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Does Navy Seal Training Have an Impact on Civilian Life?

Jason M. Hicks

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DOES NAVY SEAL TRAINING HAVE AN IMPACT ON CIVILIAN LIFE?

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

Jason M. Hicks

Indiana University of Pennsylvania

May 2018

Indiana University of Pennsylvania
School of Graduate Studies and Research
Department of Professional Studies in Education

We hereby approve the dissertation of

Jason M. Hicks

Candidate for the degree of Doctor of Education

_____   _____
                                                        Sue Rieg, Ed.D.
                                                        Professor of Professional Studies in
                                                        Education, Advisor

_____   _____
                                                        DeAnna M. Laverick, D.Ed.
                                                        Professor of Professional Studies in
                                                        Education

_____   _____
                                                        Daniel R. Wissinger, Ph.D.
                                                        Assistant Professor of Professional Studies
                                                        in Education

ACCEPTED

_____   _____
Randy L. Martin, Ph.D.
Dean
School of Graduate Studies and Research

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Title: Does Navy SEAL Training Have an Impact on Civilian Life?

Author: Jason M. Hicks

Dissertation Chair: Dr. Sue Rieg

Dissertation Committee Members: Dr. DeAnna M. Laverick
                                 Dr. Daniel R. Wissinger

Through books written by Navy SEALs, movies about Navy SEAL missions, and the media, the public has a view of what it is like to be a Navy SEAL. Former Navy SEALs who have become entrepreneurs write about how they use their training and experiences as a Navy SEAL to help others to become successful leaders, to become goal-oriented individuals, and to become problem solvers. While these stories highlight a select few, the civilian life of Navy SEALs after leaving the military is still obscure. Do former Navy SEALs continue to use what they learned during their Navy SEAL training in their everyday lives?

The purpose of this study was to survey former Navy SEALs to determine if the Navy SEAL training on mental toughness and teamwork impacted their post-military lives. If training on teamwork and the mental toughness concepts of goal setting, mental imagery, self-talk, and arousal control cultivate a growth mindset and life-long habits, then these concepts should be taught in the K-12 educational setting to provide our young people with habits that lead to a successful life.

The researcher-developed survey focused on the training concepts of teamwork and mental toughness, which included goal setting, mental imagery, self-talk, and arousal control. From the population of former Navy SEALs, those who voluntarily chose to participate formed the sample. Descriptive statistics and analysis of variance (ANOVA) tests as well as analysis of covariance (ANCOVA) tests were used to determine the

differences of means between the groups formed by the responses to the demographic

questions contained in the survey.

ACKNOWLEDGEMENTS

Foremost thanks to my children, Wesley and Savannah. You two truly are the sole purpose of why I decided to challenge myself by pursuing my doctoral degree. As I look back on the entire process, I hope the time I have spent away from you is understood someday. Trust me, the last thing I wanted to do when each of you were little was to leave the house every Saturday and Sunday to conduct research and type my dissertation. Sadly, I know I missed many good times, but I felt it was necessary for providing both of you an understanding for how important education is for one's life. The following tidbits are a few things I have realized during this entire process that I feel can be highly-beneficial to the both of you:

- I am always with you. No matter the sunshine or storm you maybe enduring, I am always there.

- Success is measured by what you are willing to sacrifice in achieving a goal.

- Even though sometimes it does not feel like it, hard work pays off. Stay persistent.

- Surround yourself with good, honest, selfless people. These people are extremely hard to find, but are special, so when you find someone that is selfless, hold them close to your heart.

- Even though they seem to be old-fashioned concepts, follow these ideals: Always tell the truth and own your mistakes. I promise that I will never be angry if you tell the truth and are honest if you mess up. "Messing up" can be one of the best lessons you will ever learn.

- Wisdom always seems to come from the unlikeliest places. Keep your eyes and ears open for it. Wisdom creates character and from character comes growth on a personal and professional level.

- You are no better than anyone else in this world. Be selfless and kind to all people unless they give you reason to separate yourself from their company.

- Always dream big but stay humble.

- My hope is that you realize having a sibling is something special. Watching the both of you at night, laughing and playing, is the clearest image of love that I have ever witnessed. I pray that the both you never lose this bond.

- Remember this quote: "Whether you think you can, or you think you can't, you're right." ~ Henry Ford

- I hope you realize at a young age that life ultimately is about every choice you make. Only you can decide which choice is best for you. I hope you find all choices that you have selected are influenced by your heart and you have considered all the possible long-term consequences, both positive and negative.

- Life is difficult and it may be hard to believe, but that is what makes it special. You will never learn from anything that comes easily. Therefore, push yourself to your limits even if you get uncomfortable. When you are uncomfortable, that is the moment you realize your true character.

- Continuously seek and apply the concepts of mental toughness and teamwork on a daily basis. I promise they will help you overcome obstacles that you may be facing.

- Lastly, I love both of you.

To my wife, Karoline: thank you for your friendship, understanding, support, and love during this process. It has been a long road, but I think our family will be better because of the journey.

To my friends, Aiko, Uncle Joe, and Dale: You are exactly the type of selfless friends that I hope my children will find in their lives. Thank you for being who you are.

To Dr. Sue Rieg, my dissertation chair: I know that without her guidance, this would have been an impossible feat. She truly supported me at the darkest hour of my dissertation. Oddly, during every communication I ever had with her, I felt the support that a mother would provide. Thank you for this patience and support.

Finally, special thanks to Matt N. Without his willingness to submit my survey to the SEAL Community, this dissertation would have never developed. With military sacrifices and selflessness, you helped me to achieve the necessary data to complete this dissertation. I will always be indebted to you.

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INTRODUCTION

In times of war or uncertainty, there is a special breed of warrior ready to answer

our Nation's call - a common man with uncommon desire to succeed. Forged by

adversity, he stands alongside America's finest special operations forces to serve

his country and the American people. (Navy SEALs, 2017b, para. 1)

The United States (US) Navy SEALs (Sea, Air, and Land) are our nation's most

elite special operations warriors. The Navy SEALs were formed to address

unconventional warfare; therefore, the program needs to develop a warrior who is far

superior to any other soldier. In order to meet the stringent training requirements, a Navy

SEAL must be the "best of the best" (Fletcher, 2014, p. 108) and be able to survive a

training program that transforms the best into the elite. The maintenance of this elite

status requires continuous training that not only prepares the warrior to win the "fight,"

but also creates the mindset to handle extremely adverse situations. As noted in the

SEAL Ethos, "My nation requires me to be physically harder and mentally stronger than

my enemies. If knocked down, I will get back up, every time" (Navy SEALs, 2017b,

para. 3). The culture of the organization creates a deep-seated sense of loyalty and honor

to uphold the legacy of fellow and former Navy SEALs, as well as the American people.

Background Information

In the late 1950s, as the US military attempted to find ways to combat Guerrilla

warfare from communist countries, military advisors determined that a more

unconventional approach was necessary. Dockery and Brutsman (2004) identified that it

was during this time that "high-level military officials, politicians, and political

appointees" (p. 202) began discussing and making plans for a new smaller elite group of soldiers to employ these unconventional, clandestine war methods. In 1961, during a speech to a joint session of Congress, President John F. Kennedy (JFK) directed the Secretary of Defense to put those plans into action saying:

> I am directing the Secretary of Defense to expand rapidly and substantially, in cooperation with our allies, the orientation of existing forces for the conduct of non-nuclear war, paramilitary operations, and sub-limited or unconventional wars. In addition, our special forces and unconventional warfare units will be increased and reoriented. Throughout the services, new emphasis must be placed on the special skills and languages, which are required to work with local populations. (Kennedy, 1961, p. 5)

According to Couch (2001, 2004), a graduate of the United States Naval Academy and a Vietnam era SEAL, the Navy SEALs have become the world's most prestigious military force. With a history tracing back to World War II, this elite group is about 1% of the entire naval force with 2,450 Navy SEALs on active duty (Navy SEALs, 2017a, para. 2).

Since their formation in 1962 (Navy SEALs, 2017a, para. 1), Navy SEAL teams have been active in every major conflict in which the United States has been involved. They have also been assigned to highly sensitive covert situations such as the finding and the killing of Osama Bin Laden in 2011 and the freeing of Captain Richard Phillips from a highjacked cargo ship in 2009. These types of missions require that the Navy SEALs work as a unified team, both mentally and emotionally, in order to be successful. To become a team that thinks and moves as one requires each individual to survive an

intense training program designed to expose and to eliminate the weak, to develop extraordinary physical fitness capabilities, and to "rewire" individual thought processes.

The Navy SEAL training program for recruits consists of three major components: physical, mental, and skill acquisition, all of which must occur within a team environment. While building physical stamina and attaining the skills necessary for warfare, the training program focuses on developing teamwork and building mental toughness. According to Luttrell, a former Navy SEAL awarded the Navy Cross for his service during the Afghanistan war, and Robinson (Luttrell & Robinson, 2007), the team concept is drilled into a Navy SEAL every minute of every day during training.   Crooke (Navy SEAL + SWCC Scout Team U.S. Navy SEALs, 2012), a former Navy SEAL and a Masters of Business Administration professor at Pepperdine University, reported that the concept of team was essential to successfully completing the training program. Crooke went on to say he teaches business personnel the importance of developing good teams in order to have a successful business organization. Additionally, Divine (2013), a retired Navy SEAL commander, stated that mental toughness is essential to completing the Navy SEAL training and that there are four concepts that build mental toughness: goal setting, mental imagery, self-talk, and arousal control. In a published documentary (Discovery Channel, 2015), Naval Special Warfare Command Psychologist, Lieutenant Commander Dr. Eric Potterat, focused on four concepts identified through his research that build mental toughness: goal setting, mental imagery, self-talk, and arousal control. These four characteristics were present in recruits who successfully completed the program. From this research, Potterat developed and implemented these four concepts into the Navy SEAL training program.

Draeger (2012), Lambertson (2016), and Webb (2013) stated that the mental techniques learned during the Navy SEAL training program are highly effective and may transfer to every part of the individual's life after military service. In a study conducted by Lima (2014), the research showed that the training of military personnel transferred to civilian employment as employers were looking for candidates with a strong work ethic and the ability to work with others as a team. Fryer (2013) conducted a qualitative study of six former military leaders who became educational leaders in civilian life and found that the training received during their military service had a positive impact on civilian employment skills. Jaeschke's (2016) research found that military participants who received resilience training were more likely to remain resilient than those who did not receive the training. He found that having a growth mindset and internalizing the concepts of mental imagery, self-talk, meditation, and problem solving helped to build resiliency. The researcher's theoretical position is that the Navy SEAL training is so intense and effective that the concepts of teamwork and mental toughness continue to impact civilian life after leaving military service.

Statement of the Problem

Former Navy SEALs with successful entrepreneurial endeavors have written books describing how they have taken what they learned during their time as a Navy SEAL and applied it to their post-military lives. It is not known if Navy SEAL training has an impact on civilian life or on civilian occupations among the general population of former Navy SEALS. Does the general population of former Navy SEALS continue to incorporate the lessons learned during their training when they enter civilian life? Are the mental concepts that are the foundation of the intensive training program and which

cultivate a growth mindset still a part of their everyday lives after leaving military

service? Is the foundation of the intensive training program transferrable to civilian life?

<h2 style="text-align:center">Purpose of the Study</h2>

The purpose of this quantitative study was to survey former US Navy SEALs to

determine if training on the concepts of teamwork and mental toughness has had an

impact on their civilian lives. Additionally, an analysis of the responses will determine if

the former Navy SEALS are still cultivating a growth mindset. Dweck (2015, 2016a,

2016b) stated that a person with a growth mindset has the ability to accomplish almost

any desired task with hard work and concentrated effort. Because Navy SEAL training is

the most physically and mentally demanding of the United States military trainings

(Meyers, 2011), it follows that a recruit who becomes a Navy SEAL has a growth

mindset. Alden Mills (2017), a former Navy SEAL, purported that the design of the Navy

SEAL training program is to promote a growth mindset in each recruit. Mills (2017)

referenced Dweck's research on mindsets and stated that a successful Navy SEAL must

possess a growth mindset.

The survey collected information on teamwork and the four main aspects of

mental toughness (goal setting, mental imagery, self-talk, and arousal control) to

determine if the core concepts of Navy SEAL training are still being utilized after leaving

military service. As purported by Draeger (2012), the mental techniques introduced

during Navy SEAL training are so effective that "a high percentage of SEALs continue to

use them while serving in operational units and even after they leave the Navy and enter

various professions and occupations" (p. 29). If the concepts of mental toughness and

teamwork that were developed during Navy SEAL training are evident in the lives of

those who have left the Navy SEALs, then it can be determined that the techniques of this training create life-long habits, as well as continue to cultivate a growth mindset.

Theoretical Framework

In the words of former Navy SEAL, Monty Heath, "Being in the SEALs helped me create a growth mindset in which any obstacle is irrelevant, you just get through it" (Duval, 2016, para. 17). In his article on mindset training, former Navy SEAL Mills (2017) referenced Carol Dweck's research on mindsets and he pointed out that the design of the Navy SEAL training is to reveal the primary mindset of the person. Dweck (2016a, 2016b), a psychologist at Stanford University, found in her research on mindsets that people possess either a growth or fixed mindset. With over three decades of research on what affects achievement and success, Dweck (2016b) found that a person naturally lives in one of the mindsets. Dweck's research indicates that it is possible to provide training in order to cultivate a growth mindset. Former Navy SEAL sniper, Cade Courtley (Knowledge for Men, 2015), commented that Navy SEALs are constantly pushing themselves to do better and grow, which requires a growth mindset. Dweck's research on cultivating a growth mindset is the theoretical framework upon which this study is based.

The research conducted by Dweck (2016a, 2016b) indicated that a person with a growth mindset believes hard work and concentrated effort improve mental and physical capabilities (Figure 1). Challenges are welcomed opportunities for growth and obstacles improve problem-solving skills, as well as build persistence to find a way around the obstacle. Criticism provides feedback for improvement and watching others succeed provides hope for one's own success. A person with a growth mindset has the ability to

obtain much more than a person with a fixed mindset. As recruits with growth mindsets

progress through the Navy SEAL training program, they approach each new exercise as

an opportunity to learn and to grow.

       According to Dweck (2016a, 2016b), a person with a fixed mindset is one who

believes that skills and abilities are predetermined; therefore, one can only grow and

achieve until reaching that predetermined level. He or she believes that his or her

personal characteristics are innate and cannot change. As illustrated in Figure 1, the fixed

mindset leads to the inability to accept challenges and overcome obstacles and it is not

worth the effort to try. Criticizing people with fixed mindsets will cause them to blame

others and leave them with a sense of hopelessness. Recruits may not want to see other

people succeed as they find it threatening to their own self-esteem. A recruit with a fixed

mindset in the Navy SEAL training program will see the continuous stream of obstacles

and challenges as impossible to overcome and, therefore, will withdraw from the training

program.

TWO MINDSETS
CAROL S. DWECK, Ph.D.
Graphic by
Nigel Holmes

Fixed Mindset
Intelligence is static

Growth Mindset
Intelligence can be developed

Leads to a desire to look smart and therefore a tendency to ...

Leads to a desire to learn and therefore a tendency to ...

CHALLENGES
...avoid challenges
...embrace challenges

OBSTACLES
...give up easily
...persist in the face of setbacks

EFFORT
...see effort as fruitless or worse
...see effort as the path to mastery

CRITICISM
...ignore useful negative feedback
...learn from criticism

SUCCESS OF OTHERS
...feel threatened by the success of others
...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

Figure 1. Two mindsets: A comparison of fixed and growth mindsets. Reprinted from *Mindset: The New Psychology of Success* by C. S. Dweck, 2016, New York: Random House. Reprinted with permission from Nigel Holmes.

Each part of the Navy SEAL training reveals the mindset in which the recruit is

operating (Mills, 2017). Recruits can choose to use the exercises to cultivate a growth

mindset or their fixed mindset will force them to quit the training program. According to Dweck (2016b), training the mind to operate in the growth mindset requires controlling one's thoughts. She discovered in her research that she was able to help her participants think with a growth mindset just by telling them that the task before them was an opportunity to learn something new (Dweck, 2016b). Former Navy SEAL John Collins (2015) stated that Navy SEALs excel in many different areas by controlling what they dwell upon in their minds and how they think. According to Mills, instructors in the Navy SEAL training program approach each new exercise with excitement and they tell recruits what opportunities for learning lie ahead of them. Each concept in which recruits are trained cultivates the growth mindset as the training includes strategies for thinking that will help the recruit accomplish the mission. Dweck (2015) deduced from her research that everyone has a fixed or growth mindset and a person must continuously cultivate a growth mindset. This current research study will determine if Navy SEALs recruits are still cultivating a growth mindset, concepts of teamwork, and mental toughness after leaving military service.

Research Questions

This study answered the following research questions:

1. What percentage of former Navy SEALs perceive that they were trained in the concepts of teamwork, goal setting, mental imagery, self-talk, and arousal control?

2. What teamwork and mental toughness concepts, if any, are former Navy SEALs still using in their post-military life that reveal the cultivation of a growth mindset?

3. What are the perceptions of former Navy SEALs with regard to the impact of the teamwork and mental toughness training received while in the Navy SEAL program on post-military life?

4. What impact, if any, has Navy SEAL training had on former Navy SEALs with respect to their family, work place, and civilian life interactions?

