Commander or Sergeant Major. The interview questions were designed to provide the study team with insights regarding experiences and perspectives about successful integration. The interview questions were also designed to derive suggestions for future integration of female Marines which could potentially provide ways to improve mission readiness, troop morale and cohesion, and prevent unnecessary costs.

Conclusions and Observations

The data analysis indicated successful integration is not fully realized in the units where females have been integrated as part of the EUA. However, various suggestions were recommended that may increase the likelihood of successful integration in the future. The majority of participants from the Marine and Leader groups suggested training; exposure to female Marines early and ongoing throughout male Marines careers; improvements to gear for female Marines; improvements to infrastructure; establishing a female mentorship framework to help change the culture of combat arms units where female integration is not accepted. A renewed focus on female integration has the potential to enhance unit cohesion and readiness.

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1 Scope

The study analyzed word data from the individual verbatim transcriptions from interviews with female, male Marine, and command leadership group participants. The participants' experiences were based on perspectives and experiences drawn during interviews while they were assigned to the following previously closed combat arms units participating in the Expanded Unit Assignments (EUA):

- Various artillery units from10th and 11th Marines
- 1st and 2nd Tank Bn
- 3rd AABn
- 1st and 2nd CEB
- 2nd LAAD

1.1 Constraints

The study team was unexpectedly reduced in membership, which resulted in limited flexibility and availability to recruit participants, schedule interviews, collect and analyze data. Another constraint was lack of consistency in transcription services specifically in differentiating between female and male Marine group responses; two transcripts did not indicate page numbers. The Leader group consisted of male perspectives only and limited the potential for comparison with the Marine group which included both female and male perspectives.

1.2 Assumptions

The study assumed that female Marines in the Marine group would readily volunteer, while male Marines would involve more focused recruitment efforts. The study also assumed Marine group and Leader group perspectives would lack similarity in themes. Note: The participants in the Marine group were both female and male and in served in various positions within the unit except for battalion commanding officer (Bn CO) and sergeant major. The participants in the Leader group were interviewed using a different interview guide and only served in the positions of either Bn CO or sergeant major. When using the terms Marine or Leader, the author is referring to the group they were a part of for interview purposes and data collection.

1.2.1 Tasks

Task 1: Recruitment and Interviews. Department of Defense enterprise email was the primary method used to recruit EUA participants. The study team developed demographic questionnaires and interview guides for both groups to give context and allow for rich descriptions of the data analysis. This would allow the identification of potential areas to target for future analyses as the LOE1 effort continues. The questionnaires and guides were reviewed by OAD analysts and subject matter expert on qualitative methodology. The demographic questionnaires and interview guides are attached to this report (Appendices A – D).

Task 2: Data Analysis. The data analysis began after data was collected, organized, and coded. Please refer to Table 2-4 for a summary of this process. The study team compiled the sample demographics shown in Section 2. Each individual interview transcription was analyzed for emerging themes and then aggregated into summarized interpretations that represented perspectives from both groups about female integration (Appendix E and Appendix F). To begin the analysis procedure, the researcher organized the data transcripts (990 total transcribed pages) for accuracy in recording themes from the analysis. The 10 Leader group participant transcriptions were labeled with roman numerals I through X. The 21 Marine group participant transcriptions were alphabetized with letters A through V, the letter I was not utilized to avoid confusion with Roman numeral I. The researcher first labeled then read each transcript. The researcher initially bracketed the research questions and aims of the study to focus on responses related to the study. The researcher then began to extract phrases, statements, and summarized responses for each question the participant answered from the interview guide. Annotations were indicated by the transcript label and page number. These statements were sorted and clustered in to themes. Themes that were common between individual statements were aggregated so that variations in responses would be illuminated. These themes represent both common and distinct perspectives and resulted in the overall findings for each of the two groups sampled, male and female Marines and command leaders, and also for common themes and comparisons between Marines and command leader perspectives and experiences. The overall goal of this data analysis is to create a thematic description to improve our understanding about the positive and negative challenges of female integration in the EUA and enhance our opportunity to consider suggestions for successful integration in the future.

Thematic development resulted from the 31 participants' responses to 15 questions on the respective interview guides during the interview process resulting in 990 transcribed pages of text. The participant data were analyzed through the examination of statements and emerging themes from the thorough study of responses provided from the guided interview questions. The core themes emerged from this reflexive, iterative process. The themes portrayed offer a rich context to better understand the challenges associated with female integration into previously closed combat arms units and appeared repeatedly throughout many of the participants' narratives from the interviews. The study team narratively depicted the themes and overall interpretations in Table 2-5 and Table 2-6.

Task 3: Recommendations. The study team used the results, depicted in the thematic portrayals tabled below, from the data analysis derived from the interviews to help CNA continue to study the LOE1 effort.

2 Marine Group Participant Demographics

Table 2-1: Summary of Female Marine Group Participant Demographics and Responses

Summary of Female Participant Demographics				
Command	Date Reported	Age	LOS/YOS	Rank
1. 1/12 HQ	May 2012	38	19yrs	E6
2. 1/12 Sup	Sep 2012	30	12yrs	E6
3. 1/12 HQ	Oct 2013	30	13yrs	E6 (Navy)
4. 1st CEB	Jun 2012	33	15yrs	E7
5. 3d AA Bn	Jul 2012	25	3yrs	O2
6. 1st Tanks	Jun 2012	37	17yrs	E6
7. 11th Mar HQ	Jan 2012	31	4yrs	O2
8. 1st CEB	Jun 2012	37	18 yrs	E7
9. 1st CEB	Oct 2012	24	2yrs	O2
10. 2nd CEB	Jul 2012	24	3yrs	O2
11. 2d LAAD	Oct 2012	33	11yrs	O4

Summary of Female Pre-Interview Guide Responses				
Perf Assessed By	Comfort Accessing COC	#of times	Effective	Field time
1. FRO	Y	*	*	21 days
2. SUP Officer	Y	0	*	35 days
3. HMC	Y	0	*	30 days
4. Several (6+)	Y and N	3	No	15 days
5. Bn CO	Y and N	2	75%	12 days
6. OIC	Y	0	*	*
7. Bn CO/XO	Y	1	90%	4 mos.
8. OIC	Y	100	70%	1 year
9. Bn CO/XO	Y and N	many	*	7 mos.
10. Bn CO	Y	0	*	6 mos.
11. Bn CO	Y	20	100%	*