5. What impact do the independent variables of age, branch of service, present occupation, and year of SEAL training have on the dependent variables of teamwork, goal setting, mental imagery, self-talk, and arousal control?

Research Design

This quantitative study used an online survey constructed by the researcher in collaboration with former Navy SEALs. The survey collected information from former Navy SEALs who were part of an exclusive social media network. The survey was to determine if the Navy SEAL training concepts of teamwork and mental toughness are still being utilized after leaving military service. The survey responses also provided information as to whether former Navy SEALs continue to cultivate a growth mindset in their civilian lives.

Definition of Terms

Arousal Control – Arousal control is a way of thinking in which an individual is in control of one's emotions instead of one's emotions controlling the situation. Techniques to exercise arousal control put the mind into a state of relaxation so that clear, logical thinking can occur (Draeger, 2012).

Fixed Mindset – According to Dweck (2016b), people with a fixed mindset operate from the perspective that the level of intelligence is predetermined. People who

operate from a fixed mindset when faced with challenges will find ways to avoid these new challenges.

Goal Setting – Goal setting is determining the result and then creating a plan to achieve the desired result. The plan includes setting short-term, mid-term, and long-term goals to make the task more likely to be achieved (Draeger, 2012).

Growth Mindset – According to Dweck (2016b), people with a growth mindset believe that intelligence can be developed; therefore, the amount of effort involved determines the level of success. People who operate with a growth mindset embrace challenges, as if they are opportunities to grow.

Mental Imagery – According to Draeger (2012), mental imagery is visualizing the process to achieve the result. It is a purposeful approach to thinking positively about how to reach a desired goal.

Navy SEAL – SEAL is an acronym that stands for Sea, Air, and Land. The Navy SEALs are an elite branch of the United States Navy whose members are trained to be highly-proficient in each of the three natural environments (Draeger, 2012).

Self-Talk – Self-talk is the internal dialogue used to cultivate the mindset necessary to achieve the desired goal (Draeger, 2012). Self-talk is thinking positive thoughts to focus the mind on reaching the end of the task.

Significance of the Study

This study provides an understanding of the effects of Navy SEAL training on civilian life. By surveying former Navy SEALs, it can be determined if the concepts of teamwork and mental toughness are still utilized in the Navy SEALs' post-military lives. The results of this study may also support the idea that mindset training is transferable to

civilian life as suggested by Draeger (2012), Divine (2013), Potterat (Discovery Chanel, 2015), and Lambertsen (2016). If Navy SEAL training has a long-term impact on civilian life, then training on growth mindset, teamwork, and mental toughness would also be beneficial in other careers as well as in the K-12 educational setting.

Limitations

The Navy SEAL community is a very closed community who is not open to communicating with outside people. This closed status limits that number of willing participants since the researcher is not a former Navy SEAL. Another limitation is that the data are being collected using a self-reporting survey method. According to research conducted by Hoskin (2012), the validity of data on self-reporting surveys is reliant upon the validity of the survey and the integrity of the person completing the survey.

Delimitations

Even though every recruit completes the same initial training program to become a Navy SEAL, the individual training as a Navy SEAL may differ based on the type of advanced training that each recruit received. This study did not investigate the individualized training paths a Navy SEAL may have traveled. Additionally, the initial training program has improved over the years as research has provided information on why some individuals were successful in completing the training program and others were not. This study did not consider the modifications made to the initial training program nor did it consider any aspects of the training other than teamwork and mental toughness.

Summary

The purpose of this quantitative study was to survey former Navy SEALs to determine whether the training received on the concepts of teamwork and mental toughness has impacted their civilian lives. The training for mental toughness is subdivided into four concepts: goal setting, mental imagery, self-talk, and arousal control. Dweck's (2016b) research on fixed and growth mindset provided the theoretical framework for this study. The intent of Chapter 2 is to present the background information necessary to understand the training program with an emphasis on teamwork and mental toughness as depicted in the literature.

CHAPTER 2

LITERATURE REVIEW

Due to the severity of the Navy SEALs' missions, their training is highly-focused on building teamwork and mental toughness. According to the Navy Psychologist Dr. Potterat, mental toughness is critical to being a successful SEAL. The Navy SEAL training program helps recruits develop mental toughness through goal setting, mental imagery, self-talk, and arousal control (Discovery Chanel, 2015; Marx, 2013). The purpose of this study is to determine if the portion of the Navy SEAL training focused on the concepts of teamwork and mental toughness has an impact on the civilian lives of former Navy SEALs. The theoretical framework for this study is the research on mindsets by Carol Dweck (2016b) and the connection between Dweck's work on mindsets and the training of the Navy SEALs. This chapter includes an overview of the Navy SEAL training program, a summary of fixed and growth mindsets, an introduction to nine former Navy SEALS, and the application of the Four Pillars, which are goal setting, mental imagery, self-talk and arousal control, to secondary education.

Navy SEAL Training Program Introduction

To be a Navy SEAL, one must not only be mentally tough, resilient, and a team player but also be highly skilled, adaptable, and flexible (Draeger, 2012). According to Schrage (2015), Navy SEALs believe that when in strenuous situations, "you don't rise to the occasion, you sink to the level of your training" (para. 2). The training to become a Navy SEAL is the most intense and difficult program to complete among all the military branches (Meyers, 2011) and the overall success of each intense and challenging mission is dependent on the highly-effective training of each individual. According to Draeger

(2012), the effects of the training extend into civilian life even after leaving military service.

Overview of Navy SEAL Training

In order to understand what an individual endures to become a Navy SEAL and how it affects every part of their life even after leaving the military, it is important to look closely at the Navy SEAL training program. The process through which an individual earns the title of the coveted Navy SEAL is a fifty-eight-week course that consists of six phases:

1. Naval Special Warfare Prep School

2. Basic Underwater Demolition/SEAL (BUD/S) Orientation

3. BUD/S First Phase

4. BUD/S Second Phase

5. BUD/S Third Phase

6. SEAL Qualification training (Draeger, 2012; Lambertsen, 2016; Mann, 2014).

It is through these fifty-eight weeks of training that the concepts of teamwork and mental toughness, which includes the four concepts of goal setting, mental imagery, self-talk, and arousal control, become engrained in the recruit. These concepts are interwoven in the daily physical and mental exercises that a recruit must endure to become a Navy SEAL. Davis (2016a) stated that the Navy SEAL training program is built on principles that are both sound and reliable and can be applied in civilian life. He reported that the Navy SEAL training requires recruits to think critically and act accordingly, which is different from the mindset of the typical military training, which is to not think and do as you are ordered.

Recruits

Recruits begin the process of becoming a Navy SEAL by either requesting a contract with a Navy Recruiter or requesting a transfer from within the Navy. Once the request has been received, the candidate must pass three physical exams in order to be offered a contract for the Navy SEAL training program. Recruits come from a variety of different backgrounds and may be from any of the military branches. Some may have just completed Naval Basic Training while others are commissioned officers with years of experience with another branch of the military. All recruits must pass through the same rigorous training taught by current Navy SEALs who have experience and know the level of physical and mental aptitude required to complete Navy SEAL missions (Draeger, 2012). These instructors push recruits to their limits. The instructors know that one day they may be on the same team and they need to know they can fully depend on and trust the new recruits' knowledge, skills, and abilities (Denver & Henican, 2013; Lambertson, 2016).

Naval Special Warfare Preparatory School - 8 weeks

Naval Special Warfare Preparatory School is an eight-week period that is the recruit's first exposure to the rigorous physical requirements needed to become a Navy SEAL. The entire eight weeks is devoted to building physical stamina in preparation for the upcoming intense physical and mental training (U.S. Navy SEAL + SWCC Scout Team, 2016).

Basic Underwater Demolition/SEAL (BUD/S) Orientation - 3 weeks

Basic Underwater Demolition/SEAL (BUD/S) Orientation is a three-week period during which recruits will become familiar with the Naval Special Warfare Center. They

will also learn to maneuver through the legendary BUD/S obstacle course (Draeger, 2012), as well as, begin swimming exercises. Instructors pay close attention to the trainees' attitudes, mindsets, and physical stamina as the process for "weeding out" unlikely candidates begins. This phase prepares the recruits to enter into the first phase of BUD/S (Draeger, 2012; Lamberston, 2016).

BUD/S First Phase - 7 weeks

The intention of the first phase of BUD/S is to expose prospective candidates to an overwhelming amount of physical and mental stress to test their ability to endure the program. As these new recruits stand at attention waiting for their instructors, the uncertainty of what they are about to face weighs heavily on their minds. They have all heard the horror stories about the torture they are about to endure; however, until a person experiences it, there is no way to fully know what lies ahead. Due to the extreme physical and mental situations they will encounter, approximately only 25% will survive this phase (Couch, 2004; Denver & Henican, 2013; Lambertsen, 2016). Recruits repeatedly encounter Navy SEAL instructors who are verbally confrontational in order to build upon the concepts of mental toughness and teamwork (Lutrell & Robinson, 2007).

During this phase, recruits are exposed to environmental elements, such as water and sand. This exposure to a variety of environmental elements tests an individual's resiliency that leads to mental toughness. Recruits face intense physical maneuvers to push them to their physical and mental limits. One example is referred to as "surf immersion." According to Denver and Henican (2013), surf immersion is timed exposure to mid-50-degree water while lying with interlocked arms as the ocean waves crash on top of the recruits. Instructors mentally badger recruits continuously trying to break down

their will to continue. The mental stressors during the surf immersion are designed to identify those with the resiliency and drive that will move them to the next level of the training.

The fourth week of the training is referred to as "Hell Week" (Couch, 2004). During "Hell Week", Navy SEAL instructors intensify every aspect of the physical and mental training being endured by the recruits. Operating on four hours of sleep over a period of five and a half days, sleep-deprived recruits constantly go beyond their perceived physical and mental limits as they perform previously-learned physical maneuvers at an intensified rate. These activities take place on the beach or in the surf to familiarize recruits with the actual environments in which Navy SEAL operations are conducted (Lieberman, Tharion, Shukitt-Hale, Speckman, & Tulley, 2002). Burning an excess of 10,000 to 15,000 calories (Santelmann, 2000) a day, running an excess of 200 miles, and enduring prolonged exposure to nature's elements, each recruit is evaluated constantly while also being subjected to psychological stressors from the instructors (Leiberman et. al, 2002). This week is a "unique event and changes a man forever" (Couch, 2004, p. 16). The increased intensity of the training during "Hell Week" will cause nearly two-thirds of the trainees to drop out voluntarily (Leiberman et. al, 2002). "Hell Week may be one of the most intense and demanding challenges both physically and mentally in the armed forces of any nation" (Couch, 2004, p. 13). "Hell Week is the soul of the SEAL culture and it binds us all together – young and old, seaman and admiral, active warriors and retired warriors" (Couch, 2004, p. 15). Upon completion of "Hell Week", recruits are given a brown t-shirt to signify completion of the first phase of their training (Davis, 2016b; Webb & Mann, 2014).

BUD/S Second Phase - Combat Diving (Frogman) - 7 weeks

The second phase tests the physical and mental toughness of the recruits in the water while continuing to build their physical stamina. Learning the fundamentals of combat diving both in the classroom and in the water is the primary focus of this seven-week training. For the first time since entering BUD/S training, recruits are faced with academic challenges. The physics and psychology of Self Contained Underwater Breathing Apparatus (SCUBA) diving must be learned and demonstrated in the classroom first (Couch, 2004; Williams, 2010). This knowledge can be applied when in the water. Because of the intense situations and environments (sea, air, and land) in which Navy SEALs operate while on a mission, instructors mentally test the recruits while taking them through the aquatic training maneuvers that will make them more like amphibious creatures. During this phase, additional recruits will exit the program as it becomes evident that they are not able to handle the mental and/or physical demands of water combat (Lambertsen, 2016). This intense training in the water separates the Navy SEALs from other military branches due to their high level of concentration in "underwater combat operations" (Powers, 2016, para. 4).

BUD/S Third Phase - Land Warfare Training - 7 weeks

The third phase of BUD/S lays the foundational skills needed to begin the SEAL Qualification Training (SQT). As Couch (2004) explained, there are two parts to this third phase of training: classroom learning and skill application. In the first three weeks, recruits are in the classroom learning about the many tools they will be using during their career as a Navy SEAL. The recruits receive instruction on how to detonate the different types of explosives, safely operate a variety of weapons, rappel and parachute in various

situations, and engage in team tactics (Lambertsen, 2016). During this phase, they will also become experts at map reading and land navigation with a compass.

The United States Navy owns and operates San Clemente Island, California where the last few weeks of training take place (Sutton, 2012). On this island, recruits are put into simulations in which all that they have endured and learned in their training is now put into action. For seven days a week, recruits are continuously challenged with highly-physical demands with only a few hours of sleep each night. San Clemente Island is the last and maybe the toughest four weeks of their BUD/S training and is the final test before entering SQT.

SEAL Qualification Training (SQT) - 26 weeks

Upon successful completion of this 26-week training, recruits will receive the coveted trident and officially become Navy SEALs. This 26-week training is known as the finishing school where recruits will practice and apply all the knowledge and skills that they have acquired. (Couch, 2004; Lambertson, 2016). The final stage of this training focuses on the individual. During this stage, the training intensifies from a basic training to an advanced training, producing highly-skilled specialized warriors (Lambertson, 2016; Mann, 2014). The training continues in Alaska and includes additional waterborne training to provide a more rounded exposure to all the different environmental situations in which Navy SEALs may find themselves.

A highly-functioning and efficient team requires individuals who have proven that they demonstrate individual excellence (Divine, 2013).   Upon completion of this phase, graduates are ready for placement on a team with seasoned Navy SEALs (Lambertson, 2016).

Navy SEAL Teams

To become a Navy SEAL, a recruit must fully understand that the very essence of being a Navy SEAL is to function as a member of a team. Luttrell and Robinson (2007) drove home the concept that teamwork is the most important part of the recruit's training. According to Couch (2001) and Feloni (2015), from the first day of the rigorous BUD/S training, the concept of team is engrained into every aspect of the recruit's new lifestyle. The result of this intensive training is to build a high-performing team, not an individual warrior (McChrystal as cited in Feloni, 2015). Throughout the Navy SEAL training, a bond is developed and a sense of community grows as the individual mindset changes to a team mindset, where each member realizes that "any one of his teammates is more important than himself" (Williams, 2010, p. 106). The brotherhood bond that is forged during the training program is the team's strongest weapon (Willink & Babin, 2015).

Intensive training builds strong bonds, it promotes a deep sense of trust in one another, and it promotes an intimate knowledge of the thoughts and actions of each team member. Vaden (2014) purported that as the training becomes more intensive, the deeper the trust becomes among the team members. Individuals come to the realization that how well they can trust each other now could be the difference between living or dying. They must trust that their training will provide them with the skills and knowledge necessary to complete a successful mission. They must also learn to trust that every member of their team has the competence to fulfill his part of the mission. According to Dockery and Brutsman (2004), the bond of trust between each member of the team is so intense that each will risk everything for his or her teammate.

A unique training aspect of recruits, as well as the continued training of Navy SEALs, is that commissioned officers and enlisted men train together (Denver & Henican, 2013). Uhl (2011), a former Navy SEAL, reported that instructors are members of Navy SEAL teams who rotate through training and missions every three to five years. This method builds a bond between new recruits and those who have come from the field. Bonding becomes critical to the success of missions when "rookies" are placed with seasoned warriors. This rotation of team members sharpens the skills of seasoned members while building trust between seasoned members and the trainees. According to Roy and Lawson (2015), it is the responsibility of the leaders to create a culture of teamwork based on humility and to help maintain a focus on the mission. Having active Navy SEALs return to train new recruits helps to build group culture and a sense of duty. The SEAL leaders are trained to promote growth and share power with the team members. They provide a model for how everyone can maintain the well-being of their teammates.

SEAL training creates a sense of trust and collaboration among all team members, keeps them humble, and results in a well-developed and highly-functioning, efficient team. Sharing the sense of mission responsibility and power to make decisions among all the team members creates an environment that is highly-effective and responsive to whatever circumstance in which they may find themselves (Roy & Lawson, 2015). According to Feloni (2015), the adaptability and flexibility of the Navy SEAL teams demonstrate the high level of trust among the members, as well as a sense of shared responsibility.

It should also be noted that these teams are multidisciplinary which lends itself well to sharing the leadership role (Hall & Weaver, 2001). As the SEALs are exposed to a multitude of environments and situations, the different skill sets among team members become critical to the success of the missions (Roy & Lawson, 2015). Having team members with specific skills and abilities creates a sense of interdependence among the members and the ability to work as a team is more critical to the success of each mission than what each team member brings to the team (Shea, 2015).

> Serving together is different. When we share a purpose with others, our work creates a shared connection. When the work matters, we're more often able to overcome personal differences in service of a shared goal…Later, practicing combat diving in fifteen feet deep and kicking for half a mile underwater through a pitch-black night in a pitch-black bay, I didn't really care about how much I liked the guy swimming beside me. My life and our mission depended on one thing: his competence…Real teams work with and for one another. They share a purpose that is larger than any one person...All resilient teams share one thing: an ability to manage many interests while serving a purpose that is larger than the interests of any one person. (Greitens, 2015b, para. 9 - 19)

Davis (2016a) identified that the team concepts learned during the training to become a Navy SEAL and the team building aspects that occur while being a Navy SEAL can easily be transferred to any other team, whether it is military, business, or parenting. He explained saying, "I've used these principles to redesign and deploy corporate sales programs as well as individual performance initiatives. I also use them in my own life as a successful father, husband, entrepreneur, and writer" (Davis, 2016b, p.