Mentor?	#	In Unit?	Gender	Chosen by	Been one?	One now?
1. N	*	*	*	*	Y	N
2. Y	1	Y	M	Y	Y	Y subordinate
3. Y	many	N	M	Y	Y	Y subordinate
4. Y	1	N	M	Y	Y	N
5. Y	2	Y	M	M	Y	N
6. *	*	*	*	*	*	*
7. Y	4	Y	F	N	Y	Y whoever
8. Y	2	N	M	Y	Y	N
9. Y	4	Y	M	Y and N	Y	N
10. *	*	*	*	*	N	N
11. Y	2	Y	M	Y	Y	Y subordinate

TOTAL FEMALE PARTICIPANTS: #: 11 Age Range: 24-38 yrs; LOS/YOS Range 2 – 19 yrs; Rank range: E6 – O4
10 Marines; 1 Sailor; 9 of 11 field time; all comfortable COC

Table 2-2: Summary of male Marine Group Participant Demographics and Responses

Summary of Male Participant Demographics				
Command	**Date Reported**	**Age**	**LOS/YOS**	**Rank**
1. 1/12 Sup	Dec 2012	21	3yrs	E4
2. 2d Tanks	Jan 2014	37	18yrs	E8
3. 2d Tanks MT	May 2014	25	3yrs	O2
4. 2d Tanks MT	Oct 2010	24	6yrs	E5
5. 3d AA Bn MT	Aug 2013	37	17yrs	E6
6. 1st CEB	2010	48	21yrs	E7
7. 3d AA Bn	Jul 2011	32	15yrs	CWO2
8. 2d LAAD	Nov 2011	33	15yrs	E7
9. 2d Tanks	Jan 2014	37	18yrs	E8
10. 2d Tanks	Jun 2012	36	18yrs	O3

Summary of Male Pre-Interview Guide Responses				
Perf Assessed By	**Comfort Accessing COC**	**#of times**	**Effective**	**Field time**
1. Supply Chief	Y	0	*	4 mos.
2. Bn CO	Y	0	*	6 mos.
3. S4 OIC	Y	1	80%	0
4. MT OIC	Y	3	100%	4 mos.
5. MT OIC	Y	1	85%	1 mo.
6. OIC	Y	2	100%	7 mos.
7. Bn XO	Y	0	*	6 mos.
8. Bn XO	Y	0	*	14 mos.
9. Bn CO	N	0	50%	1.5 mos.
10. BN CO	Y	3	100%	6 mos.

Mentor?	#	In Unit?	Gender	Chosen by you	Been one?	One now?
1. Y	4	Y	M	Y	Y	Y subordinate
2. N	*	*	*	*	Y	N
3. Y	2	Y and N	M	Y	Y	Y SNCOs
4. Y	2	Y	M	Y	Y	Y subordinate
5. Y	1	Y	M	Y	Y	Y sub/peers
6. N	*	*	*	*	*	Y subordinate
7. Y	1	N	M	Y	*	N
8. Y	4	Y	M and F	Y	Y	Y subordinate
9. Y	2	*	M	*	Y	N
10. Y	1	Y	M	N	N	Y XO

TOTAL MALE PARTICIPANTS: 10
Age range: 21 – 48 years
Male Marines; LOS/YOS range: 3 – 21 years
Rank range: E4 – O3
Similar to female participants field time, who assessing performance, comfort accessing chain of command (COC).
*(Note: * indicates missing data or N/A)*

2.1 Summary of Leader Group Participant Demographics

Table 2-3: Summary of Leader Participant Demographics and Pre-Interview Guide Responses

Command	LOS/YOS	Rank	#Females Integrated	Mentor	M/F	In Unit
1/11	18yrs	O5	2	Y	Both	Y
2/11	17yrs	O5	5	Y	Both	Y
3d CEB	22yrs	O5	5	Y	Both	Y
3d AA Bn	26yrs	E9	9	Y	Both	Y
2/10	20yrs	O5	2	Y	Both	Y
10th Mar	26yrs	E9	4	Y	Both	Y
2/11	27yrs	E9	10	Y	Both	Y
2/10	24yrs	O5	2	Y	Both	Y
1/12	23yrs	E9	3	Y	Both	Y
5/11	21yrs	O5	4	Y	Both	Y
TOTAL LEADER PARTICIPANTS: 6 (COs) and 4 (SgtsMaj): 10 leaders interviewed LOS/YOS range: 17 – 27 yrs # Females integrated range: 2-10						

Table 2-4: Data Collection, Organization, Coding, and Analysis Procedures

Data Collection, Organization, Coding, and Analysis Procedures
Data Collection:
1. Researcher shared her roles and responsibilities with each participant prior to consent process. 2. Participant consented to participate and completed demographic questionnaire. 3. Participant responses to research question(s) were digitally audio recorded during each interview.
Data Organization:
1. Researcher utilized contracted transcription services for each recorded interview resulting in soft and hard copy versions of verbatim transcriptions for analysis (raw word data). 2. Each hard copy transcribed interview document was labeled with a roman numeral (leader group participants) or letter of alphabet (Marine group participants) and each page was numbered. 3. Each statement identified the respondent (R = researcher and P = participant). 4. Each raw data transcript was stored on a password-protected computer, per protocol. 5. Each hard copy transcript was re-read to determine accuracy and understanding. 6. Once verified as an error-free transcript, the recordings were deleted.
Data Analysis:
1. Researcher bracketed the aims of the project to focus on research topic and question(s), and then read over each of the transcripts several times to begin thematic analysis. 2. Researcher went through each individual transcript and highlighted significant statements, phrases, and responses related to the project aims. 3. All significant statements were gathered from the individual transcripts, and overlapping and repetitive statements were aggregated. 4. The common and distinct responses were clustered into themes and sub-themes from all of the interview transcripts and resulted in summarized descriptions from the participants' narratives. 5. Researcher considered her observations collecting data and analyzing data and arrived at overall interpretations related to the contextual considerations from the demographic questionnaires and integrated for summary and future considerations from the study.

2.2 Summary of Interview Responses

This section provides a thematic summary of the interview responses from the Marine and Leader participants. The full interview responses are electronically available via verbatim transcripts stored by the PI associated with the project. These summarized findings were integrated and resulted in thematic interpretations detailed below in Table 2-5 and Table 2-6.