7). Fletcher (2014), a wife of a Navy SEAL, wrote a dissertation that studied ten active

duty Navy SEALs and found that the concepts learned from teammates transferred to

family life.   Willink and Babbin (2015) used the team concepts learned during their time

as Navy SEALs to help organizations cultivate high-performing teams. They focus on

teaching leaders how to follow as well as how to provide good leadership by building a

team that has a definite purpose and focus. Divine (2013) explained how he used the

concept of team that he learned as a Navy SEAL to train a women's Olympic cycling

team. By working on their communication skills and building trust between all the

members, he was able to improve their ability to operate effectively as a team. Building a

high level of trust between all members of a Navy SEAL team comes with the knowledge

that each individual is fully prepared physically and mentally.

Mental Toughness Training

Dockery and Brutsman (2004) emphasized that the mental condition of a Navy

SEAL is much more valuable than his physical condition in stressful situations. A

mentally-tough person maintains a positive attitude when faced with assignments that are

stressful or those assignments with high levels of risk. They are able to maintain their

focus on the goal and stay motivated. (Draeger, 2012). Dr. Loehr, as quoted by Draeger

(2012), stated, "Mental toughness is the ability to consistently perform towards the upper

range of your talent and skill regardless of competing circumstances. It is all about

sharpening your mind." Former Navy SEAL Chris Sajnog, claims that mental toughness

increases the ability of an individual to be successful throughout the course of his or her

life. "Mental toughness and whatever you use to power through an activity – grit,

perseverance, and passion – play a significant role in a successful life" (Davis, 2016b, p.

137). According to Sheard (2012), mental toughness is a mindset formed by the situations a person has faced, by the cultural environment in which they were immersed, by the people they have encountered, and by the trainings they have received.   Itzler (2015), a very successful entrepreneur, told of his experience with having lived with a Navy SEAL Groggins lived with him for 31 days; Itzler found himself mentally tougher and more focused after being constantly exposed to Groggins' mindset and thoughts. Even though Itzler was already a successful executive before meeting Groggins, his time with Groggins enhanced his ability to be a mentally-tough business leader.

Draeger (2012) and Lambertsen (2016) believe that mental toughness can be developed through a training program that is built on excellence. Divine (2013) said that when excellence becomes a standard habit, then the focus and purpose of every mission can be fulfilled. The overarching theme of the Navy SEAL training is to develop the recruits into excellent warriors who are equipped to handle any situation, mental or physical, in which they may find themselves. According to Roy and Lawson (2015), being able to perform under pressure is not only a trademark of being a Navy SEAL but also a requirement. Navy SEALs must think in terms of overcoming obstacles and discovering possibilities without limitations (Webb, 2013). To be able to handle the diversity of situations that may present themselves during a mission, each Navy SEAL must be mentally-tough, which Sigl (2014) defined as being "focused, confident, determined, and resilient under pressure" (para. 1). Divine (2013) said, "resilience is instrumental to your ability to forge mental toughness – it's the power to bounce back quickly when circumstances conspire against you" (p. 98).

Parker (2016) discussed resiliency as the ability of an individual to be persistent and to adjust to challenges in any situation. Tugade and Fredrichson (2004) added that resiliency allows one to survive negative situations, as well as adapt to changing situations. Understanding that resiliency can be learned and developed; we all face challenges at some point in life and the more resilient we are, the more successful and happy we will be (Greitens, 2015a). Shea, a former Navy SEAL, explains how resiliency is necessary to be successful.

> I failed every single (first) attempt at performing beyond what I dreamed possible. I failed out of the United States Military Academy, then finally graduated from Ball State on the Dean's list. I hit rock bottom during four separate attempts to make it through SEAL training and finally graduated number two in Class 207 (Shea, 2015, p. 283).

For all the Navy SEAL training designed to build resiliency, the desire to remain in the program is based on the individual and the amount of resiliency that a person possesses. Unfortunately, no one can determine the amount or type of resiliency an individual has until he or she is repeatedly faced with stressful or challenging situations. An encouraging thought for all individuals is that resilience can be built and strengthened over time (Stevenson, 2016). To be a Navy SEAL, one must make that choice to be resilient no matter what the situation is or for how long the situation occurs. Greitens (2015a) continues that becoming resilient requires taking responsibility for one's self and to be responsible for one's own actions. Although one cannot anticipate events, one can control how one acts to control specific events. This resiliency creates an individual whose developed skills and talents are unique (Roy & Lawson, 2015). Denver (Denver

& Henican, 2013), a former Navy SEAL, wrote to his children about how to build resiliency. He told them that their growth was dependent on their ability to become resilient. To build resilience, he encouraged his children to step out of their comfort zone, to seek out challenging situations, and to push themselves constantly to be better. He relayed to them what he learned while going through the training to become a Navy SEAL so that they could learn how to think and act to better prepare themselves for life (Denver & Henican, 2013).

The intense Navy SEAL training is based on the four concepts that scientific research says builds mental toughness and creates a teamwork environment: goal setting, mental imagery, self-talk, and arousal control (Discovery Chanel, 2015). Draeger (2012) presented these concepts as the Four Pillars and he pointed out that anyone who works to develop these concepts can also develop mental toughness.

The Four Pillar Technique

Mental toughness, a term that Draeger (2012) used to encompass the mindset required to survive BUD/S training, is a learned way of thinking. In his book built around the concept of mental toughness as part of the Navy SEAL training program, Draeger (2012) said that over the years, psychologists who have studied successful BUD/S candidates found that they all used goal setting, mental imagery, self-talk, and arousal control. Athletes who competed in the Olympics also used these four concepts that build mental toughness. Through continuous research, a training component that focused on goal setting, mental imagery, self-talk, and arousal control was added to the BUD/S training to help all recruits build mental toughness (Draeger, 2012; Lambertson, 2016). After incorporating this training component into the BUD/S training program, the

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graduation rates increased from 25% to 32% (Draeger, 2012). This training component is referred to as the Four Pillar Technique.

Pillar 1: Goal Setting

Throughout the entire Navy SEAL training program, goal setting is woven into all phases of training. According to Draeger (2012), goal setting is one of the key components of the training to become a Navy SEAL. Locke and Latham (2009) stated, "A goal is a regulatory mechanism for monitoring, evaluating, and adjusting one's behavior" (p. 19). Baghurst, Tapps, and Kensinger (2015) stated, "Goals are a set outcome for which to aim and a standard for judging accomplishments" (p. 31). Covey (2004), a best-selling author on leadership and personal growth, explained that setting an effective goal requires the focal point to be the outcome rather than the process through which one must travel to achieve the goal. Creating SMART goals, a popular technique for setting goals, is introduced to recruits during BUD/S training. SMART goals are Specific, Measurable, Attainable, Relevant, and Time-bound (Draeger, 2012; Divine 2013) providing focus and purpose for the individual.

Jon Cannon, a current Navy SEAL Lieutenant Commander, stated that along with setting goals, it is also important to formulate a plan to achieve those goals (Cannon & Cannon, 2003). Benjamin Franklin once said, "If you fail to plan, you plan to fail" (Cunha, 2016, p. 53). Navy SEALs create long-term SMART goals but then break down the long-term goal into mini-goals through a process called segmentation (Greitens, 2015a). Segmentation helps the individual create a plan to get through the next exercise, successfully complete the day, and graduate from the program (Draeger, 2012). Draeger provided an example of how a Navy SEAL trainee is taught to break down the mentally

and physically challenging day into a series of mini-goals and celebrations: get up,

shave, brush teeth, get dressed, clean room, get into formation, run mile to breakfast. As

each mini-goal is accomplished, the trainee must celebrate being a winner. Retired Navy

SEAL Chris Sajnog taught his sons to approach each day as if it were a mission. They

need a goal and then they need to make a plan to meet that goal (Davis, 2016b). Retired

Naval Admiral William H. McRaven, after 37 years of service and being in command at

every level within the Special Operation forces (United States Navy, *n*.d.), encouraged

the graduating class of 2014 at the University of Texas at Austin to set a goal for every

little task. His simple and routine example of making the bed every morning

demonstrates how a recruit started each day with a sense of accomplishment.

> Every morning in basic SEAL training, my instructors, who at the time were all
>
> Vietnam veterans, would show up in my barracks room and the first thing they
>
> would inspect was your bed. If you did it right, the corners would be square, the
>
> covers pulled tight, the pillow centered just under the headboard and the extra
>
> blanket folded neatly at the foot of the rack—rack—that's Navy talk for bed. It
>
> was a simple task—mundane at best. But, every morning we were required to
>
> make our beds to perfection. It seemed a little ridiculous at the time, particularly
>
> in light of the fact that we were aspiring to be real warriors, tough battle hardened
>
> SEALs—but the wisdom of this simple act has been proven to me many times
>
> over. If you make your bed every morning, you will have accomplished the first
>
> task of the day. It will give you a small sense of pride and it will encourage you to
>
> do another task and another and another. By the end of the day, that one task
>
> completed will have turned into many tasks completed. Making your bed will also

reinforce the fact that little things in life matter. If you can't do the little things

right, you will never do the big things right. And, if by chance you have a

miserable day, you will come home to a bed that is made—that you made—and a

made bed gives you encouragement that tomorrow will be better (Texas Exes,

2014).

This goal-setting concept can be applied in any aspect of life. Willink and Babbin

(2015) advised business leaders based on the concept of goal setting they learned while

being a Navy SEAL. Their advice is to start by creating small goals building self-

confidence and increasing motivation as each goal is accomplished. Covey (2004) and

Divine (2013) explained that goal setting helps people to see that they are in control of

their lives and they have the ability to accomplish the tasks needed to reach their goals.

The technique of creating short-term goals that lead up to achieving a long-term goal can

be used in all walks of life by individuals who are serious about accomplishing or

achieving something in particular. Itzler (2015), after having Navy SEAL Groggins live

with him for 31 days, learned to become more focused on setting a small goal and then

working to reach that goal before creating another. Itzler explained that Groggins, an

asthmatic, did not necessarily like running but did it to raise money for charities helping

families of those who died in battle. When Groggins runs a race, he remains positive and

focuses on the goal of raising money rather than on his physical condition.

Divine (2013) has added to this aspect by purporting that along with striving to

reach just one goal at a time, it helps to be precise and positive. When developing long-

term goals, it helps to write them down and develop a plan to achieve those goals. When

setting goals, it is important to remain flexible and adaptable because the whole situation

may not always be known at the beginning and it may become necessary to take a different path to reach the goal or it may be necessary to change the goal (Shea, 2015). A technique helpful in reaching goals is referred to by Draeger (2012) as mental imagery.

Pillar 2: Mental Imagery

The mind is a powerful mechanism that holds the key to success or failure. Divine (2013) stressed that one cannot become mentally tough without developing two visualization techniques: mental projection and mental rehearsal. Mental projection is the visualization of reaching the goal such as imagining what it will be like to cross the finish line. Picture the scene with all the scents, colors, sounds, and emotions. Zender (2014) referred to this as mental imagery. Imagery is being able to picture what is unseen, not as a delusion or hallucination or a daydream, but as a way to visually think through a process or solve a problem. Aboulker-Muscat, Epstein, and Fedoroff (2012) said that mental imagery is a reflection of what is going through our minds and what lies in the depths of our hearts. Mental imagery provides the instructions for the body to act and portrays what the mind is thinking. Divine (2013) referred to this part of visualization as mental rehearsal and when combined with faith and action leads to the desired end result. He guided his customers through the process of learning to mentally go through all the steps to achieve a goal; it is a way to practice a skill so that the action becomes natural. Afremow (2013), a highly respected mindset coach, suggested that practicing mental imagery can be compared to the practicing an athlete would do to perfect a skill. Mental imagery has been part of the training of Olympians and other successful athletes for many years as it focuses the athlete on the end result. Mentally seeing oneself complete the perfect actions needed for a win sharpens the instructions sent from the brain to the body

for a more precise physical movement. Rehearsing those movements mentally trains the brain so that the actions become more rote and automatic.

Davis (2016a) stressed the importance of using mental strategies when faced with challenges. He shared one of his experiences during BUD/S training in which he utilized a variety of mental techniques, especially mental imagery, to complete a five and a half nautical mile swim. His thoughts reached into his past, picturing times when he was successful. He mentally removed himself from the water to get a view of where he was in the water and how he was going to make it to the finish line. Focusing on telling the story to his children allowed him to develop thoughts and images of where he wanted to be in the future. This thought took his mind off his present condition and helped him complete his mission.

Covey (2004) explained that we must begin with a true knowledge of the end result. One must picture the outcome to be able to formulate the steps to take to reach that destination. Athletes, surgeons, and teachers use this process. They visualize their goal and then take the necessary steps needed to accomplish the goal (Draeger, 2012). As Greitens (2015a) wrote to his friend with post-traumatic stress disorder (PTSD), he reminded him that mental rehearsal can help him through the difficult times. When filled with worry, imagine the worst and then imagine how to deal with the situation. Picture what it will be like to work through the challenges and talk one's way through the situation. This combination of mental imagery and self-talk can help provide a path through the pain and fear.

Pillar 3: Self-Talk

Draeger (2012) stated that the average person thinks at a rate of 1,000 to 5,000 words per minute. Witherington (2015) noted that a person makes approximately 55,000 self-talk mutterings during the day. Zurbanos, Argyropoulou, and Hatzigeorgiadis (2014) in a study on positive self-talk, explained that self-talk is the act of telling oneself what to do, the steps needed to accomplish a task or reach a goal, or working through the process of good decision-making. While Groggins was with Itzler (2015), he taught him that it is the little lies we tell ourselves that keep us from reaching our goals. Groggins explained that when we think we have reached our full potential; we have only reached 40% of our actual capability. This negative self-talk limits one's ability to reach a goal. When an individual learns to control his negative self-talk and replaces it with positive self-talk and mental imagery, the individual's ability to reach the goal increases. As purported by Divine (2013), when a person takes the time to listen to his self-talk and direct it toward positive action, it increases one's ability to manage personal thoughts and ultimately affect the outcome. Greitens (2015a) explained that when self-talk is coupled with discipline, the potential for greatness is expanded. Self-confidence determines what one believes about what one can accomplish; however, self-talk can be used to boost self-confidence and help accomplish goals.

In reference to marksmanship, Sajnog, as quoted by Davis (2016b), explains to novice shooters that it is the mental techniques that they utilize that will help them develop into a good marksman; he calls it being an "MVP Shooter using meditation, visualization, and positive thinking" (p. 181). As Draeger (2012) explained, when Navy SEALs are confronted with doubt, they counteract it with positive self-talk. They take

control of the thoughts running through their heads and focus on the goal. In an article on self-talk, Jensen (2013) reported that while we need to be careful about the words we say to others, we need to be even more cautious about the words we say to ourselves. The running dialogue in our minds develops our self-concept, which determines the ability to perform at the highest level.

Gleeson (2012, 2016) talked about his time as a Navy SEAL in an article for organizational leaders. He told the story of the thoughts that would run through his head during BUD/S training at 4:00 AM each morning when his alarm would signal it was time to get out of bed. His negative self-talk would create a feeling of dread for the upcoming day and he would start feeling sorry for himself. These are the natural thoughts that flow through an individual's head when one is about to encounter a very challenging day. It took controlling the negative self-talk and replacing it with positive self- talk and focusing on the goal of being a Navy SEAL that got him out of bed at 4:00 AM every morning. Gleeson encourages leaders to control those initial thoughts at the beginning of each day, as they will determine the outcome of the day.

Shea (2015) said that how we talk to ourselves determines who we are and what we can accomplish both physically and mentally. In his book, Shea recalled a situation in which his team was in the heat of an ongoing battle. He knew he had to collect his thoughts and get himself in the right frame of mind by using positive self-talk. He used his internal dialogue to internalize where he was and why he was there. "I need to be here. This is who I am, and I enjoy combat. My men need me, and I need them" (p. 115). Soon the words of his wife ran through his mind urging him to survive, "Thom, I need you to come back to us. Do not fear dying. It makes you weak" (p. 115). The hope

of surviving the battle becomes the action that keeps one alive. Because of Shea's experiences with self-talk while being a Navy SEAL, he encourages individuals to use emotions for positive outcomes: emotion breeds passion, passion creates hope, and hope coupled with action achieves results.

Pillar 4: Arousal Control

Divine (2013) stated that learning to control one's emotions requires one to distinguish between how one's emotions make one feel and think. Individuals need to understand emotions in order to control them. Draeger (2012) highlighted that being able to control emotions is an essential part of being a Navy SEAL since the natural reaction to stressful situations is an uncontrolled emotional response.

The fourth pillar of the Navy SEAL training is "Arousal Control" but it could also be referred to as emotional control. Gleeson (2016) related emotional control to reactionary control. Stressful situations cause both emotional and chemical reactions. For a Navy SEAL on a high-intensity mission allowing these reactions to be in control can be the death of the mission and the team. Learning to control the natural reactions to stressful situations requires learning ways to trick the brain into replicating calm situations and rapid eye movement (REM) sleep stress reduction aspects (Draeger, 2012). Itzler (2015), during his time with Navy SEAL, Groggins, told the story of when he and Groggins were flying in a plane that hit turbulent weather. Itzler was impressed by Groggins' ability to remain calm and not allow his surroundings and the fear around him to influence his emotions. Groggins' actions during the turbulent weather provided an example of how one can control the amount of stress that one feels.

Bradberry (2014), a best-selling author on emotional intelligence, reiterated that

learning to control breathing, something that we have to do at all times, is the easiest

stress reducer and an effective way to remain calm in stressful situations. Bradberry went

on to say that developing the ability to approach stressful situations in a calm and

controlled manner increases your ability to perform effectively. Divine (2013) explained

that "deep breathing is the universal shutoff switch to stress but it's also useful

proactively to maintain one's focus" (p. 94). Divine teaches individuals in SEALFit a

technique called "Box Breathing" (p. 94) as a way to calm thoughts and become focused.

"Box Breathing" is the same technique that Navy SEALs call "4 x 4 breathing"

(Lambertson, 2016). By breathing in deeply through the nose for four seconds and then

releasing the breath for four seconds, the same concepts of REM sleep are replicated.

Used as a form of arousal control, "4 x 4 breathing" helps the brain think all is well thus

allowing the Navy SEAL to stay focused and perform effectively.

Willink and Babin (2015), as part of their leadership training, talk to corporate

leaders about the need to control emotions based on what they learned and experienced

while being Navy SEALs. While it is important for a leader to show emotion, the leader

must always be in control of his or her emotions in order to maintain the respect of those

he or she is leading. Leaders need to take time to think before they act, as their actions

may start a chain of events.

Arousal control can be applied in many different arenas. Since parenting is a form

of leadership, arousal control can be modeled for children, as the children replicate the

actions of the parents. It is the responsibility of the parent to teach the child techniques to

handle stressful situations. Davis' (2016a, 2016b) advice to parents who want to raise

children who can be successful must expose their children to challenges and situations in which they will struggle. These struggles provide opportunities in which training a child to self-regulate physically, mentally, and emotionally can be incorporated.

The Four Pillar Technique of the Navy SEALS training has applicability to many aspects of civilian life. By using the same four techniques that are incorporated into the daily training of a Navy SEAL, parents can forge mental toughness in their children, businesses can build strong organizations with good leadership, and every individual can be ready to face whatever challenges life may bring him, thus training the mind to operate in a growth mindset.

Two Mindsets: Fixed and Growth

During three decades of research, Carol Dweck (2016a, 2016b, 2016c) found there are two different mindsets in which people operate: fixed mindset and growth mindset. While individuals may primarily operate in one mindset, it is possible that they will also have a few thought processes that fall into the opposite mindset. Former Navy SEAL Jeff Boss mentioned that individuals with a fixed mindset believe that intelligence is innate and that talent and skills are fixed characteristics (2015). This mindset is constantly finding ways to prove that these fixed characteristics are good enough. A fixed mindset limits the level of success and academic achievement because the belief is that there is no need to work hard to achieve, it comes naturally. On the other hand, a growth mindset believes that the harder one works at something, the more likely one is to achieve it (Boss, 2015). With a growth mindset, achievement is not limited. A fixed mindset is also very self-centered, quick to blame others, and full of excuses for negative

behaviors. A growth mindset is more concerned about others, takes ownership of actions and behaviors, and is constantly looking for areas in which to improve.

Dweck (2016b) also found that it is possible to train the mind to think primarily in one of the mindsets. Mulqueen and Wolfson (2016), who provide training strategies to organizations, further support this idea. They hypothesize that organizations implementing strategies to promote growth mindsets into their training programs provide individuals with opportunities to develop new skills and behaviors. Dweck warned that change is not easy nor is it permanent. She found that often times, when people start seeing the positive results from operating in a growth mindset, they discontinue their efforts and negative thoughts and behaviors return. It takes consistent effort to "change from a 'judge-and-be-judged' framework to a 'learn-and-help learn' framework" (Dweck, 2016b, pg. 244).

Dweck (2016b) encouraged people to utilize a diagram (Figure 1) created by Nigel Holmes to provide a daily reminder of the different areas of thinking that need to be cultivated to maintain a growth mindset. This diagram focuses on five different areas: challenges, obstacles, effort, criticism, and success of others. For a Navy SEAL, it is important to be operating in all areas at all times; therefore, the training to become a Navy SEAL focuses on helping recruits cultivate and maintain a growth mindset (Barker, 2015; Collins, 2015).

Challenges

McRaven, in his speech to the graduating class of 2014 at the University of Texas at Austin, recalled that training to be a Navy SEAL was like taking the challenges that one faces over a span of a lifetime and going through them all in six months (Texas Exes,

2014). As Dweck (2016b) surmised, a person with a growth mindset thrives on challenges. To a person with a growth mindset, challenges are opportunities to learn and grow. Growing reveals who one really is and what one is capable of accomplishing. Those who approach life with a growth mindset, enjoy everything they do in spite of challenges. Life as a Navy SEAL is filled with challenges and the mental toughness training endured by recruits helps to maintain a growth mindset to overcome challenges successfully (Divine, 2013). According to Collins (2015), "if it doesn't challenge you, it doesn't change you" (p. 17). For a Navy SEAL, the challenges endured during the training changes who the person is and one cannot go back to whom he was before he started the training (Collins, 2015).

On the contrary, Dweck (2016b) argued that a person with a fixed mindset does not deal with challenges well. Because of the belief that one is born with everything he or she needs to know, a person with a fixed mindset will look at a challenge from a negative viewpoint. If finding a solution to resolve the issue is not instantaneous, the person with a fixed mindset will get discouraged and stop trying. Mills (2017), a former Navy SEAL, stated the purpose of the exercise called "drown proofing" in the Navy SEAL training program is to reveal the mindset of the recruits. Recruits with a fixed mindset would see the task as impossible, not worth the effort to try to endure. During this exercise, recruits may choose to withdraw at this time from the Navy SEAL training program because they are not willing to meet the challenge and overcome it.

Obstacles

A person with a fixed mindset sees a barrier while a person with a growth mindset sees an obstacle as a challenge, an opportunity to problem solve and learn (Dweck,

2016b). Even though a fixed mindset has a level of self-confidence, confidence can

quickly diminish when an obstacle becomes a setback. People with a fixed mindset have

difficulty becoming mentally-tough and resilient, as they are quick to give themselves a

negative label, feel like failures, and give up. A person with a growth mindset looks at an

obstacle as a problem to be solved and will be resilient and persistent until a solution to

overcome the obstacle is found. Divine (2013) talked about Navy SEALs seeking

challenges and obstacles as they provide opportunities to increase self-confidence, build

emotional resilience, and decrease fear. As part of the Navy SEAL training, recruits use

strategies like mental imagery and self-talk to help them maneuver through obstacles and

reach goals.

Effort

Meeting challenges and overcoming obstacles requires effort. For people with a

fixed mindset, applying effort is not important (Dweck, 2016b). Since a fixed mindset

believes one cannot improve on whom one is and what one can do, there is no point in

trying. A person with a fixed mindset can only prove he or she is talented or intelligent if

the task can be done with little effort.

When individuals with growth mindsets are given a task, they focus on the end

result and create a plan to accomplish the goal. Those with a growth mindset enjoy every

step along the way and, therefore, do not notice the effort needed to be successful. When

faced with a challenge or an obstacle, they do not see the level of difficulty; they see an

opportunity to become more skilled. McRaven, a former Navy SEAL, discussed an event

in Navy SEAL training called a "circus" (Texas Exes, 2014). The assignment of recruits

to the "circus" is based on a lack of performance in some physical task and requires the

recruit to complete two additional hours of physical fitness for the day. The recruits who

approach this exercise with a growth mindset meet the challenge with effort and after

time, are actually stronger and more resilient. Recruits with a fixed mindset look at the

assignment as a failure to perform and will not put forth the effort to face the challenge

and overcome the obstacle, thus forcing them to quit the training program (Mills, 2017).

Criticism

In any training program, participants receive feedback. For a person with a fixed

mindset, feedback is criticism (Dweck, 2015). Because the fixed mindset recruit believes

that intelligence and skills are fixed, criticism attacks the person's competence and

intelligence. People with a growth mindset view feedback as a way to improve who they

are and what they can do; they see a challenge, an obstacle to overcome (Dweck, 2016a).

Part of the Navy SEAL training program involves intensive criticism to expose

every weakness. McRaven, in his speech, told how every uniform inspection resulted in

the finding of a flaw (Texas Exes, 2014). Even this minor process is designed to build

resiliency and persistence in the face of perceived failure and cultivates a growth mindset

(Dweck, 2016a). Collins (2015) explained how instructors in the Navy SEAL training

program constantly push the recruits to their physical and mental limits to expose

individual weaknesses and cause them to quit. Recruits are constantly faced with

criticisms and mentally-harassing words in order to cultivate a growth mindset or crush

those with a fixed mindset (Collins, 2015; Colebrook, 2015; Mann, 2014).

Success of Others

Former Navy SEAL Zinke, along with McEwen, (2016) explained that each

member of a SEAL team is taught to regard the team as a group and not self as an

individual. SEALs are to learn from the successes of others and encourage one another to

succeed. To be focused on the success of others and not self requires a growth mindset

(Dweck, 2015). A growth mindset helps one to build solid relationships, to forge

effective teams, and inspire one another to excel by focusing on others and not self.

Dweck (2016a) stated that people with a growth mindset do not view others as having

flaws, but rather as having opportunities in which they can grow. Being a Navy SEAL

requires one to operate as a team member who views helping others improve just as

importantly as improving one's self (Mann, 2014).

A fixed mindset does not believe in putting forth effort to succeed (Dweck,

2016b). Thus, seeing someone else achieve something creates a sense of jealousy, a

distain for those who succeed, as this would mean the successful person is more equipped

with talents and abilities than the unsuccessful individual. The idea of working together

as a team would not appeal to a person with a fixed mindset as learning to work together

would require effort, thinking of others over self, and growing.

Former Navy SEALs Tell About Their Experience and Training

This chapter continues with an introduction to nine former Navy SEALs who

describe the impact that the Navy SEAL program has had on their lives.   Their account

of Navy SEAL training provides the reader with an overview of the rigorous training

required of a Navy SEAL recruit. Eric Davis (2016a) is a retired Navy SEAL sniper who

spent eleven years in planning, writing, and implementing the curriculum for the Naval

Special Warfare Sniper training course. His work significantly increased the number of

recruits that were able to pass the rigorous course to become excellent marksmen (Davis,

2016a; Webb & Mann, 2014). Davis (2016b) believes his training as a Navy SEAL has been transferred to his civilian life by helping him become a better father to his children.

Brandon Webb is a former Navy SEAL sniper instructor who served in Afghanistan (Webb & Mann, 2014). Webb worked with Davis to improve the sniper course by creating processes to make the sniper teams more efficient, as well as, increasing the number of successful completers of the sniper course. Webb also authored several articles and books. He is the founder and Chief Executive Officer of the largest online source of information on Special Operations called Force12 Media (Bonner, 2015). Webb credits SEAL training for providing him with an understanding that to be successful in civilian life one must be willing to train oneself to envision success and focus on the positive in all situations (Bonner, 2015).

Leif Babin and Jocko Willink (Echelon Front, 2012) are the co-founders of Echelon Front, an organization focused on helping businesses learn quality leadership principles and strategies utilized by Navy SEAL teams during the Iraqi war. Babin and Willink share the responsibilities of leadership instructor, speaker, and instructional coach. They have also co-authored the book *Extreme Ownership: How US Navy SEALs Lead and Win*. Babin and Willink were instrumental in redesigning the Navy SEAL leadership-training program to better prepare Navy SEAL officers for combat. Babin, a nine-year Navy SEAL who retired in 2011, received a Silver Star, two Bronze Stars, and a Purple Heart. Willink, a 20-year veteran of the Navy SEALs, earned a Silver Star and a Bronze Star, as well as many other awards. These men continue to use the leadership skills learned during SEAL training to guide individual civilians and organizations in developing leadership qualities (Echelon Front, 2012).

Eric Greitens, a former Navy SEAL, received the Purple Heart during his years of service. Upon leaving active duty, he founded *The Mission Continues*, a company that helps veterans get back on their feet (Greitens, 2016) and authored a book to help veterans regain control of their lives (Greitens, 2015b). He was elected governor of Missouri in November 2016 (Friedman, 2016) and has been named on the 2014 Fortune Magazine World's 50 Greatest Leaders list (Fortune Editors, 2014, para. 38). For all his personal successes in civilian life, Greitens credits Navy SEAL training for providing him the ability to be remain resilient while facing situations that are challenging (Miller, 2015).

Thom Shea, the national best-selling author of *Unbreakable: A Navy SEAL's Way of Life,* spent 23 years as a Navy SEAL (Adamantine Alliance, 2015). During his time of service, he received a Silver Star, Bronze Star with Valor, Army Commendation with Valor, and two Combat Action Medals. Upon leaving the military, Shea brought his military skill set to the civilian world and founded the *Adamantine Alliance*, a training organization focused on leadership and human performance.

Mark Divine, a retired Navy SEAL Commander, runs a successful business called SEALFit, which helps civilians develop physical fitness and to forge mental toughness by utilizing the techniques learned while being a Navy SEAL (SEALFit, 2017). Divine graduated from class number 170 of the Navy SEAL BUD/S training program as an honor man, which is the highest rank for a trainee. After nine years of active duty and eleven years as a Navy SEAL reservist, he retired in 2011 as a Commander. Divine is now a renowned speaker, coach, and author of three books. Over the years, Divine has

founded NavySEALs.com, US Tactical, and SEALFit as well as co-founded the

Coronado Brewing Company (SEALFit, 2017).

Chief Rob Roy, a retired Navy SEAL with 26 years of service, 20 of which were

as a Navy SEAL, is the founder of SOT-G (Special Operations Training Group). The

mission of SOT-G is "to provide effective and efficient solutions that enable clients to

operate safely in challenging territories, as well as develop their leadership potential far

beyond what they would have ever imagined" (SOT-G, 2014). He is an actor, trainer,

public speaker, and writer using his knowledge and experiences as a Navy SEAL to

transform individuals' lives.

Captain Dick Couch, a Navy SEAL retiree with 30 years of combined active and

reserve duty, is well known and respected among all the military branches due to his

relationship with the United States Special Operations Command (Couch, 2017). Couch

has written eleven non-fiction military books and documented the training programs of

the Navy SEALS, Army Green Berets, Rangers, and Marines. His work in the area of

military ethics has provided him with opportunities to speak on issues related to the

character and morality of battlefield tactics on radio and TV (Couch 2017).

Applying Navy SEAL Training and Growth Mindset to PK-12 Education

Educational studies indicate that providing training and education on the concepts

of mental toughness and growth mindset in secondary educational institutions greatly

increase student success that continues beyond the classroom (Bates, 2016; Boaler, 2013;

Yeager & Dweck, 2012). Table 1 demonstrates the correlation between the concepts that

indicate a growth mindset, the Navy SEAL mental toughness training, and the application

of these concepts in PK-12 education. This section outlines several studies that support these correlations.

A study conducted with 1,594 high school students educated on the concepts of growth mindset revealed semester grade point averages of students that increased by 6.4 percentage points in core academic courses (Paunesku, Walton, Romero, Smith, Yeager, & Dweck, 2015). In a similar study, Horng (2015) included over 3,000 ninth-grade students who participated in an online growth mindset program. The research found that students who historically performed poorly, increased their grade point average by 0.14 over the course of one semester. Additionally, the average of students receiving Ds or Fs fell four percentage points after students participated in the online growth mindset program. This downward trend of percentages of students receiving a D or F continued even after the training concluded. Duco (2016) suggested that teaching secondary students to practice the concepts of growth mindset usually results in higher levels of students' motivation for learning, better grades, increased persistence, and help-seeking behaviors.

In addition to studies indicating that education in growth mindset concepts increase academic success, studies on resiliency, an aspect of mental toughness, also correlate to higher academic achievement. In a study of foster care adolescents between 12 and 17 found that a significant positive relationship exists between reading scores and resiliency (Zuill, 2016). Scales, Benson, Roehlkepartain, Sesma, and van Dulmen (2006) found that higher levels of resiliency traits correlated with higher grade point averages in a longitudinal study of students in grades 7, 8 and 9. St Clair-Thompson, Bugler, Robinson, Clough, McGeown, and Perry (2015) found in a study of students aged 11-16

and found that a significant correlation existed between mental toughness and academic achievement. A study conducted on first-year college students who had been enrolled in a developmental math course found that the issue is not self-esteem, but rather a correct academic mindset. Students need to be taught to apply effort to overcome challenges, to learn new strategies to absorb challenging subject matter, and to have patience and ask questions. Overall, teachers need to create an environment that promotes resiliency since it will help students realize their potential to learn and grow, thus helping them face the challenges in their lives (VanderHeiden Guney, 2016).

Boaler (2013) found that recent research on the human brain and its ability to grow indicates that teaching students to work hard and put forth effort increases academic ability. Franklin (2016) as well as Stump, Husman, and Corby (2014) found that praising student effort and teaching students that they can increase their intelligence positively affects their motivation levels. Teaching students that overcoming challenges stimulates the brain and increases intelligence provides the motivation for students to be persistent until they are successful. Fensterwald (2015) related this process to working a muscle until it becomes stronger. Teaching students to imagine how the brain works when faced with a challenge, provides them with a visualization of how their thought processes become more complex.