2.2.1 Leader Group Participant Table of Themes Summary:

Table 2-5: Thematic Portrayal for Leader Group: Core Themes and Sub-Themes

Core Themes	Sub-Themes
Theme 1: **Perception of successful integration** Leaders described perspectives from their experience about integration to help it be more successful in their combat arms units in the Marine Corps.	(a) Females fully accepted (b) Mission fully met (c) Positive work climate (d) MOS proficient females
Theme 2: **Perceived benefits of integration** Leaders acknowledged benefits and positive challenges associated with females integrated as part of the ETP that improved unit readiness and mission accomplishment and represented a more accurate picture of the Marine Corps.	(a) Male motivation improve (b) More professional climate (c) No unit cohesion impact (d) No change in career goals (e) No harassment issues
Theme 3: **Perceived challenges of integration** Leaders described negative challenges would be difficult to overcome due to old infrastructure, limited resources, resistance to change from males, long-standing existing culture, and lack of continued exposure for most male Marines.	(a) Financial cost too great (b) Result in poor cohesion, task accomplishment, and mission readiness (c) Female physical abilities questionable
Theme 4: **Perceived topics to ensure long term success** Many potential solutions asserted by leaders to improve the likelihood that successful integration would occur that revolved around highlighting female Marines value to the mission, recognize their contributions and abilities, improve understanding of female specific challenges to integrate, and emphasize how males need to put forth greater effort to accept and understand integration issues.	(a) Exposure often and early is key (b) Educate up and down chain frequently (c) Redefine and expect professionalism from all (d) Set and maintain example
Summary: Overall interpretations include the need to educate leaders about the concept of gender harassment and encourage innovative solutions to combat it. Define the difference conceptually between mentoring and cohesive work relationships. Redefine professional demeanor and standards for being Marines. Understand the difference between gender and sex and demonstrate well in application of terms.	

2.2.2 Marine Group Participant Table of Themes Summary:

Table 2-6: Thematic Portrayal for Marine Group: Core Themes and Sub-Themes

Core Themes	Sub-Themes
Theme 1: **Perception of successful integration** Marines described perspectives from their experience about integration to help it be more successful in their combat arms units and in the Marine Corps.	(a) Females perform as males (b) Mission fully met (c) Minimal conflict (d) MOS proficient females
Theme 2: **Perceived challenges of integration** Marines acknowledged various negative challenges associated with female integration based on their experiences in the ETP related to lack of representation of females and lack of cohesion among sexes and exposure to improve males' perception and acceptance.	(a) No female mentorship (b) Segregation occurs/limits (c) Pregnancy related issues (d) Limited opportunities to learn combat arm tasks (e) Infrastructure not suitable for berthing, hygiene, privacy among sexes (f) Mixed responses to fair performance ratings and ability to establish cohesiveness
Theme 3: **Gender harassment** Marines described issues with gender harassment since integration of females as part of the ETP.	(a) Lack of respect for female when authority exercised (b) Degraded perspective held about females abilities (c) Negative stereotypes (d) Intimidation (e) Constant scrutiny . (f) Ostracized from peers
Theme 4: **Perceived keys to success before integration** Many shared perspectives about what females should know before they are integrated into previously closed combat arms units.	(a) MOS proficiency is key (b) Assertiveness is necessary (c) Must have open mind (d) Must prove capability to the males in the unit (e) Must work harder than males in the unit (f) Know MCOs to avoid maltreatment
Theme 5: **Retention issues; improvements to culture and environment; female tailored equipment** Male and female Marines shared variations in responses whether to remain in the Marine Corps. Many stated they would not want to remain in an integrated unit because of pervasive gender harassment and the stress associated with stigmatization and an overall lack of acceptance and mentoring opportunities. Some indicated a desire to separate from the Marine Corps due to negative experiences since participation in the ETP. Many voiced how integrating female NCOs at the company level was possible, given these Marines were properly selected, mentored, trained, and supervised beforehand. Many shared their belief that successful integration would be realized as female NCOs are integrated in an environment that includes: a culture of acceptance for female integration across the Marine Corps, pre-established female leadership in combat arms units, and integration of female NCOs must occur in groups (not individually assigned). Further, females must be integrated with properly fitted gear to increase opportunities for maximum performance potential while reducing potential for injury.	

Summary: Overall interpretations from the group of Marine participants' responses indicated similarities to the perspectives voiced by the leader participants, such as the need to educate up and down the chain of command about the concept of gender harassment and encourage innovative solutions to combat it. Leaders must set the climate for the necessary cultural shift and create opportunities for females to be mentored and accepted in the unit. Logistically, major berthing and hygiene considerations must be initiated for successful integration to occur and solution focused goals must be in place to allow seamless access to chain of command when challenges arise to improve prevention and early intervention. A key theme across interviews was the need for early and ongoing exposure of female Marines to male Marines. Participants suggested exposure can be initiated during recruiting efforts, boot camp/initial MOS school, and formal training experiences. Some participants emphasized the need for thorough review of all policies that pertain to females, such as those related to uniforms, pregnancy, post pregnancy, and the like.	

3 Recommendations

The study team revealed varied perspectives about female integration from the lived experiences of female and male Marines, and their command leadership participating in the EUA who are assigned to previously closed combat arms units sampled from Camp Pendleton and 29 Palms California, Camp Lejeune and Cherry Point North Carolina, and Kaneohe Bay Hawaii.

The data analysis and interviews helped to illuminate some of the ways in which the combat arms units integrating females can review, modify, and improve current operating policies and procedures in order to realize successful female integration into units that previously excluded them. Summarized themes suggest an emphasis on education, mentorship, and focus on cultural shifts are necessary to fully accept, utilize, and integrate female Marines successfully while maintaining positive unit cohesion and readiness.

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Appendix A – Semi Structured Interview Guide for Leaders of Expanded Unit Assignment Units to support LOE1 for the Marine Corp Force Integration Plan (MCFIP) as part of the Marine Corps Force Innovation Office (MCFIO)

1) What does successful integration mean to you?
2) What are the benefits associated with females being integrated?
    a. Please provide examples.
    b. How can the USMC promote these benefits?
3) What are the challenges associated with females being integrated?
    a. Please provide examples.
    b. How can the USMC mitigate these challenges?
4) What types of gender integration challenges does leadership face?
    a. When does leadership typically become involved when/if gender integration challenges arise?
    b. Were there any gender integration challenges that you attempted to resolve?
    c. Did your involvement resolve the challenge?
5) How would you describe success for the readiness of this unit?
6) Please share your perspective about how female Marines and/or Sailors have impacted the unit readiness?
    a. If positive, how so?
    b. How can the USMC leadership promote or continue positive impacts?
    c. If negative, how so?
    d. How can the USMC leadership mitigate or resolve the negative challenges?
7) Please share your perspective about how female Marines and/or Sailors have impacted your unit's ability to effectively accomplish mission-related tasks?
    a. If positive, how so?
    b. How can the USMC leadership promote or continue positive impacts?
    c. If negative, how so?
    d. How can the USMC leadership mitigate or resolve negative challenges?

8) Please share your perspective about how female Marines and/or Sailors have impacted the unit cohesion?
    a. If positive, how so?
    b. How can the USMC leadership promote or continue positive impacts?
    c. If negative, how so?
    d. How can the USMC leadership mitigate or resolve negative challenges?
9) Please share your perspective about whether males in this unit are supporting the integration of females.
    a. Please share examples related to your response.
10) Please share your perspective on whether males understand challenges that may be associated with gender as it relates to integration within this unit.
11) Please explain how your unit conducted training and exercises in the field.
    a. What were the physically demanding aspects experienced by your Marines during these exercises?
    b. What were the psychologically demanding aspects experienced by your Marines during these exercises?
    c. What were the integration challenges for the male and female Marines during with these exercises?
12) How does leadership evaluate or assess the performance of males and females since integration in the unit?
    a. Please provide examples.
13) Please share your perspective on facilities and berthing challenges associated with integration of females in this unit.
14) Please share your perspective about the integration of female NCOs into this unit at the company level.
15) Have you had any specific challenges with harassment or assault in this unit since integration was initiated?
    a. Gender harassment?
    b. Sexual harassment?
    c. Sexual assault?
16) Based on your experiences related to integration challenges during this assignment, have your career goals changed?
    a. If so, how?

17) Based on your experiences related to integration challenges, do you want to remain in the USMC?
    a. Please explain your reasoning.
18) Given the USMC culture and mission for this unit, what suggestions do you have for successful gender integration?

Please share any additional comments specific to the integration plan or assignment of females Marines and Sailors in previously closed units.

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Appendix B – Semi Structured Interview Guide for Marines in Expanded Unit Assignment Units to support LOE1 for the Marine Corp Force Integration Plan (MCFIP) as part of the Marine Corps Force Innovation Office (MCFIO)

1) What does successful integration mean to you?
2) How would you describe success in this unit?
3) Please describe positive and negative challenges you faced in the field.
    a. What is your perspective on how to resolve any negative challenges?
    b. How could the USMC promote the positive challenges?
4) Please describe positive and negative experiences that you have encountered with leadership while you have been assigned to this unit.
    a. Please share examples of how these experiences were positive and/or negative?
    b. What could leadership have done to mitigate or resolve the negative experiences and encourage the positive experiences you experienced?
5) Please describe how accommodations were made for female hygiene needs and privacy in your unit.
6) Do you feel your performance positively or negatively impacted unit readiness?
    a. Please explain.
7) Do you feel your performance positively or negatively impacted your unit's ability to effectively accomplish its' tasks?
    a. Please explain.
8) Do you feel your performance positively or negatively impacted unit cohesion?
    a. Please explain.
9) Do you feel you have been able to develop cohesive relationships in this unit?
    a. If yes, please explain.
    b. If no, please explain.
10) Please explain how your performance been assessed in this unit.
    a. Has it been assessed equally to your peers?

11) Please share your perspective about whether your performance in this unit will have a positive or negative impact on your ability to compete for promotion.
    a. Will it make you more competitive with a specific group of Marines (e.g. rank, gender)?
12) What would be beneficial for future females serving in combat arms units to know before they were assigned that would assist the USMC in successful integration?
    a. Please provide specific examples.
    b. What can these females learn from your experiences that will help improve their success in these units?
13) Please share your perspective about female NCOs being integrated into these units at the company level.
14) Have you experienced any specific challenges with harassment or assault in this unit?
    a. If so, please explain.
15) Based on your experiences related to integration of females in this unit, have your career goals changed?
    a. If so, how?
16) Based on your experiences, do you want to remain in this billet or a unit that is integrating females?
    a. Please explain.
17) Did your experiences related to the integration of females in this unit change your desire to be in the USMC?
    a. Please explain.

Please share any additional comments related to the integration plan or the assignment of female Marines and/or Sailors in previously closed units.

Appendix C – EUA Marine Demographic Sheet

Participant Name: _____
Date: _____
Command: _____
Date reported to the command: _____
Unit assigned: _____
Age in years: _____
Length of military service: _____
Current rank: _____
Initial Questions: _____

1) Who is writing your performance assessment?

2) Did you feel comfortable accessing your chain of command during the exercise? Y / N
   a. How many times did you utilize your chain of command in regards to the integration effort?
   b. In these cases, did you feel your chain of command was effective? If your chain of command was effective only on some issues, please provide a rough estimate of quantity (for example: My command was effective 75% of the time or My command was effective 3 out of 4 times).

3) How many days were you in the field with this unit?

4) Do you currently have a mentor? Y / N
   a. How many?

If you have several mentors, the following questions refer to the mentor you used the most.

5) Is your mentor part of the same unit? Y / N
   a. If No, where is your mentor located?
6) What is your mentor's gender? M / F
7) Did you choose your mentor? Y / N
8) Have you previously been a mentor? Y / N
9) Are you currently a mentor? To whom?

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Appendix D – EUA Leader Demographic Sheet

Participant Name: _____
Date: _____
Command: _____
Length of military service: _____
Current rank: _____
Initial Questions: _____

1) How many females were integrated into your unit while you were in command?

2) Did you provide mentoring during your command? Y / N

3) Who did you mentor? Males / Females / Both

4) Were they a part of your unit during the mentorship? Y / N

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Appendix E – Marine Interview Guide Responses

(Each transcript identified A – V and page number where response was generally referenced)

- 527 pages of raw data transcriptions analyzed
- Could not differentiate by female/male category for responses - data was not identified on recording / transcript (this may have enhanced understanding based on sex/gender differences)
- All (21) interviews were conducted face to face. (18 by [redacted])
- Methodologically, would have been helpful to have a research assistant in charge of recruitment and scheduling; also to contract transcriptionists that have some understanding of the acronyms used in the USMC for readability.