In all these studies, teaching growth mindset concepts to students is an important factor for them to cultivate a growth mindset, as well as to develop mental toughness. Teachers must learn to provide effective feedback for students to realize that their work can be improved (Bates, 2016). Creating a safe environment where students are encouraged to be challenged without fear of failure supports students in their efforts to be

growth minded (Fensterwald, 2015). A study conducted by Gunderson, Gripshover, Romero, Dweck, Goldin-Meadow, and Levine (2013) determined the effects of parent praise at ages one to three on the same children ages seven and eight. The evidence gathered demonstrated that parents who praise their toddlers for their effort, actions, and strategies predicts and impacts the child's cognitive and socio-moral motivational frameworks. This praise should continue in the academic setting. As Duco (2016) purported, it is important to train teachers to foster a growth mindset in their students. They need to be aware of how their interactions with students influence the development of a growth mindset. Schmidt, Shumow and Kackar-Cam (2015) reported, "When teacher behaviors were observed to be supportive of a growth mindset, students adopted stronger mindset beliefs and were more likely to maintain these beliefs over time" (p. 31). Additionally, teachers who praised students for their effort and study habits positively-influenced student decisions to persist in spite of challenges and set mastery goals.

In a study of first-year college students, Sorenson (2016) found that students who chose to set learning goals scored significantly-higher than those who chose to set performance goals. Sorenson (2016) encouraged college academic advisors to challenge the thinking of their students by informing them that their intelligence is not predetermined, it is moldable. Encouraging students to develop a growth mindset will help them become more resilient, will cause them to set mastery goals, and will provide them with the tools for long-term success.

Table 1

Correlation Mapping Between Growth Mindset, Navy SEAL Training, and PK-12 Education

Growth Mindset	Navy SEAL Training	PK-12 Education
Embrace challenges	Set goals Envision the goal Encourage positive self-talk Control negative emotions	"By empowering students to think about their own concepts of learning and intelligence, and challenging them to embrace growth mindset, students will be more likely to set mastery goals associated with better academic performance, more willing to take healthy risks that result in learning, more resilient, and longitudinally successful" (Sorenson, 2016, p. 22)
Persist in the face of setbacks	Set goals Envision the goal Encourage positive self-talk Control negative emotions	"What students need the most is…mindsets that represent challenges as thinks that they can take on and overcome over time with effort, new strategies, learning, help from others, and patience" (Yeager & Dweck, 2012, p. 312).
See effort as the path to mastery	Set goals Envision the goal Encourage positive self-talk Control negative emotions	"Praise or feedback that emphasizes the results of effort and de-emphasizes natural or innate ability is an important means to help students focus on events over which they have control" (Stump, Husman, & Corby, 2014, p. 20)
Learn from criticism	Encourage positive self-talk Control negative emotions	"Teachers who incorporate a growth mindset also provide critical feedback and give students an opportunity to revise their work. They create a classroom where students are encouraged to take on challenges, try new strategies and acknowledge and explain their mistakes" (Fensterwald, 2015, para. 9)
Find lessons and inspiration in the success of others	Teamwork Control negative emotions	"Empathy is an attribute of children that has proven to be highly relevant to the educational process and educational outcomes" (Feshbach & Feshbach, 2011, p. 85).

Summary

This chapter presented a review of the literature on the concepts of teamwork, mental toughness, and mindsets. Mental toughness is comprised of the four concepts of: goal setting, mental imagery, self-talk, and arousal control. Since this study is based on the lasting effects of Navy SEALs training in civilian life, a brief overview of the training was provided, as well as the importance of working as a team. The next chapter presents the methodology needed to conduct the research for this study.

CHAPTER 3

METHODOLOGY

This quantitative study surveyed former Navy SEALs to determine if their training has had an impact on their civilian lives. The survey focused on the concepts of teamwork and mental toughness. This chapter outlines the procedures for constructing the survey, collecting the information, and analyzing the data.

Purpose of the Study

The purpose of this study was to determine if Navy SEAL training on the concepts of teamwork and mental toughness have an impact on civilian life. A survey constructed with input from a pilot group of former Navy SEALs contained statements related to teamwork and mental toughness, including goal setting, mental imagery, self-talk, and arousal control. Analysis of the survey responses was designed to determine if former Navy SEALs are continuing to cultivate a growth mindset after their Navy SEAL training. If the perception of former Navy SEALs is that the concepts of mental toughness and teamwork focused upon during Navy SEAL training are evident in civilian life, then it can be deduced that the techniques of the training on the concepts of teamwork and mental toughness create life-long habits, as well as continue to cultivate a growth mindset.

Research Questions

This study seeks to answer the following research questions:

1. What percentage of former Navy SEALs perceive that they were trained in the concepts of teamwork, goal setting, mental imagery, self-talk, and arousal control?

2. What teamwork and mental toughness concepts, if any, are former Navy SEALs still using in their post-military life that reveal the cultivation of a growth mindset?

3. What are the perceptions of former Navy SEALs with regard to the impact of the teamwork and mental toughness training received while in the Navy SEAL program on post-military life?

4. What impact, if any, has Navy SEAL training had on former Navy SEALs with respect to their family, work place, and civilian life interactions?

5. What impact do the independent variables of age, branch of service, present occupation and year of SEAL training have on the dependent variables of teamwork, goal setting, mental imagery, self-talk, and arousal control?

Survey Construction and Pilot

Construction of the pilot survey began as collaboration between the researcher and two retired Navy SEALs (Appendix A). The first six demographic questions gathered information regarding age range, ethnicity, civilian occupation, years of military service, other branches of service, and participation in military conflict. Due to the nature of the previous clandestine assignments conducted by these former Navy SEALs, this survey did not collect personally-identifiable information. Next, the pilot survey contained 39 Likert-scale statements developed by the team pertaining to the impact of Navy SEAL training on civilian life. These statements represented the concepts of teamwork, goal setting, mental imagery, self-talk, and arousal control. The statements followed the Navy SEAL training concepts as explained by Draeger (2012), Divine

(2013), Potterat (Discovery Channel, 2015), and Lambertsen (2016). The survey ended

with eight open-ended statements that allow the respondents to provide detailed

information to support their Likert-scale responses. The eighth question was for the

purpose of the pilot only: "Are there any questions missing from this survey that you feel

should be included?"

Upon approval from the Indiana University of Pennsylvania Institutional Review

Board (IRB), ten former Navy SEALs were asked to pilot the survey through Linkedin, a

social media site. Upon agreeing to participate, the consent letter (Appendix B) with the

link to the survey was sent through the private messaging system within Linkedin. After

one week, a reminder message (Appendix C) was sent. The pilot survey remained active

for two weeks during the month of July. Upon receipt of the ten survey responses, the

researcher contacted each participant and asked the following follow up questions to

determine the validity of the survey.

    1. Did you feel any questions were misleading?

    2. Did you feel the survey questions align to the intent of the study?

The respondents did not indicate that any questions were missing and they agreed

that the questions aligned to the intent of the study. One respondent felt that some of

questions did not allow him to respond accurately as he needed a "not applicable" choice

because he did not have a family.

The data from the responses was imported into SPSS and Cronbach's Alpha was

applied to determine the reliability of the survey. The reliability result of Cronbach's

Alpha was 0.805. According to Mertler and Charles (2011), the split-half method is a

way to determine internal consistency reliability. The split-half method divides the

Likert Scale into two halves: even numbered statements comprised one half and odd numbered statements comprised the other half. To determine internal consistency, the split-half test was conducted resulting in a Guttman's Split-Half Coefficient of 0.753.

As a result of the responses from the pilot participants and the results of Cronbach's Alpha and Guttman's Split-Half Coefficient, the survey questions were not altered with the exception of removing the last question that pertained only to the pilot survey. As suggested by one of the participants, a not applicable (N/A) choice was added to the Likert Scale questions.

Population and Sample

Upon completion of the revision of the pilot survey (Appendix D), a message was sent to a personal acquaintance who was a former Navy SEAL with access to a private social media site. The personal acquaintance sent out the invitation (Appendix E) to participate in the survey to 587 former Navy SEALs. The survey was active for a period of seven weeks during the months of August through October, 2017. Reminders were sent every two weeks after the initial invitation for a total of three reminders. Of the population of 587 former Navy SEALs, 154 responded with three responses being discarded because the survey was incomplete leaving 151 valid responses as the sample for a 25.7% response rate.

Data Analysis

Responses were collected in Qualtrics and imported into the Statistical Package for the Social Science (SPSS) to conduct data analysis. The returned surveys were analyzed using descriptive statistics, two-way analysis of variance (ANOVA), and analysis of covariance (ANCOVA). The independent variables for this study were: age,

ethnicity, occupation, years of service as a Navy SEAL, participation in branch of service, and involvement in military conflict. The dependent variables for this study were teamwork, goal setting, self-talk, mental visualization, and arousal control.

According to Creswell (2012), descriptive statistics reveal overall trends and distribution of data. In this study, the first four research questions were answered using descriptive statistics. Research Question 1 was analyzed using a percentage of responses in each category. In Research Question 2, a calculation of the mean of the responses in each category determined what concepts were still being utilized in post-civilian life. A calculation of means in Research Question 3 revealed how the former Navy SEALs perceived the impact the training had on their post-military lives in each of the different categories. Frequency of responses in each category as well as the mean provided the data to answer Research Question 4. For Research Question 5, two-way ANOVA and ANCOVA revealed the effects of the independent variables on the dependent variables. According to Creswell, an ANOVA test determines if there is a statistically significant difference between two or more means and an ANCOVA determines an effect of a covariate on each of the dependent variables.

In this study, the ANOVA test was used with the independent variables: age range, participation in military conflict, and occupation with each of the four concepts of mental toughness and teamwork. The ANCOVA test compared all dependent variables against the independent variables of age, participation in military conflict, and occupation with a covariant of years of service.

Table 2 shows the research questions, the survey questions that were used to answer each question, and the statistical tests used to answer each question.

Table 2

Research Questions and Survey Questions Correlation

Research Question	Survey Questions	Statistical Test Used
1	10, 16, 23, 30, 36	Percentage
2	7 - 53	Mean
3	11, 12, 14, 17, 18, 19, 21, 24, 25, 26, 27, 28, 31, 32, 33, 34, 39, 40, 42, 43, 44, 45, 52, 53	Mean
4	9, 11, 12, 13, 15, 17,18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 31, 32, 35, 37, 38, 41, 46, 47, 48, 49, 50, 51, 52, 53	Frequencies and Mean
5	1-53	Two-way ANOVA, ANCOVA

Participants responded by choosing one of the following choices: Not Applicable (N/A), strongly disagree, disagree, neutral, agree, and strongly agree. The responses to numeric values conversion is shown in Table 3.

Table 3

Response Text Conversion to Numeric Values

Response	Numeric Value
Not Applicable	0
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Summary

Chapter 3 provided an outline of how the research was conducted to obtain information on the impact of the training on the civilian lives of former Navy SEALs. It explained how the survey instrument was constructed and tested to determine reliability and validity. The sample consisted of former Navy SEALs who chose to respond to the invitation to participate. Upon collection of the data, descriptive statistics, a two-way ANOVA, and ANCOVA tests were to determine which training concepts are still present in the lives of former Navy SEALs. Chapter 4 presents the results of the data analysis conducted on the responses to the survey.

CHAPTER 4

RESULTS

The purpose of this quantitative study was to determine if the training on the concepts of teamwork and mental toughness are still evident in the lives of former Navy SEALs. Research on the training concepts to which Navy SEALs are exposed during their enlistment revealed that in addition to the intense physical training, Navy SEALs are subjected to conditions which develop mental toughness, thus cultivating a growth mindset. The development of mental toughness is broken down into four concepts: goal setting, mental imagery, self-talk, and arousal control. The training of a Navy SEAL is not only about developing the individual, but also about forming a strong sense of understanding the importance of teamwork. This chapter presents an analysis of the results of the researcher-developed survey taken by former Navy SEALs and which is focused on the training concepts of teamwork and mental toughness. The hypothesis is that the concepts of mental toughness and teamwork focused upon during Navy SEAL training are evident in civilian life; therefore, the data collected should indicate that the techniques of the training on the concepts of teamwork and mental toughness have created life-long habits and continue to cultivate a growth mindset.

Description of the Sample and Data Collection

The survey was designed to gather information from former Navy SEALs to determine if their training on teamwork and mental toughness has had an impact on their civilian lives. The link to the online survey was sent three times over the course of seven weeks. Of the 587 former Navy SEALs invited to participate in the survey, there were 151 valid responses resulting in a 25.7% response rate. Thirty-one participants chose to

call the researcher to learn more about the intent of the study. After answering questions,

the researcher read the survey verbatim to the each of the thirty-one callers. Each caller

participated in the survey by telling the researcher what to select as a response. Tables 4,

5, 6, and 7 provide the number of respondents by age range, ethnicity, occupation, and

participation in military conflict.

Table 4

Number of Respondents by Age Range

Age Range	%	n = 151
20–29 years old	21.19%	32
30–49 years old	47.68%	72
50+ years old	31.13%	47

Table 5

Number of Respondents by Ethnicity

Ethnicity	%	n = 151
White	76.82%	116
Latino	3.98%	6
African American	11.92%	18
Other	7.28%	11

Table 6

Number of Respondents by Occupation

Occupation	*%*	*n = 151*
Business	18.54%	28
Education	11.26%	17
Security/Protective Services	20.53%	31
Construction	11.26%	17
Healthcare	7.95%	12
Politics	2.65%	4
Legal	3.31%	5
Art/Entertainment	6.62%	10
Other	17.88%	27

Table 7

Number of Respondents by Participation in Military Conflict

Participation in Military Conflict	*%*	*n = 151*
Yes	69.54%	105
No	30.46%	46

In addition to the demographic questions, the survey (Appendix D) also contained 39 Likert Scale statements and seven open-ended statements to which the participants could voluntarily provide additional information. The open-ended statements are listed below and the responses to the open-ended statements that provide additional support for the data presented from the Likert Scale statements are presented in the analysis of the data of research questions #1 through #4.

1. Please explain how the training you received as a Navy SEAL has affected your civilian life in a positive or negative manner.

2. Please elaborate on a time that you used Navy SEAL goal-setting strategies in your post-military life.

3. Please provide an example of when you have applied mental visualization in your post-military life.

4. As a civilian, please provide an example of a time you applied the concepts of self-talk to increase your self-confidence.

5. Please provide an example of an instance that arousal control has affected your civilian life.

6. Please provide an example of when you used the Navy SEAL teamwork principles in your post-military life.

7. Are there any other skills learned during your Navy SEAL training that have played a vital role in your civilian life?

Analysis of Research Question #1

Research Question #1: What percentage of former Navy SEALs perceive that they were trained in the concepts of teamwork, goal setting, mental imagery, self-talk, and arousal control?

Table 8 presents data for the number of responses that were *strongly agree*, *agree*, *neutral*, *disagree*, or *strongly disagree* for the statements regarding training in the different concepts. The percentages of *neutral* responses were included in the reporting of the percentages of the *disagree* and *strongly disagree* responses because a *neutral* response does not indicate a perception of receiving training in the relative concept. Of

the 149 responses to the statement regarding the concept of teamwork in training, 100% of the respondents perceived that they were trained in the concept of teamwork. Of the 150 responses to the statement regarding the concept of goal setting in training, 94.70% of the respondents perceived that they were trained in the concept of goal setting. Of the 150 responses to the statement regarding the concept of mental imagery in training, 92.05% of the respondents perceived that they were trained in the concept of mental imagery. Of the 149 responses to the statement regarding the concept of self-talk in training, 90.07% of the respondents perceived that they were trained in the concept of self-talk. Of the 147 responses to the statement regarding the concept of arousal control in training, 92.05% of the respondents perceived that they were trained in the concept of arousal control. Overall, 91.23% perceived that they were trained in the concepts of mental toughness.

Table 8

Number of Responses to Statements Regarding Training on the Concepts of Mental Toughness and Teamwork

Survey Statements	n	Response Categories		
		Str. A./A.	Neut. /Dis./ Str. D.	% Str. A./A.
My training as a Navy SEAL included strategies for goal setting.	150	143	8	94.70%
During my time as a Navy SEAL, exposure to training has helped me to develop mental imagery techniques.	150	139	12	92.05%
During Navy SEAL training, I was exposed to the concepts of self-talk.	149	136	15	90.07%
During Navy SEAL training, I was exposed to the concepts of arousal control.	147	133	18	88.08%
I was taught the concept of working as a team during Navy SEAL training.	149	149	0	100%

Note. Str. D. = Strongly Disagree; Dis. = Disagree; Neut. = Neutral; A. = Agree; Str. A. = Strongly Agree; % Str. A./A. = Percentage of Strongly Agree or Agree

The following responses to the open-ended statements provide additional support that the former Navy SEALs were trained in the concepts of teamwork, goal setting, mental imagery, self-talk, and arousal control. A participant in the 20-29 age range working in the business field stated that, "SEAL training shows you can do more than you thought you could especially when you apply mental toughness concepts." Another participant in the same age range working in the education field reported, "Thanks to SEAL training, I realized that using goal setting as a road map to success is valuable." This statement is further supported by a college football coach in the 30-49 age range who stated, "The topics you mentioned I was exposed to, not only in the

SEALs, but also sports at a younger age. These concepts played a very important role in my success in the SEALs and life in general." Also, another participant in the 30-49 age range with a career in the *Other* occupation category said, "Using mental imagery, self-talk, and goal setting concepts learned during SEAL training helped me move on from battlefield injuries sustained during combat." In addition, two participants in the 50+ age range with careers in the business field submitted the following responses: "SEAL training is focused around teamwork. If you do not realize that, I promise you will ring the bell rather quickly" and "Teamwork is the vital element to SEAL training. Goal setting, mental imagery, self-talk, and arousal control were taught indirectly through verbal communication from the instructors."