1. **Meaning of successful integration:**
    - Bring women into billets not previously in with minimal conflicts in normal operations (A, 1)
    - Everyone works as a team and accomplishes the mission, takes care of the Marines (B, 1)
    - When the unit is integrated – full integration – where females would be in combat arms units and in actual combat (C, 1)
    - Regardless of where women are integrated, they are able to adapt and fulfill the same roles as the males, not being degraded so they can adapt (D, 1)
    - Females are put in combat roles, not just staffing positions – integrate them into line companies and she does the same as her peers (E, 1)
    - Males and females working together in a unit (F, 1)
    - Ensuring the unit maintains its capability on the back end of integration (G, 1)
    - Fluid transition, limited interruptions in operations and morale and cohesion (H, 1; M, 1; N, 1)
    - Seamless transition, no different than getting any other new join to the unit (J, 1)
    - Minimal distraction (L, 1)
    - Mission accomplished with females integrated = successful integration (O, 1; P, 1; R, 1; U, 1)
    - Women not judged for that – they are judged for being Marines (Q, 1)
    - Women are not quota fillers, integrated and seen as capable as males (S, 1)
    - Everyone can tolerate each other (T, 1)
2. **Unit success description:**
    - Good communication to accomplish the mission and work together (D, 2)
    - Good FITREPs, good professionally, good feedback on performance from leaders (F, 1)

- 100% effort, 100% of the time (G, 1)
- I don't agree with integration and don't think females should be in the infantry (H, 2)
- They could establish themselves well in the unit and have senior female mentors (J, 1)
- Females would be welcomed to the unit and group (K, 1)
- Females are treated well and feel comfortable and able to do the job (as if we are not the minority in a closed arms unit) (V, 1)
- Mission still accomplished and Marines are still mentored (U, 1)
- It is not a successful integration here yet – I am 'supervised and segregated' in the field – they didn't want me to go out of the compound and I still don't know how artillery fully operates here because of it (S, 1)
- Everyone suffering together and still succeeding in the mission (R, 1)
- Not being singled out for your sex or gender (Q, 1)
- Gender has no bias on the mission at all (M, 1)

3. Positive challenges/experiences in unit

- Leadership was welcoming (E, 2)
- There aren't any (C, 3)
- I was able to deploy, and eventually I was accepted (B, 1)
- Positive to bring seasoned and more experienced females in first (A, 2)
- Went to the field during pregnancy and command supported pregnancy with health and safety inspections, etc. (F, 5)
- Given opportunities as a female to perform well, the males see it, changes their perceptions, and leadership supports it, ends up being good exposure experience for all (K, 3)
- The females integrated in my unit have all been really good at their job (M, 1)
- I can't answer because I haven't personally worked with any of the females integrated here (N, 2)
- Females are being exposed to more training experiences that the males have always been exposed to (Q, 1; R, 2)
- Respected that certain previous 'cultural' events in the unit may be offensive to me and asked me about it beforehand (S, 2)
- We've been lucky not to have any bad females come here (U, 3)

4. Negative challenges/experiences in unit

- Some men don't respect my authority or advice because I am a woman (E, 2)

- Brand new out of school and straight into the unit – harder to integrate initially until you know what to do and how things work (D, 3)
- Where to berth us during field operations – separating us from everyone away from the action (D, 4)
- There are a list of negatives - dealing with the degraded perspectives about females (C, 3)
- I had a lot of staff and Cos who came to me saying that they weren't on for females in the unit – I had to work harder and prove myself (B, 1)
- It was difficult to get information, females always have to fight battles to make the males listen, unfair treatment from the males – singled out for being a female (B, 5 – 6)
- Rooming assignments – females needed to take some of our rooms so the males were packed in like sardines (A, 1)
- When females become pregnant – in Tanks, now you have less to work on the tank = more work for those that are still there (A, 11)
- The physical demands of taking care of a tank and all its associated gear (A, 12)
- Difficult to establish peer support with the other Lts (F, 2)
- Don't want to set an expectation that females that are pregnant should be in the field – every pregnancy is different (F, 6)
- Dealt with negativity that females had 'female only' port-0-potties (F, 10)
- The Marines have limited interaction with the females that have been integrated (G, 4)
- More skepticism on the junior levels (J, 4)
- Being integrated is tough (K, 2)
- How can a female be assertive without being called a bitch? (K, 33)
- Hygiene issues in the field were the biggest concern – separate for each sex and it disrupts cohesion (O, 3)
- Don't like being segregated in berthing (Q, 2)
- When you are dual AD, they were on me to have the FCP and that is really difficult when you have twins and are new to the unit/area (T, 3)
- None so far because we have all been on the staff – no junior females (U, 2)
- I was given letters of reprimand for certain things like difficulty getting a FCP and they FAP'd me out so deploying with them wasn't a problem (T, 5)
- Being pregnant in a deploying unit is very difficult (T, 6)
- Hygiene is a big issue – especially during menstrual cycles in the field (R, 2)

- They haven't really integrated me – I have been moved around to areas where I don't really interact with the combat arms type Marines – in all support roles – like the FRO office (T, 6)

5. Impact on unit readiness

- Positive: during an inspection got the records in comm back up to 80-100% (E.4)
- Positive: actively participated, talked to my people (D, 7)
- Had a female go on pregnancy leave and we lost a good Marine that we needed (C, 24)
- No impact either way (A, 3; V, 5)
- Deployability (capability) is going to be huge (G, 15)
- Because of the physical demands, females will affect deployability issues (H, 3)
- Pregnancy is a negative impact (T, 6)

6. Impact on unit cohesion

- Felt supported, the males took initiative to even make me a sign for the bathroom – it was nice they thought of me (D, 5)
- Negative: it's the afterhours stuff when the males get together and talk bad about females – it breaks down camaraderie and they demean our professionalism by saying things of a sexual nature, making women objects (C, 4)
- We became like a family and they were supportive (D, 8)
- I was separated from my Marines on deployment, never in 18 years was I separated from them before – I should be with my Marines (B, 6-7)
- Lts were uncomfortable around me – like I threatened their ability to boast about being a man – I heard them talking about me, bad stuff, behind my back and he was lying about me (F, 12)
- Having to make special accommodations for females causes some animosity (G, 11)
- Pregnancy issues and limited duty issues are huge for cohesion in unit (G, 16)
- It took time and still isn't quite there (V, 5)

7. Ability to develop cohesive relationships in unit

- Yes, I have networked, made a few friends (E, 4)
- Yes (D, 10)
- Need to convey to their wives that we are just coworkers (E, 2)
- It is a challenge because females don't fit into the framework that we (males) envisioned (C, 12)
- Negative: in field they separated us females and it was hard to get the word, be around your Marines (B, 7)

- No other females in the unit to talk to and support each other about integration, etc issues (V, 7)
- Well, they are over protective of us (S, 3)

8. **Performance assessment (how, fair, competitive for promotion)**
    - Not fairly to my peers – because I am stagnant, I can't become a comm. Chief in the companies because women are not allowed in billets in a line company – so I am less competitive for promotion with the males who are peers (E, 5 - 6)
    - Yes (D, 11)
    - Unfairly – it seems as though female Lts get a bit more preferential tx – she wasn't called out on things (C, 15 - 17)
    - Not fair – there is a good ole boy network (A, 4)
    - I do (H, 13)
    - If the COC doesn't support integration – it won't be good (K, 6)
    - I was all ready to deploy, and then they just took me off the list and put a guy on it, that affects my ability to compete for promotion, etc. if not deploying in combat (K, 12 - 13)
    - Unfairly and maybe because of sexism I have experienced here and want to appeal it but will wait until I leave the unit so I don't have negative consequences (K, 25 - 28)
    - A lot of the negative challenges affect our ability to perform (Q, 2)
    - Hard to say because of being the only one in my billet, rank, etc there (R, 18)
    - Unfair – I don't get the same training opportunities or exposure as the men here (T, 7)
    - People write and sign my performance that don't see my day to day performance (T, 8)
9. **Beneficial for females integrating to know beforehand**
    - The Marine Corps needs to fully integrate females into combat units, into the line companies, in the tanks, LAVs, AAVs, TOW platoons – not just in logistics or supply – out there doing what the grunts are doing (E, 6)
    - I would tell them not to be so tough, know your job before you get there, know what you are getting in to and try not to stay in admin billets, if you don't know then ask (E, 6 – 7)
    - Be yourself and be authentic (D, 12)
    - They need to work harder, toughen up, and need to PT, know your job, be assertive (B, 11-12)
    - Know all of the MCOs beforehand so you know if you are treated unfairly and how to handle it (F, 27)
    - Need to know they are pioneers (G, 13)

- They need a mental toughness, have to do more (K, 32)
- Be open minded (V, 8)
- Have to prove yourself (R, 5)

10. Perspective re: female NCOs integrated at company level

- They have to be strong willed and minded, mature – it is up to the individual person to do it – she needs to decide is she going to go with the status quo or stand up for everybody else that is coming in behind her (E, 8 - 10)
- With proper training and screening, yes, they are capable of it (C, 10)
- Need to integrate them by groups, not just one or two, especially in the barracks (B, 14)
- Educate them about the culture and how to respond if they are treated inappropriately (F, 28)
- We need the facilities updated to support females (H, 11)
- Need to establish female leadership first to mentor them (J, 11)
- More opportunities for problems because more likely they are less experienced and around those with limited to no previous exposure to females and little supervision (S, 16)
- More difficult to assert themselves and be respected (V, 10)
- The junior Marines are like 'oh that sucks' (O, 8)

11. Harassment or assault experiences or challenges

- Yes, they make gestures, they are going to try you and say things, make passes at you, hit on you and you have to be able to handle it on your own and be assertive (E, 8 – 9)
- Behind closed doors/after hours kind of thing, males say things in a sexual nature, it's demeaning professionally (C, 8)
- The day I came back from deployment someone posted my command photo on FB and made all of these nasty comments – how I shouldn't be there and degrading, horrible comments (over 300) (B, 2 – 3)
- Another female (a Lt) command pic was put on a female bashing website (B, 14)
- I got a harassing phone call while on duty
- My authority was challenged in front of my subordinates, calling me a liar and being intimidating to me (F, 14)
- Need to dispel the myths that females can't do like 20 pull-ups – i.e. – I only have 2 males in my unit that I know that can 20 pull-ups! (J, 15)
- Get laughed at, intimidated, degrading comments because they think you can't perform as well as them or they put you in situations trying to set you up to fail based on sexism (K, 5 and 18)

- Got threatening comments like "you won't be here long" – like they left notes on my car at work! I am a senior SNCO and I was afraid and didn't know what to do about it (K, 34)
- Sick comments made to me; stereotyping me by my peers (R, 14)
- Expect to work harder for less recognition, respect, etc. as the males (R, 21)
- I was ignored, disregarded even in public meetings, excluded from conversations, ostracized, intimidated, demeaned and degraded by my peers and other males there – they did not want me there. They even sent me emails singling females out and that is not the MCO on certain things (R, 25)

12. Changed career goals because of integration issues

- No (D, 15)
- Yes, I wasn't going to retire but now I am – and I have talked to a lot of males who said they sick of it and are gonna retire (B, 15)
- Yes, it solidified some stuff for me (F, 29)
- No (G, 17)
- I feel like I am being held back because the males are not comfortable yet – they are overly protective and it limits my opportunities to excel or succeed (S, 3)

13. Want to remain in integrated unit

- No – the stress is too high and accumulated because of the stigma of being a female in an all-male unit - I used to motivated, happier, energetic – since I was injured – constant scrutiny ("everybody's eyes are on me") (E, 11)
- No, you will be subjected to the stereotype because you are a female (F, 30)
- Hasn't changed me in any way (G, 18)
- No – after my experiences (R, 34)
- The males need exposure before we even get there, much earlier in and throughout their career (S, 8 and 15)
- We need higher ranking females integrated to mentor us (S, 20)
- Many think females can't do it – especially the physical parts of the job (O, 7)

14. Still want to remain in USMC

- Yes (D, 16)
- If I wasn't injured I think I would (E, 12)
- The only reason I would want to stay is try to support and mentor those that are younger and being integrated (F, 32)
- No (B, 16)

- I am exhausted and put in my time and am getting out (R, 33)

15. Additional Comments

- It was a big issues re: privacy, hygiene accommodations because the building was so old – had to flip a sign with no lock on the door and many just walk in (E, 3)
- We deal with the stigma attached to being a female in the military, and if injured – even more, and in an all-male unit – it has piled high with stress and I am just ready to go (E, 10)
- Degraded perspectives about females exists at the junior levels (D, 1)
- We need proper infrastructure to address issues of privacy for females first (C, 110-11)
- A lot of times the biggest offenders (problem re: the issue) are staff and Cos – maybe senior leadership has growing pains and a hard time changing their perspective (C, 30)
- Mad a lot (because of negative experiences from EUA) (F, 32)
- There is a cultural thing that is going to have to be changed – maybe with training in MOS schools and working on integration efforts/issues beginning there (G, 14; J, 20)
- Leadership needs to understand that it is tough for small numbers to be integrated and they have to enforce a 'hey we won't tolerate (bad behavior) about it (G, 19)
- Need to consider how to begin this starting with recruiting stations on (G, 21)
- Female integration should be based on those who volunteer (J, 10)
- Fix the COC that doesn't support this (K, 7)
- Need education on how to self-correct females – know the MCOs and handle it the same for everyone = concept of professionalism (J, 17)
- Pregnancy policy needs to be changed on the unit level for females that have C sections (T, 11)
- Policy re: female issues (uniforms during heavy menstrual cycles, breastfeeding, etc) (T, 12)
- The males need exposure so they won't be so close minded to it – especially the junior Marines (V, 18; Q, 15)
- Need continual training on this subject and keep all informed on what's going on