According to the data from the Likert Scale statements and the responses to the open-ended statements, former Navy SEALs perceive that they were trained in the concepts of goal setting, mental imagery, self-talk, arousal control, and teamwork.

Analysis of Research Question #2

Research Question #2: What teamwork and mental toughness concepts, if any, are former Navy SEALs still using in their post-military life that reveal the cultivation of a growth mindset?

Tables 9, 10, 11, 12, and 13 contain the analysis of the data for the concepts of goal setting, mental imagery, self-talk, arousal control, and teamwork. The means of the responses were chosen to indicate whether the concept in question was still being utilized because the mean is the best way to represent the responses of the group. Included below each table are the open-ended responses that provide support for the data presented in the table. Table 14 contains the overall data used to answer Research Question #2.

Table 9

Means and Standard Deviations for the Responses to the Survey Statements on Goal Setting

Survey Statements	M	SD
I continue to set specific goals in civilian life similar to what I learned in SEAL training.	4.32	0.64
My training as a Navy SEAL included strategies for goal setting.	4.41	0.58
I find myself implementing goal-setting strategies learned during SEAL training at my place of employment.	3.99	0.64
In preparing for events that include my family, Navy SEAL goal-setting strategies have been beneficial.	4.08	0.69
Thanks to SEAL training, I find myself planning specific strategies long before actual implementation.	4.07	0.73
I find that my ability to set goals appears more effective than the abilities of non-military civilians.	4.08	0.74
I have taught family members how to develop goal-setting strategies to help complete assigned tasks.	4.40	0.67

Table 9 displays the means of the responses ($n = 144$) to the statements from the survey that correspond to goal setting. For this group of statements, the means range from 3.99 to 4.41, a spread of 0.42 and the average of all the means is 4.19. The data indicate that this group of former Navy SEALs are using goal setting in their post-military lives. The highest mean ($M = 4.41$), which has the lowest standard deviation ($SD = 0.58$), was in response to the statement, "My training as a Navy SEAL included strategies for goal setting." The data ($M = 3.99$, $SD = 0.64$) indicate that the place where they are implementing goal setting the least is in their place of employment as indicated by the statement, "I find myself implementing goal-setting strategies learned during

SEAL training at my place of employment." Responses to the statement, "I find that my ability to set goals appears more effective than the abilities of non-military civilians" had the largest standard deviation ($SD = 0.74$).

The following responses to the open-ended statements provide additional support that the former Navy SEALs are still utilizing the concept of goal setting. One respondent, age range 20-29, in the *Other* occupation category stated that, "Saying to yourself, 'I got this' is a perfect example. I told this statement to my children this past weekend during a sporting event." Similarly, another participant within the age range 50+ with a career in business demonstrated the importance of self-talk in his family life during an unfortunate event, "Like many of my SEAL brothers I endured a terrible divorce. I used many self-talk concepts to help me handle the struggles of this emotional time." This concept is further supported by a participant in the 30-49 age range who works in the business field who responded, "Goal setting is still applied to my daily civilian life to stay driven." Additionally, a participant in the 30-39 age range who worked in a security/protective services career stated, "Goal setting throughout the course of my life is the main reason I feel I have been so successful." Another participant in the 30-49 age range who worked in the business sector shared, "Thanks to goal setting, the relentless pursuit of perfection, learning from mistakes, constantly adjusting to dynamic change, and never quitting despite even the most formidable obstacles is possible." Lastly, a participant in the 50+ age range who marked *Other* for occupation stated, "Setting goals helps with the relentless pursuit of perfection." According to these responses, it is evident that former Navy SEALs are utilizing goal setting in their post-military lives.

Table 10 displays the mean responses ($n = 145$) to the statements from the survey that correspond to mental imagery. For this group of statements, the means range from 4.30 to 4.41, a spread of 0.11 and the average of all the means is 4.36. These data are a strong indicator that this group of former Navy SEALs are using mental imagery in their post-military lives. The highest mean ($M = 4.41$), which also had the lowest standard deviation ($SD = 0.62$), was in response to the statement, "I find myself using mental imagery to maintain a positive mindset in civilian life." The statement, "In challenging civilian life situations, the use of mental visualization plays a role in finding a solution" had the lowest mean ($M = 4.30$). Responses to the statement, "I have taught family members the concept of mental visualization" had the largest standard deviation ($SD = 0.77$).

Table 10

Means and Standard Deviations for the Responses to the Survey Statements on Mental Imagery

Survey Statements	M	SD
The concepts of mental imagery learned during SEAL training have influenced my civilian occupations due to my ability to visualize how to solve on-the-job problems.	4.32	0.63
Mentally visualizing success has been beneficial to me in civilian life.	4.34	0.68
I find myself using mental imagery to maintain a positive mindset in civilian life.	4.41	0.62
In challenging civilian life situations, the use of mental visualization plays a role in finding a solution.	4.30	0.65
As a civilian, mentally rehearsing the process helps in reaching a desired goal.	4.37	0.63
I have taught family members the concept of mental visualization.	4.39	0.77

The following responses to the open-ended statements provide additional support that the former Navy SEALs are still utilizing the concept of mental imagery. These participants are all in the 30-49 age range. A participant from the construction field stated, "I always mentally visualized being the best." Another participant in the business sector shared, "Mental visualization is one key to staying positive. If you can see the end result, the rest of the pieces should be easier to apply." Further support was provided by a participant in the business sector who stated, "Mental visualization is half the battle for staying positive. In this world, I have realized that staying positive is difficult especially in the civilian sector due to all its outside influences. By using mental visualization concepts, a positive mindset is fostered." According to these responses, it is evident that former Navy SEALs are utilizing mental imagery in their post-military lives.

Table 11 displays the means of the responses ($n = 144$) to the statements from the survey that correspond to self-talk. For this group of statements, the means range from 4.10 to 4.47, a spread of 0.37 and the average of all the means is 4.30. These data indicate that this group of former Navy SEALs is using self-talk in their post-military lives. The highest mean ($M = 4.47$) was in response to the statement, "I have taught family members the concept of self-talk." This statement also had the largest standard deviation ($SD = 0.72$). The statement, "As a civilian employee, I have found self-talk to be valuable at my place of employment" had the lowest mean ($M = 4.10$). The lowest standard deviation ($SD = 0.62$) is in response to the statement "As a civilian, I find I have more self-confidence because of my ability to self-talk."

Table 11

Means and Standard Deviations for the Responses to the Survey Statements on Self-Talk

Survey Statements	*M*	*SD*
During Navy SEAL training, I was exposed to the concepts of self-talk.	4.34	0.66
As a civilian, I have found the concepts of self-talk to be applicable to my life.	4.15	0.65
As a civilian employee, I have found self-talk to be valuable at my place of employment.	4.10	0.63
I have found that self-talk has helped to solve difficult problems during civilian life.	4.23	0.63
Self-talk helps me to obtain goals I have set as a civilian.	4.35	0.67
As a civilian, I find I have more self-confidence because of my ability to self-talk.	4.44	0.62
I have taught family members the concept of self-talk	4.47	0.72

The following responses to the open-ended statements provide additional support that the former Navy SEALs are still utilizing the concept of self-talk. A participant in the 30-49 age range who works in the business sector reported that, "Self-talk is essential to staying positive." Additionally, another participant in the same age range working in the security/protection services field stated, "If you can talk to yourself to keep your mind positive and on-track, the overall goal becomes reality quicker." The use of self-talk is further supported by a participant in the 50+ age range who is in the field of construction. He stated, "I remember in the SEAL teams doing a lot of things that it was essential to apply self-talk to keep a positive mindset. As a civilian, self-talk fosters a positive mindset, as well." Another participant in the same age range working in the business

sector stated, "Self-talk is still used daily. I use it on almost every task I work on. It's another mechanism that keeps the mind positive." According to these responses, it is evident that former Navy SEALs are utilizing self-talk in their post-military lives.

Table 12

Means and Standard Deviations for the Responses to the Survey Statements on Arousal Control

Survey Statements	M	SD
During Navy SEAL training, I was exposed to the concepts of arousal control.	4.35	0.66
At my place of civilian employment, I find myself implementing techniques to help control my emotions in stressful situations.	4.20	0.61
I have found implementing arousal control techniques is beneficial as a civilian.	4.10	0.63
I believe that arousal control strategies work in the civilian sector, as well as they did as a Navy SEAL.	3.92	0.78
Navigating through civilian life has been easier due to my Navy SEAL training on arousal control.	4.08	0.72
Arousal control techniques have been beneficial in frustrating family situations.	4.35	0.70

Table 12 displays the means of the responses ($n = 144$) to the statements from the survey that correspond to arousal control. For this group of statements, the means range from 3.92 to 4.35, a spread of 0.43 and the average of all the means is 4.17. These data indicate that this group of former Navy SEALs are using arousal control in their post-military lives. The highest mean ($M = 4.35$) is shared by two statements: "During Navy SEAL training, I was exposed to the concepts of arousal control" and "Arousal control

techniques have been beneficial in frustrating family situations." The statement, "I believe that arousal control strategies work in the civilian sector, as well as they did as a Navy SEAL" had the lowest mean ($M = 3.92$) but the highest standard deviation ($SD = 0.78$). The statement, "At my place of civilian employment, I find myself implementing techniques to help control my emotions in stressful situations" had the lowest standard deviation in responses ($SD = 0.61$).

The following responses to the open-ended statements provide additional support that the former Navy SEALs are still utilizing the concept of arousal control. A participant in the 20-29 age range employed in the construction sector stated, "Controlling emotion is basically what arousal control is. I find myself frustrated frequently with the pace of civilian life. I use many of the methods taught to me during SEAL training to muster through these situations." In addition, a participant in the 30-49 age range working in the security/protective services field demonstrates the importance of arousal control in his post-military life by sharing, "Arousal control has helped with the handling of situations that are stressful and emotional. I have noticed that many of my civilian friends when they discipline their child or argue with their spouse allow emotions to become involved. I use my techniques in arousal control to hold emotions out of it; therefore, I am much more controlled in my opinion." The implementation of arousal control in post-military life is further supported by a participant in the 30-49 age range working in the legal field. He wrote, "I have found to not get overly upset when it came to setbacks. By controlling these emotions, I was more positive; therefore, better results started to happen." Another participant in the same age range who indicated his occupation as *Other* stated, "To never give up. Yes, it does suck being disabled, but it is

better than the alternative. Thanks to the training, I have realized that I can overcome the downfalls of being disabled and turn them around into positives." A participant in the 50+ age range working in the *Other* occupation category shared, "No matter what you are enduring on a daily, weekly, monthly, or yearly basis you really do operate in a certain mindset." Finally, a participant in the 50+ age range who worked in the construction field stated, "The stress of business development is overwhelming at times. Arousal control has helped with keeping my cool in times of extreme frustration."

Table 13

Means and Standard Deviations for the Responses to the Survey Statements on Teamwork

Survey Statements	M	SD
I was taught the concept of working as a team during Navy SEAL training.	4.92	0.27
I utilize teamwork as a civilian every chance I can.	4.38	0.60
I find myself utilizing the same teamwork concepts learned during Navy SEAL training in my place of employment.	4.17	0.61
My co-workers look at the concept of teamwork differently than I do.	3.47	1.08
I believe as a former Navy SEAL, the civilian sector does not understand the importance of operating as a team.	3.46	1.06
I have taught Navy SEAL teamwork concepts to my co-workers.	3.80	0.77
As a civilian, I would rather work with a team than as an individual.	3.91	0.71
The concepts of Navy SEAL teamwork has been transferable to civilian life.	4.27	0.65

Table 13 displays the mean responses ($n = 142$) to the statements from the survey that correspond to teamwork. For this group of statements, the means range from 3.46 to

4.92, a spread of 1.46 and the average of all the means is 4.05. These data indicate that this group of former Navy SEALs is using the concept of teamwork in their post-military lives. The statement, "I was taught the concept of working as a team during Navy SEAL training" had the highest mean ($M = 4.92$) and the lowest standard deviation ($SD = 0.27$). The statement with the lowest mean ($M = 3.46$) was, "I believe as a former Navy SEAL, the civilian sector does not understand the importance of operating as a team." The statement with the largest standard deviation ($SD = 1.08$) was "My co-workers look at the concept of teamwork differently than I do."

The following responses to the open-ended statements provide additional support that the former Navy SEALS are still utilizing the concept of teamwork. A participant in the 30-49 age range employed in the legal field stated, "Teamwork fosters open communication." Another participant in the 50+ age range wrote, "You are only as good as your Team in the SEALs. I have used many of these principles in the business world for creating a sense of brotherhood. If a team feels they are one, there really are endless possibilities." Further support is from a statement by another participant in the same age range who chose the *Other* occupation category, "Nothing valuable is accomplished without the collective and holistic efforts of the group. The group must share in the vision as well as the reward." Finally, a participant in the 50+ age range in the field of education stated, "As a career Navy SEAL, I was exposed to 26 years of change in a military setting. Two things that have stood rock solid since my retirement are the values of the SEAL Brotherhood and the importance of teamwork." According to these responses, it is evident that former Navy SEALs are utilizing teamwork in their post-military lives.

Table 14 displays the overall means for each of the concepts. The data in this table range from $M = 4.05$ (teamwork) to $M = 4.35$ (mental imagery) indicating that the former Navy SEALs that participated in this survey are using the concepts of mental toughness and teamwork in their post-military lives and thus continuing to cultivate a growth mindset.

Table 14

Overall Means of Concept Utilization

Concept	M
Goal Setting	4.19
Mental Imagery	4.35
Self-Talk	4.30
Arousal Control	4.15
Teamwork	4.05

Analysis of Research Question #3

What are the perceptions of former Navy SEALs with regard to the impact of the teamwork and mental toughness training received while in the Navy SEAL program on post-military life?

Tables 15, 16, 17, 18, and 19 contain the analysis of the data for each of the concepts surveyed while Table 20 contains the overall data that provides the answer for Research Question #3. The means of the responses were chosen to indicate whether the concept in question was still being utilized because the mean is the best way to represent the responses of the group. Table 15 displays the means and standard deviations of the responses ($n = 145$) to the statements from the survey that correspond to goal setting. All three statements show a similar mean and standard deviation indicating respondents'

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perceptions of goal setting are consistent. The average of all the means ($M = 4.05$)

indicates that former Navy SEALs perceive that goal setting has had an impact on their

post-military lives.

Table 15

Impact of Goal Setting on Post-Military Life

Survey Statements	M	SD
I find myself implementing goal-setting strategies learned during SEAL training at my place of employment.	4.00	0.65
In preparing for events that include my family, Navy SEAL goal-setting strategies have been beneficial.	4.08	0.69
I find that my ability to set goals appears more effective than the abilities of non-military civilians.	4.08	0.74

The following responses to the open-ended statements provide additional support

that the perceptions of former Navy SEALS are that training on goal setting has impacted

their post-military life. A participant in the 30-49 age range who reported under the

Other occupation category stated, "Setting goals in my civilian life really does parallel

the same approach taken during my time in the Teams. I still spend a lot of time planning

events in great detail. These details allow me to break goals down into small sections

which make them easier to obtain. I have found compared to my civilian friends that my

strategies for completing goals are better since they rely on motivation instead of drive.

There is no comparison between motivation and drive. Motivation comes and goes;

Drive is innate to accomplish something." Additionally, another respondent in the 50+

age range employed in the security/protective services field shared, "Goal setting in post-

military life has been very important to me. I feel the ability to set micro goals has been

the main reason I have been successful." Furthermore, a participant in the 50+ age range

retired from the business sector stated, "It has been a long time since I set goals since I

am officially retired, but I did set them often during my place of employment. As a past

business man, I set goals to meet quotas. This goal setting helped me to stay on task and

achieve my desired results." Finally, another participant in the same age range and also

from the business sector shared, "I used goal setting strategies in my post-military life for

obtaining a high-level job. I set small goals that I accomplished until I finally achieved

my desired level." According to these responses, it is evident that former Navy SEALs

perceive that training in goal setting has impacted their post-military lives.

Table 16

Impact of Mental Imagery on Post-Military Life

Survey Statements	*M*	*SD*
The concepts of mental imagery learned during SEAL training have influenced my civilian occupations due to my ability to visualize how to solve on-the-job problems.	4.33	0.63
Mentally visualizing success has been beneficial to me in civilian life.	4.34	0.68
I find myself using mental imagery to maintain a positive mindset in civilian life.	4.41	0.62
As a civilian, mentally rehearsing the process helps in reaching a desired goal.	4.37	0.63

Table 16 displays the means and standard deviations of the responses ($n = 145$) to

the statements from the survey that correspond to mental imagery. The statement, "I find

myself using mental imagery to maintain a positive mindset in civilian life" had the

highest mean ($M = 4.41$) along with the smallest standard deviation ($SD = 0.62$). Overall,

responses demonstrate consistent agreement with the survey statements. The average of all the means ($M = 4.36$) indicates that former Navy SEALs perceive that mental imagery has had an impact on their post-military lives.