Appendix F – Leader Interview Guide Responses

(Each transcript identified by Roman numeral I – X and page number where response was generally referenced)

- 463 pages of raw data transcriptions analyzed
- All (10) leaders were male and in Bn Co or Sgt Major billet
- Most (9) interviewed face to face (6 by [redacted] by telephone using google voice by [redacted]

1. **Meaning of successful integration:**

- Allow anyone (male/female) to participate in previously closed MOSs and the ability to take females into a Marine division combat element (I, 1)
- Men and women working together to accomplish the mission without any drama (II, 1)
- Education for males and females in leadership (III, 1)
- Accomplished without risk to your mission success (IV, 1)
- Females join the unit without gender related issues or physical/social issues (V, 1)
- Accomplish the mission regardless of makeup of battalion personnel (VI, 1)
- Successful in mission while maintaining unit morale (VII, 1)
- Females are fully accepted without animosity between the sexes. Full acceptance (VIII, 1)
- All have the same opportunities; there is no difference; everyone treated the same (VIIII, 1)
- Unit is successful at its mission; Health and welfare of all Marines in the unit is well balanced; Positive climate and work environment (X, 1)

2. **Benefits of female integration:**

- It's time; a diverse group = better ideas; females integrated can share experiences on challenges to help USMC overcome them – men can't offer that (X, 4)
- Competence; maturity in being prepared to be the minority; unique leadership abilities – demonstrated to the males who were skeptical that having females was a good thing (VIII, 4)
- Offers a perspective the males cannot provide about ways to accomplish the mission (VIII, 1)
- Different, non-androcentric perspective; additional insight that males cannot offer (VII, 1)
- A true picture of the Marines – all are represented (V, 1)
- MOS proficient – really taught the Marines well and turned the battalion around (V, 50)
- Allowing the opportunity to include 6% of Marines that potentially are the brightest, best performers to accomplish my mission that were previously not allowed to be included;

enhanced males motivation to perform at a higher level because the females were top performers (I, 2-3)

- Make the Marines more mindful about concepts of professionalism and behavior 24/7 (III, 4)
- Note: 2 leaders stated no benefit to having females integrated

3. **Challenges of female integration:**

- Providing space in barracks; support and mentoring for female issues; not a lot of senior female people to provide mentoring (I, 3-5)
- Privacy issues in field environments re: hygiene, etc. and safety/supervision in field; time to ensure no undue familiarity occurred between sexes (I, 4)
- Haven't had junior females and more average performers – that could challenge successful integration and make the process more difficult because will have to change the culture from fraternity-like and day to day routine stuff to include and be respectful to females (III, 4)
- Cohesion will be difficult to create on the front lines, with lower levels of Marines (III, 5)
- Facilities, privacy issues, cultural issue and time for people to adjust (IV, 2)
- Uneducated leaders about gender integration challenges – specifically around exposure issues and the opportunity to interact with females – should be occurring very early in male Marines' career/USMC experience (V, 2)
- Females may not be properly trained to go to the field as much as combat arms units do (VII, 2)
- Lack of sense of camaraderie – when need to separate females from rest of unit in berthing, etc. – they need to be integrated as part of the team – not separated (VIII, 2)
- Having two standards – one for female and one for male – while simultaneously purporting an equal environment for all ((VIII, 12)
- Cultural barrier – it is a gun club and all boys for so long and resistance to change (X, 7)

4. **Gender integration challenges faced at leadership level:**

- Not integrating enough females at a time to really expose Marines (VIIII, 20)
- When they are hand selected or cream of the crop it is a skewed representation of female Marines in general and increases risk for safety in field environments (VIIII, 21-22)
- Female spouses may be jealous of female Marines and it creates marital discord (VIIII, 25)
- Do I explain away why I rank females/males higher/lower than each other to appear fair and help others move past degraded perspectives they may have about females abilities (VIIII, 32)
- We are not successfully integrating if we don't address proper fitted gear issues for females first (VIIII, 35)

- Physically, females are biologically different and many challenges due to their limited abilities the artillery line or in a tank may impact mission completion or task completion
- Biggest one is the physical demands and ability to compete for promotion if it is lacking (VII, 13)
- Long standing perceptions are hard to break through (I, 10)

5. **Meaning of successful unit readiness**
    - Mission accomplishment, troop welfare = all who responded
    - Described as at or exceeding readiness standards with females integrated in it (VIII, 4)
    - No impact if they are in support MOSs – and proficient – but what if we need to be a provisional infantry battalion and females are not allowed to be involved – that would affect things (VI, 14)
    - Both had a direct involvement in the positive impact on it (VIIII, 40)
    - Personnel trained to standards necessary to conduct their job (I, 19)
    - Females here did not deter from mission readiness (II, 5)
6. **Perspective (positive / negative) on female integration's impact on the unit**
    - All positive impact, no negative, the organization is better because they are integrated (VIII, 5)
    - Positive impact, MOS proficiency, mature, work ethic (VII, 5 and 9)
    - Initially there were concerns, but the females dispelled those myths with their performance – they were top notch (II, 5)
    - Negative: how durable are the females going to be in the field long term? We are like little animals out there you live and sleep where you stop and clean yourself right there – long term hygiene issues, etc. (IV, 10)
7. **Perspective on female integration impact on unit cohesion**
    - No impact – maybe because they are SNCOs and above – cohesion never affected (VIII, 6)
    - No divisions, tight (X, 14)
    - Didn't see a huge impact on unit cohesion but I only had two females integrated and don't always get straight info so can have a negative impact on the officer corps level – my officers were hesitant to develop informal / mentoring relationship with the female Lt we had (IV, 11 - 13)
8. **Perspective on males supporting integration in unit**
    - Some do and some don't (VII, 8)

- It was a 50/50 split between my Lts and Capts – some tried to mentor her and as a Bn Co often they give you the answer you want to hear so you don't always get straight information (IV, 11)
- My guess is the majority of the battalion does not support females in the combat arms jobs (VII, 10)
- At the lower levels – they are immature and don't understand (VI, 18)
- Many in leadership positions do not support it (V, 67)
- The majority support it (X, 15)
- They have the same concerns I have stated about it, not reservations (VIIII, 42)
- Having females integrated (especially infantry, etc.) we get pushback (I, 11)
- The onus of responsibility needs to be on the males (as the majority) to change any degraded perspectives and help females integrate (II, 7)
- I would hear rumblings about reasons why females were not welcome in units (II, 23)
- Senior leaders don't all support this and may do things to set the Marine up for failure (II, 27)

9. Perspective on males understanding challenges associated with integration

- Biggest challenge is for leaders to help males understand the benefits of female integration in these units (VIII, 3)
- Only a small number understand them (VIII, 7)
- Not all fully understand or are just ignorant and flat out resistant to it (VII, 12)
- No – they need education to dispel myths associated with females in USMC and capabilities, etc. (V, 29)
- The average male Marine does not (V, 68)
- Absolutely not and there is a resistance to want to understand it (X, 15)
- Every day we get more educated about it (VIIII, 43)
- No (II, 16)
- Males in closed combat arms units do not understand them (IV, 15)

10. How unit conducted training in field (physical, psychological, integration challenges)

- Moving 100lb projectiles, hike with 70lbs gear x 10 miles and the females did fine (VIII, 7)
- Difficulty maneuvering heavy equipment in field (VII, 3)
- Physical requirements are probably the hardest part like 0861s who are typically embedded with the infantry and they radio and heavy rucksack and hiking a lot (VI, 19)

- Psychological demands may be the males with this idea that they have to be protective or protect the females assigned with them or if females were casualties (VI, 20)
- The logistics people need to be smart on needs for different sexes to help training, etc go smoothly (V, 104)
- Must find a way to overcome the physical challenges females face (X, 21)

11. Perspective on berthing and facility challenges re: integration

- We have to fix them – they are not made for females because they are very old and we need to have more than one female in berthing situations not 1 around 30 males (VIII, 9)
- Straddle trenches with no privacy (VI, 23)
- We can have designated areas for females and males – even with straddle trenches (V, 100)
- We had to initiate communication with the females and find out what their needs were in specific training situations and then get smart on it (V, 20)
- Educate all about the procedures and how it is being handled (X, 17)
- Berthing wasn't an issue because we segregated them in HQs (II, 17) – which did impact their ability to do their job in the field somewhat (II, 18)
- Privacy issues related to hygiene in the field is a big issue (IV, 17)

12. Perspective re: integration of female NCOs at company level

- Welcome it as it will help with effective integration, right now with only senior SNCOs and officers it is misleading to think we are integrated (VIIII, 29)
- No problem with it but if you give me a female NCO and she did not grow up in artillery field she may have very hard time gaining the same level / skill set as a male NCO who did (VIII, 10)
- Challenges with barracks/alcohol, etc. (VII, 3)
- If they are good Marines then I want them now (VI, 26)
- Phenomenal, great, a logistical step (X, 24)
- Supervision is the challenge – younger, less mature and experienced, etc. (II, 12)
- We are ready (III, 35)

13. Career goals changed re: to integration:

- All leaders said no

14. Want to remain in USMC

- All leaders said yes

15. Suggestions for successful integration and ways the USMC can promote it or mitigate challenges associated with it:

- Exposure is key (III, 8 and 20; VII, 16; II, 8)
- Needs to be done incrementally; so it is a cultural change (IV, 3)
- Exposure and education in CPLs course, PMEs, etc. and it has to be constant (III, 26)
- Need to create co-ed training opportunities from recruit training on as a standard (II, 9)
- Marines need exposure very early on in career for perceptions to change (V, 2)
- Position them where they are most MOS proficient and effective for the command mission (VIIII, 38)
- Screen females for MOS proficiency before placing them (VII, 10)
- Listen to different perspectives (VIIII, 27)
- Hone in on character of Marines in dealing with others (VIIII, 16)
- Leaders must be mindful not to create different tasks for females vs. males (SNCOs on up) (X, 26)
- Must have all Marines given exposure (grow up with females in their units)(X, 25)
- Highlight what females already integrated are doing well for cohesion, perspective, MOS, motivation of male Marines, etc. (VII, 1)
- Educate all through the COC and describe / explain how females contribute to mission readiness ((III, 2)
- Help females seek mentorship from senior or other females outside of unit if needed, help them connect and collaborate (I, 5)
- Command climate will speak to how well integration goes (good climate = good integration) (V, 44)
- Got to look at policy to make sure it works on the ground – get smart about policies specific to females like with pregnancy issues, etc. (V, 36)
- Spend time with the female Marine as she is first coming into the unit to help her understand the challenge and culture as well (V, 39)
- Leadership needs to be fully transparent to their Marines about integration issues and expectations (VIII, 1)
- Leadership must open lines of communication in command to discuss challenges and perspectives (X, 8)
- Leaders need to have a style that doesn't require change because females are integrated and exercise self-awareness (VIII, 15)

- Cannot accept a culture where just because you good at your job you can be asshole – must be good with people (X, 23)
- Females struggle with the gear in terms of their body (VIIII, 44)
- We need more females integrated (VIIII, 48)
- Must explain it better – what it is, why it is happening, how, the benefits, impact, all that (VIIII, 50)
- Need to get rid of the senior leaders who don't support integration and put the right people in charge (II, 27)
- We need SNCOs and officers integrated and there for the rest to come in (IV, 18 -20)

16. Additional Comments

- No issues with any kind of harassment / assault with the females integrated (VIII, 10; most in this group)
- If the USMC decided not to have women in it anymore I would be concerned … even think I was a part of a chauvinistic organization when I got out and tried to seek civilian work (VIII, 11)
- Hold the females to the standard - all who joined were not drafted – they chose the Marines – they want the standard and we must address the pregnancy thing – what happens when Company Cos get pregnant? Encourage females to use good judgment re: mission and their duties and then trust them to make good decisions (VIII, 13) (along the lines of appropriate family planning makes for a good and well respected professional)
- Combat designated / previously closed arms unit orders should be wanted and voluntary participation for the females (VII, 25)
- Need more female leadership to offer same gender leadership (VI, 32)
- Concern is that those integrated have mainly been at the HQ or staff level and not integrated with the front line or battery level (VI, 34)
- Need to really pay attention to gender harassment – constant scrutiny issues (V, 117)
- Need to hear more from senior leaders re: their perspective (X, 30)
- Need to teach our people how to be good mentors (X, 30)
- How can you give females the same career progression if artillery has a habitual relationship with the infantry and females may have challenges physically performing? (VIIII, 52)
- We need to have more conversations, in depth, like this interview with our folks to stimulate real thought about the topic (VIIII, 57)
- Some harassment issues came up and we talked to the female to discuss the specific concerns (I, 37)

- Biggest fear is having someone integrated early on in their career and they aren't very good (IV, 18)
- We have to be fair and that doesn't mean you treat everyone the same because women face unique challenges in the workplace that men don't face – we need to educate our people about these kinds of problems (IV, 21)