The following responses to the open-ended statements provide additional support that the perceptions of former Navy SEALS are that training on mental imagery has impacted their post-military life. A participant in the 20-29 age range who chose the *Other* occupation category stated, "The overall best skill I feel I have obtained is my ability to mentally visualize something happening before it does." Another participant in the 30 - 49 age range who chose the *Other* occupation category wrote, "The largest skill is realizing I can do anything I want within reason. If I put the time in, results will follow. The key element is staying calm, keeping cool, and planning the future through visualization techniques. If one can do this, success will come." Additionally, one respondent in the 30 – 49 age range with an occupation in the security/protective services field further supports the impact of mental visualization in his post-military life. He stated, "The mental visualization component has been extremely helpful. As you can imagine, civilian life has different factors that influence your ability to be successful when comparing it to military life, but being able to mentally visualize what you are trying to accomplish can help you be more successful since you can create a road map to the end result." Lastly, a participant in the 50+ age range with an occupation in the business sector stated, "Visualizing success was not only important during the Teams, but it transferred to and has played a large role my civilian life. I have always envisioned moving through the business world, and without this foresight it could possibly not have

come true." According to these responses, it is evident that former Navy SEALs perceive that training on mental imagery has impacted their post-military lives.

Table 17 displays the means and standard deviations of the responses ($n = 145$) to the statements from the survey that correspond to self-talk. The statement, "As a civilian, I find I have more self-confidence because of my ability to self-talk" had the highest mean ($M = 4.45$) along with the smallest standard deviation ($SD = 0.62$) indicating that they are using concepts of self-talk to foster self confidence in their civilian lives. Overall, these data ($M = 4.26$) show that self-talk is perceived to have had an impact on the post-military life of former Navy SEALs.

Table 17

Impact of Self-Talk on Post-Military Life

Survey Statements	*M*	*SD*
As a civilian, I have found the concepts of self-talk to be applicable to my life.	4.16	0.65
As a civilian employee, I have found self-talk to be valuable at my place of employment.	4.10	0.64
I have found that self-talk has helped to solve difficult problems during civilian life.	4.23	0.63
Self-talk helps me to obtain goals I have set as a civilian.	4.36	0.70
As a civilian, I find I have more self-confidence because of my ability to self-talk.	4.45	0.62

The following responses to the open-ended statements provide additional support that the perceptions of former Navy SEALS are that training on self-talk has impacted their post-military lives. A participant in the 20-29 age range employed in the construction sector stated, "I self-talk to myself a lot. I am always thinking of ways to

improve and apply myself different. Not all words that enter my mind are crazy, just the ones I do not listen to." Another participant in the 30-49 age range who is currently a college student and employed in the business sector shared, "At times, a goal can be overwhelming. Self-talk seems to be the first line of starting the visualization to break each task into smaller agreeable tasks." Additionally, two other respondents in the 50+ age range, the first SEAL working in a business occupation and the second SEAL working in a construction occupation, provided the following statements: "Self-talk is important still to this day for me. I feel I personally have a negative attitude towards many things. I am not sure why that is the case, maybe my upbringing in extreme poverty, but either way talking to myself helps me put the 'poor me' mentality aside and look towards the overall positive" and "I remember in the SEAL teams doing a lot of things that it was essential to apply self-talk to keep a positive mindset. As a civilian, self-talk fosters a positive mindset as well. I remember when I was younger, I used self-talk a lot during training for marathons as well as working different shifts. Talking to myself was always a way to 'muster' through the negative." According to these responses, it is evident that former Navy SEALs perceive that training in self-talk has impacted their post-military lives.

Table 18 displays the means and standard deviations of the responses ($n = 145$) to the statements from the survey that correspond to arousal control. The statement with the lowest mean ($M = 3.93$), "I believe that arousal control strategies work in the civilian sector, as well as they did as a Navy SEAL" also had the largest standard deviation ($SD = 0.78$). Even though the mean ($M = 3.93$) is the lowest, it still indicates that respondents are utilizing the concepts of arousal control in their post-military lives. The statement

that focused on former Navy SEALs implementing arousal control techniques in their

civilian employment had the highest mean ($M = 4.21$) along with the smallest standard

deviation ($SD = 0.61$). Overall, the average of all the means ($M = 4.09$) indicates that

former Navy SEALs perceive that arousal control has had an impact on their post-

military lives.

Table 18

Impact of Arousal Control on Post-Military Life

Survey Statements	M	SD
At my place of civilian employment, I find myself implementing techniques to help control my emotions in stressful situations.	4.21	0.61
I have found implementing arousal control techniques is beneficial as a civilian.	4.12	0.64
I believe that arousal control strategies work in the civilian sector, as well as they did as a Navy SEAL.	3.93	0.78
Navigating through civilian life has been easier due to my Navy SEAL training on arousal control.	4.08	0.73

The following responses to the open-ended statements provide additional support

that the perceptions of former Navy SEALS are that the training on arousal control has

impacted their post-military lives. A participant in the 30-49 age range working in the

healthcare health care field stated, "Arousal control has helped with the transition from

military to civilian life. I struggled at first but used many of these techniques to curb my

feelings." Additionally, a participant in the 50+ age range in the field of education

remarked, "Keeping a cool head and dealing with the situation at hand helped me get my

family out of a tense situation we fell into during a vacation in Mexico when crowds of

men armed with sticks started evicting guests from their cabins." Another participant in

the same age range working in the security/protective services field stated, "The ability to control your emotions is vital to staying alive sometimes. On one occasion, my wife and I were in a wreck that involved multiple vehicles. While in the moment, I could tell I was able to still function while others were unable to even process what had happened. This was the moment I realized that arousal control transferred from my time as a SEAL to my civilian life. If you would like to hear first-hand arousal control transferring to civilian life from the perspective of a Navy SEAL, listen to Marcus Luttrell's 911 call on YouTube. This call demonstrates first-hand how he controlled his emotions in a time of desperation and high adrenaline." According to these responses, it is evident that former Navy SEALs perceive that training in arousal control has impacted their post-military lives.

Table 19 displays the means and standards deviations of the responses ($n = 145$) to the statements from the survey that correspond to teamwork. With the highest mean ($M = 4.27$) and lowest standard deviation ($SD = 0.65$), former Navy SEALs perceived the concepts of teamwork have been transferable to their civilian lives. Two survey statements that pertain to co-workers and working with the civilian sector had the lowest means ($M = 3.46, 3.47$) and the highest standard deviations ($SD = 1.06, 1.08$). Overall, the average of all the means ($M = 3.78$) indicates that former Navy SEALs' perceptions of teamwork is varied although still indicating that many believe teamwork has had an impact on their post-military lives.

Table 19

Impact of Teamwork on Post-Military Life

Survey Statements	*M*	*SD*
My co-workers look at the concept of teamwork differently than I do.	3.47	1.08
I believe as a former Navy SEAL, the civilian sector does not understand the importance of operating as a team.	3.46	1.06
As a civilian, I would rather work with a team than as an individual.	3.91	0.71
The concepts of Navy SEAL teamwork has been transferable to civilian life.	4.27	0.65

The following responses to the open-ended statements provide additional support that the perceptions of former Navy SEALS are that the training on teamwork has impacted their post-military lives. A participant in the 20-29 age range employed in the business sector stated, "Teamwork is utilized frequently during development of new ideas or concepts. Being able to bounce ideas off each other is important for personal development." Another participant in the 30-49 age range who reported *Other* as an occupation shared, "I believe anything is obtainable, especially in a team. SEALs have a saying, 'one is none, two is one'. This approach is what makes the SEAL Brotherhood so strong. In civilian life, I do notice a difference in teamwork but overall it does exist." Additionally, a participant in the same age range in the security/protective services field stated, "This was the most impressive and important part of SEAL training. Everything we did was as a team. Many organizations could benefit from this form of training." The concept of teamwork is also mentioned by two other participants, age 50+, in the business sector: "I use these concepts still during professional development opportunities. Teamwork is essential to learning what others are doing" and "Of all your concepts

mentioned, teamwork is the principle that is drilled into the Teams more than the others.

The other qualities are important for success but teamwork is the principle that you use

daily. You are only as good as your Team in the SEALs. I have used many of these

principles in the business world for creating a sense of 'brotherhood'. If a team feels they

are one, there really are endless possibilities." According to these responses, it is evident

that former Navy SEALs perceive that training in teamwork has impacted their post-

military lives.

Table 20 displays the overall means of the perceptions for each of the concepts.

According to the data, mental toughness concepts have more of an impact than teamwork

on the post-military lives of the Navy SEALs that participated in this study. Based on

these data, the perceptions of former Navy SEALs are that the concepts of mental

toughness and teamwork do have an impact on post-military life.

Table 20

Overall Means of the Impact on Post-Military Life

Concept	*M*
Goal Setting	4.05
Mental Imagery	4.36
Self-Talk	4.26
Arousal Control	4.09
Teamwork	3.78

Analysis of Research Question #4

What impact, if any, has Navy SEAL training had on former Navy SEALs with respect to their family, work place, and civilian life interactions?

Tables 21, 22, 23, 24, and 25 provide data on the frequency of responses for each of the concepts of goal setting, mental imagery, self-talk, arousal control, and teamwork. In Table 21, the first statement, "I continue to set specific goals in civilian life similar to what I learned in SEAL training" shows that 90% of the 150 respondents selected that they *agree* to *strongly agree* that they are still setting goals in their civilian lives. This statement also had the most respondents that strongly agreed and the least who responded *neutral* with a mean of 4.32 ($M = 4.32$) indicating that in this group of participants, goal setting is still a part of civilian life. With respect to family and work place, more than 80% of the participants responded *agree* or *strongly agree* ($M = 4.01$, $M = 4.08$), indicating that goal setting did have an impact on family and work place interactions.

Table 21

Goal Setting Frequency

Survey Statements	*n*	Str. D.	Dis.	Neut.	Agree	Str. A.	% Agree or Str. A	*M*	*SD*
I continue to set specific goals in civilian life similar to what I learned in SEAL training.	150	0	1	14	71	64	90%	4.32	0.67
I find myself implementing goal-setting strategies learned during SEAL training at my place of employment	149	0	1	27	91	30	81.20%	4.01	0.64
In preparing for events that include my family, Navy SEAL goal-setting strategies have been beneficial.	146	0	1	26	80	39	81.51%	4.08	0.69
Thanks to SEAL training, I find myself planning specific strategies long before actual implementation.	150	0	2	29	77	42	79.33%	4.06	0.73

Note. Str. D. = Strongly Disagree; Dis. = Disagree; Neut. = Neutral; Str. A. = Strongly Agree; % Agree or Str. A. = % Agree or Strongly Agree

The following responses to the open-ended statements indicate that the former Navy SEALs who participated in the survey perceived that goal setting had an impact in their lives with respect to their family, work place, and civilian life interactions. Five respondents used goal setting to help transition from one phase of life to another. A participant in the 20-29 age range working in the construction field stated, "I used it during my transition from military life to civilian and then to start college. Small goals are key to success. In BUD/S training we were always told to worry about one thing at a time. Get through it, then concentrate on the next. Make it to breakfast, make it to lunch, make it to dinner. Break things down into smaller segments is essential to being successful." Another participant in the 30-49 age range currently working in the security/protective services field wrote, "Working towards transition to a new career." Similarly, a participant in the same age range with a career in the art/entertainment category stated that, "My transition from military to pursuing a film/stunt career took a lot of goal setting." A 50+ age range participant with a career in politics noted, "I always had a goal to become a politician in some manner, setting goals made this possible." Finally, another participant in the same age range with a business career provided additional support for using goal setting to get through a transition period, "I set small goals upon my retirement from the military to keep myself on track to transition smoothly." One participant in the 30-49 age range and in the *Other* occupation category responded, "As a writer, I use it to keep myself on task." Three participants provided responses that revealed where goal setting was taught to family members. A participant in the 20-29 age range working in the construction field stated, "With my family - I taught setting goals for schooling." Another participant in the 30-49 age range also

working in the construction field responded, "I taught my children to set mini-goals for school work. Hopefully, these micro goals will teach them not to procrastinate." Furthermore, a participant in the same age range but working in the legal field relayed, "Goal setting: I used it to teach my son how to learn his times tables. We started with a small set then grew into larger group." Lastly, a 50+ participant in the business field shared, "When I was teaching my daughter to swim I would set little goals for her to accomplish. Gradually we increased to larger more difficult challenges." According to these responses, it is evident that former Navy SEALs perceive that training in goal setting has impacted their post-military lives with respect to their family, work place, and civilian life interactions.

In Table 22, which shows the data for the responses to the statements pertaining to mental imagery, the percentage of respondents answering survey statements as *Agree* or *Strongly Agree* ranges from 87.76% to 93.38%, a spread of 5.62 percentage points. The last statement, "I have taught family members the concept of mental visualization" had the lowest percentage (87.76%) of *Agree* and *Strongly Agree* responses ($n = 147$), but has the highest mean ($M = 4.39$) and largest standard deviation ($SD = 0.76$). The statement with the largest percentage of respondents ($n = 151$) answering *Agree* and *Strongly Agree* (93.38%) is, "I find myself using mental imagery to maintain a positive mindset in civilian life." With respect to family, work place, and civilian life interactions, overall responses to survey statements demonstrated that mental imagery did have an impact with respect to family, work place, and civilian life interactions.

Table 22

Mental Imagery Frequency

Survey Statements	*n*	Str. D.	Dis.	Neut.	Agree	Str. A.	% Agree or Str. A	*M*	*SD*
The concepts of mental imagery learned during SEAL training have influenced my civilian occupations due to my ability to visualize how to solve on-the-job problems.	149	0	1	11	76	61	92.46%	4.32	0.64
Mentally visualizing success has been beneficial to me in civilian life.	150	0	1	14	67	68	90.00%	4.01	0.64
I find myself using mental imagery to maintain a positive mindset in civilian life.	151	0	0	10	68	73	93.38%	4.08	0.69
In challenging civilian life situations, the use of mental visualization plays a role in finding a solution.	151	0	1	14	76	60	90.07%	4.06	0.73
As a civilian, mentally rehearsing the process helps in reaching a desired goal.	151	0	1	10	73	67	92.72%	4.36	0.64
I have taught family members the concept of mental visualization.	147	1	1	16	51	78	87.76%	4.39	0.76

Note. Str. D. = Strongly Disagree; Dis. = Disagree; Neut. = Neutral; Str. A. = Strongly Agree; % Agree or Str. A. = % Agree or Strongly Agree

The following responses to the open-ended statements indicate that the former Navy SEALs who participated in the survey perceived that mental visualization had an impact in their lives with respect to their family, work place, and civilian life interactions. Six respondents described how they used mental visualization to help transition from one phase of life to another. A participant in the 20-29 age range working in the construction field stated, "I always mentally visualized being the best and working the hardest during SEAL training and this is also true in my post-military life. When studying for a college exam, I would always visualize the setting I would be testing to prepare myself." Another participant in the 30-49 age range currently working in the business sector wrote, he uses mental visualization "in every decision with moving parts. If we were going on vacation, I would visualize similar to an operation and try to pack for weather, duration, activities, and the routine of life. When I go to bed, I mentally visualize a want (list). When I wake up, I start to mentally execute this list." Similarly, a participant in the same age range with a career in the security/protective services stated, "Mental Visualization really helps with achieving goals. If you can visualize being successful, it really helps the end product. I use visualization throughout the day to keep myself looking at the end result." A 50+ age range participant with a career in the *Other* occupation category stated, "Mental Visualization has played a large role in my civilian life. As a marathon runner, I apply this concept to maintain a positive mindset. If someone can learn how to use Mental Visualization correctly, you can take your mind off what you are doing and just focus on other things. Your body actually goes on autopilot." Finally, another participant in the same age range with an education career provided additional support for using mental visualization to help the educational process, "As a firearms instructor, I

teach students to visualize the techniques that they are taught as a form of mental dry fire, it's very effective." According to these responses, it is evident that former Navy SEALs perceive that training in mental visualization has impacted their post-military lives with respect to their family, work place, and civilian life interactions.

Table 23 contains the data pertaining to the statements about self-talk. The percentage of respondents answering survey statements as *Agree* or *Strongly Agree* ranges from 90.67% to 93.33%, a spread of 2.66 percentage points. Two survey statements have a total percentage of 90.67%: "I have found that self-talk has helped to solve difficult problems during civilian life" and "Self-talk helps me to obtain goals I have set as a civilian." Both statements have a total respondent participation of $n = 150$. The statement with the largest percentage (93.33%) answering *Agree* and *Strongly Agree* was, "As a civilian, I find I have more self-confidence because of my ability to self-talk." Overall, a percentage ranging from 90.67% to 93.33% demonstrates that the concept of self-talk has had an impact in regards to family, work place, and civilian life interactions of former Navy SEALs.

Table 23

Self-Talk Frequency

Survey Statements	*n*	Str. D.	Dis.	Neut.	Agree	Str. A.	% Agree or Str. A	*M*	*SD*
I have found that self-talk has helped to solve difficult problems during civilian life.	150	0	1	13	85	51	90.67%	4.10	0.64
Self-talk helps me to obtain goals I have set as a civilian.	150	0	1	13	65	71	90.67%	4.24	0.63
As a civilian, I find I have more self-confidence because of my ability to self-talk.	150	0	0	10	62	78	93.33%	4.37	0.67
I have taught family members the concept of self-talk.	146	0	3	10	47	86	91.10%	4.45	0.62

Note. Str. D. = Strongly Disagree; Dis. = Disagree; Neut. = Neutral; Str. A. = Strongly Agree; % Agree or Str. A. = % Agree or Strongly Agree

The following responses to the open-ended statements indicate that the former Navy SEALs who participated in the survey perceived that self-talk has had an impact in their lives with respect to their family, work place, and civilian life interactions. Seven respondents used self-talk to help transition from one phase of life to another. A participant in the 30-49 age range employed in the construction field stated, "I have used self-talk in situations that are frustrating with dealing with fellow co-workers. Their stupidity drives me crazy so I go someplace else in my mind while they are talking." Two participants in the 30-49 age range stated how they have used self-talk during exercise in their post-military life. One employed in the construction field remarked, "I self-talk during exercise often. I find self-talk provides me a positive mindset since it shifts my mind to different topics instead of what I am doing." Another former SEAL employed in the security/protective services field stated, "I use self-talk during exercise and to prepare myself mentally for difficult tasks." The use of self-talk is further supported by a 50+ former SEAL in the business sector who mentioned, "During marathons, I use self-talk and also during employment. Honestly, self-talk is beneficial at practically anytime of the day. It is a great skill to learn." Additionally, a 50+ age range participant employed in the *Other* occupation category demonstrated the importance of self-talk to his family by stating, "During my time as a former SEAL, I like so many others in the community went through a divorce. The concept of self-talk helped me to stay positive and maintain poise, so my relationship with my children wasn't also affected." Similarly, another participant age range 50+ with a career in the *Other* occupation category demonstrated the importance of self-talk in his family life, "Self-talk has helped me maintain confidence when I have been depressed. For example, during the

loss of a loved one I used it to cheer myself up to start the healing process." According to

these responses, it is evident that former Navy SEALs perceive that training in self-talk

has impacted their post-military lives with respect to their family, work place, and

civilian life interactions.

Table 24 consists of three survey statements that focus on the concept of arousal

control. The percentage range of respondents answering survey statements either *Agree*

or *Strongly Agree* ranges from 87.92% to 89.86%, a spread of 1.94 percentage points.

Responses ($n = 149$) to the survey statement, "I have found implementing arousal control

techniques is beneficial as a civilian" had the lowest percentage (87.92%) of *Agree* and

Strongly Agree responses. The statement with the largest percentage (89.86%) of *Agree*

and *Strongly Agree* responses ($n = 148$) was, "At my place of civilian employment, I find

myself implementing techniques to help control my emotions in stressful situations."

Overall, the data in Table 19 suggest that the concept of arousal control has had an

impact with regard to family, work place, and civilian life interactions in the post-military

lives of former Navy SEALs.

Table 24

Arousal Control Frequency

Survey Statements	*n*	Str. D.	Dis.	Neut.	Agree	Str. A.	% Agree or Str. A	*M*	*SD*
At my place of civilian employment, I find myself implementing techniques to help control my emotions in stressful situations.	148	0	0	15	87	46	89.86%	4.21	0.61
I have found implementing arousal control techniques is beneficial as a civilian.	149	0	2	16	93	38	87.92%	4.12	0.64
Arousal control techniques have been beneficial in frustrating family situations.	147	0	1	16	61	69	88.44%	4.35	0.70

Note. Str. D. = Strongly Disagree; Dis. = Disagree; Neut. = Neutral; Str. A. = Strongly Agree; % Agree or Str. A. = % Agree or Strongly Agree

The following responses to the open-ended statements indicate that the former Navy SEALs who participated in the survey perceived that arousal control had an impact in their lives with respect to their family, work place, and civilian life interactions. The following eight responses demonstrate how they use it with respect to their children, spouse, or civilian life interactions to control their emotions. A participant in the 20-29 age range working in the business sector stated, "I have used arousal control for the development of my son. If he can realize mentally how to harness emotions, it will help him analyze situations clearer; therefore, better results will happen." A similar response was from a 50+ participant with a career in the business sector. He said, "Arousal control was used often during my years of parenting. Kids are stressful and thankfully arousal control training helped me to be able to control my emotions." Another participant in the 50+ age range working in the *Other* occupation category stated, "When working with children, family, and coworkers, controlling your emotions is vital to success." Additionally, a participant in the 50+ age range with a career in education noted, "I use it to control my emotions and stay calm while disciplining my children or when I am in a disagreement with my wife." Another paralleling response is from a participant in the 50+ age with a career in art/entertainment. He simply stated, "disciplinary action with my children." A participant in the 30-49 age range working in the *Other* occupation category stated the following with respect to arousal control, "In civilian life, arousal control is completely different than in the Teams. The concepts of arousal control do apply but not to the extreme extent. Instead of controlling my emotions while busting down doors, I now use it for situations that raise my tension levels with my girlfriend and children. Anger is the enemy; therefore, controlling emotions is key." Another

participant in the 30-49 age range with a career in business remarked, "Arousal control has helped with the handling of situations that are stressful and emotional. I have noticed that many of my civilian friends when they discipline their children or argue with their spouse allow emotions to become involved. I use my techniques in arousal control to hold emotions out of it; therefore, I am much more controlled in my opinion." Furthermore, another participant in the 30-49 age range with a career in the healthcare sector stated, "I use it in my marriage. There are times where we fight and my ability to stay calm and think has helped us grow together." With respect to workplace, three participants provided responses to support how arousal control has influenced their post-military interactions. One participant in the 50+ age range with a career in construction stated, "I use it a lot at work to keep me from yelling or getting aggressive towards people. It was a benefit to keep my emotions in check while being a boss since I think it created people to understand I respected them." Another participant in the 30-49 age range working in the *Other* occupation category said, "I use arousal control often, especially when someone pisses me off at work. I have found people's opinions are sometimes aggravating to me, especially when they are clearly wrong due to lack of planning on their end. When this happens, I control my emotions and think of other things to mitigate a possible emotional response." Finally, a participant in the 30 – 49 age range with an occupation in the legal occupation remarked, "I mainly use arousal control to control my frustration at work now. It still is effective." According to these responses, it is evident that former Navy SEALs perceive that training in arousal control has impacted their post-military lives with respect to their family, work place, and civilian life interactions.

Table 25

Teamwork Frequency

Survey Statements	n	Str. D.	Dis.	Neut.	Agree	Str. A.	% Agree or Str. A	M	SD
I utilize teamwork as a civilian every chance I can.	149	0	0	10	73	66	93.29%	4.38	0.61
I find myself utilizing the same teamwork concepts learned during Navy SEAL training in my place of employment.	147	0	0	17	90	40	88.44%	4.16	0.64
I have taught Navy SEAL teamwork concepts to my co-workers.	146	0	1	45	72	25	66.44%	3.80	0.70

Note. Str. D. = Strongly Disagree; Dis. = Disagree; Neut. = Neutral; Str. A. = Strongly Agree; % Agree or Str. A. = % Agree or Strongly Agree

Table 25 consists of survey statements that focus on the concept of teamwork in post-military life. Responses (*n* = 146) to the survey statement, "I have taught Navy SEAL teamwork concepts to my co-workers" had the lowest percentage (66.44%) of *Agree* and *Strongly Agree* responses. The highest percentage (93.29 %) of *Agree* and *Strongly Agree* responses was to the survey statement, "I utilize teamwork as a civilian every chance I can." Overall, the concept of teamwork had the largest range of respondents answering survey statements *agree* and *strongly agree*, from 66.44% to 93.29%, with a spread of 26.8 percentage points.

The following responses to the open-ended statements indicate that the former Navy SEALs who participated in the survey perceived that teamwork had an impact in their lives with respect to their family, work place, and civilian life interactions. Three respondents stated how they have used teamwork in their places of employment. A participant in the 20-29 age range working in the construction field said, "I use it every day with co-workers." Another participant in the 30-49 age range currently working in the healthcare field wrote, "I use teamwork on the job daily as a nurse. Even though I feel I am a stronger team player than my counterparts due to my training, we still work well together. I have tried to teach them many of the principles because they are interested in my past career, I still find they struggle greatly with understanding many simple concepts." Similarly, a participant in the 50+ age range with a career in the construction stated, "As a civilian supervisor for PennDOT, I would always get my guys working together in small groups. It was hard at first for them to realize at first why, but it soon became apparent that teamwork was effective when we got a lot more done than other shifts." Four participants provided responses that revealed how the concept of

teamwork has transferred into their interactions with family members. One participant in the 20-29 age range with a career in construction mentioned, "I have taught the teamwork concept to my son's Little League team through subliminal team building activities." Another participant in the 30-49 age range with a career in the healthcare field stated, "I place an emphasis on teamwork with my child. This focus, from a team mentally, has started to build an unbreakable bond between us. Teamwork is a key element to developing a strong mindset and an overall well-rounded child." Another participant in the same age range but with a career in the security/protectives services field shared, "Teamwork principles are rather universal. I use them with my children and spouse still to this day within perspective. A marriage in my opinion is about working together, thus the relation. Trust me, we don't always work well together, but when we do, a lot of the principles learned in SEAL training do shine through." Finally, a participant in the 50+ age range with a career in the security/protective services field remarked, "While my children were growing up, I fostered this mentality in them from a young age. Both of my sons were raised on knowing they must work together at all times. If they didn't, they were disciplined. Now both are in their early thirty's and they are still extremely close due to this. The concepts learned during the SEALs training helped my family be better as a whole." Lastly, one participant in the 20-29 age range, who is medically-retired due to a battlefield injury, itereated how the concept of teamwork has influenced his post-military interaction, "Teamwork has been essential to working with the hospital staff in a positive manner. Teamwork has helped my rehabilitation go smoother; therefore, I would imagine my recovery has happened quicker." According to these responses, it is

evident that former Navy SEALs perceive that training in teamwork has impacted their post-military lives with respect to their family, work place, and civilian life interactions.

Table 26 displays the overall means and percentages of responses that were *Agree* or *Strongly Agree* in the areas of family, civilian life, and employment. According to the data, Navy SEAL training has had an impact on the post-military lives of former Navy SEALs since the means were all above 4.0 and the percentages were all above 85%.

Table 26

Overall Means and Averages of the Impact on Family, Civilian Life, and Employment

Area of Impact	M	% Agree or Strongly Agree
Family	4.32	87.20%
Civilian Life	4.17	89.87%
Employment	4.14	85.19%

Analysis of Research Question #5

What impact do the independent variables of age, branch of service, present occupation, and years of SEAL training have on the dependent variables of teamwork, goal setting, mental imagery, self-talk, and arousal control?

A two-way analysis of variance (ANOVA) was used to determine the impact that the independent variables of age, branch of service, present occupation, and years of SEAL training have on the dependent variables of teamwork, goal setting, mental imagery, self-talk, and arousal control. Because there were only four respondents who

represented a different branch of service, the independent variable branch of service was replaced with participation in military conflict. The independent variable years of SEAL training was represented by the respondents' years of military service. The respondents were grouped into three age ranges: 20-29 years old, 30-49 years old, and 50+ years old. In all ANOVAs, the age range 30-49 had the most respondents.

Age Range and Occupation: Goal Setting

Table 27 through Table 36 display the data for the independent variables of age range and occupation. Tables 27, 29, 31, 33, and 35 contain the means and standard deviations for age range and occupation. Occupations were categorized as: business, education, security/protective services, construction, healthcare, politics, legal, art/entertainment, and other. The occupation security/protective services had the highest number of respondents.

Tables 27 and 28 display the data for the dependent variable goal setting. Levene's test was conducted to ensure that no assumptions were violated (F (22, 121) = 1.18, $p > .05$). In Table 27, the average of the means for the age range of 30-49 was the highest ($M = 4.26$, $SD = 0.34$) with the highest mean in the occupation Politics ($n = 1$, $M = 4.71$, $SD = 0$) and the lowest mean in the occupation Education ($n = 5$, $M = 4.06$, $SD = 0.42$). Overall, the occupation Construction had the lowest mean ($n = 14$, $M = 4.01$, $SD = 0.45$) and the occupation Politics had the highest mean ($n = 3$, $M = 4.48$, $SD = 0.41$).

Table 27

Descriptive Statistics for the Independent Variables of Age and Occupation on Goal Setting

| | Age Range | | | | | | | | | | | |
| | 20-29 | | | 30-49 | | | 50+ | | | Total | | |
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.29	0.20	15	4.38	0.36	11	3.95	0.47	28	4.20	0.44
Education	3	4.57	0.38	5	4.06	0.42	8	4.04	0.61	16	4.14	0.54
Security/Protective Services	9	4.00	0.29	19	4.21	0.34	3	4.14	0.49	31	4.14	0.34
Construction	5	3.80	0.44	4	4.54	0.21	5	3.80	0.24	14	4.01	0.45
Healthcare	0	0	0	8	4.20	0.39	4	4.57	0.40	12	4.32	0.42
Politics	0	0	0	1	4.71	0	2	4.36	0.51	3	4.48	0.41
Legal Occupation	0	0	0	4	4.32	0.21	0	0	0	4	4.32	0.21
Art/Entertainment	2	4.00	0.81	4	4.21	0.27	3	4.29	0.28	9	4.19	0.37
Other	6	4.33	0.51	12	4.33	0.34	9	4.11	0.54	27	4.26	0.45
Total	27	4.12	0.45	72	4.26	0.34	45	4.09	0.49	144	4.19	0.42

A two-way ANOVA was conducted to determine the impact of age range and occupation on the concept of goal setting being utilized in the post-military lives of former Navy SEALs. The results are displayed in Table 28. The interaction effect of age and occupation was not statistically significant, $F(12, 121) = 1.73$, $p > .05$. The effect of age was non-significant at $F(2, 121) = 1.50$, $p > .05$ and the effect of occupation was also non-significant at $F(8, 121) = 0.87$, $p > .05$. Neither age nor occupation have any effect on the use of goal setting strategies in the post-military lives of former Navy SEALs.

Table 28

Goal Setting: Age Range and Occupation

Source	df	F	p	η_p^2
Corrected Model	22	1.60	0.06	0.23
Intercept	1	7932.46	0.00	0.96
Age	2	1.50	0.23	0.02
Occupation	8	0.87	0.55	0.05
Age*Occupation	12	1.73	0.07	0.15
Error	121			
Total	144			
Corrected Total	143			

Age Range and Occupation: Mental Imagery

Tables 29 and 30 display the dependent variable mental imagery. Levene's test was conducted to ensure that no assumptions were violated ($F(22, 122) = 2.69$, $p < .01$). In Table 29, the average of the means for the age range of 30-49 was the highest ($M = 4.50$, $SD = 0.39$) with the highest mean ($M = 4.71$) in the occupation categories of

Construction and Politics and the lowest mean in the occupation Education ($M = 4.38$).

Overall, the occupation Education had the lowest mean ($n = 17$, $M = 4.18$, $SD = 0.73$) and

the occupation Legal had the highest mean ($n = 3$, $M = 4.57$, $SD = 0.25$).

Table 29

Descriptive Statistics for the Independent Variables of Age and Occupation on Mental Imagery

	Age Range											
	20-29			30-49			50+			Total		
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.21	0.51	15	4.58	0.39	11	4.25	0.46	28	4.42	0.45
Education	3	4.52	0.44	6	4.38	0.38	8	3.89	0.93	17	4.18	0.73
Security/Protective Services	9	4.27	0.27	19	4.41	0.45	3	4.43	0.14	31	4.38	0.38
Construction	6	4.14	0.39	4	4.71	0.26	4	4.18	0.62	14	4.32	0.48
Healthcare	0	0	0	8	4.50	0.43	4	4.43	0.51	12	4.48	0.44
Politics	0	0	0	1	4.71	0	3	4.05	0.08	4	4.21	0.34
Legal Occupation	0	0	0	3	4.57	0.25	0	0	0	3	4.57	0.25
Art/Entertainment	2	4.50	0.51	4	4.39	0.50	3	4.38	0.16	9	4.41	0.37
Other	6	4.48	0.30	12	4.52	0.36	9	4.11	0.54	27	4.38	0.45
Total	28	4.33	0.35	72	4.50	0.39	45	4.17	0.56	145	4.37	0.47

A two-way ANOVA was conducted to determine the impact of age range and occupation on the concept of mental imagery being utilized in the post-military lives of former Navy SEALs. The results are displayed in Table 30. The interaction effect of age and occupation was not statistically significant, $F(12, 122) = 0.74$, $p > .05$. The effect of age was significant at $F(2, 122) = 3.93$, $p < .05$, however, the effect size was small (η_p^2 = .06). The effect of occupation was non-significant at $F(8, 122) = 0.18$, $p > .05$. This statistic indicates that the age effect is greater than the occupation effect on the use of mental imagery strategies in the post-military lives of former Navy SEALs.

Table 30

Mental Imagery: Age Range and Occupation

Source	df	F	p	η_p^2
Corrected Model	22	1.20	0.26	0.18
Intercept	1	6661.51	0.00	0.98
Age	2	3.93	0.02*	0.06
Occupation	8	0.18	0.99	0.01
Age*Occupation	12	0.74	0.71	0.07
Error	122			
Total	145			
Corrected Total	144			

*$p < .05$

Age Range and Occupation: Self-Talk

Tables 31 and 32 display the data for the dependent variable self-talk. Levene's test was conducted to ensure that no assumptions were violated ($F(22, 121) = 1.40$, $p > .05$). In Table 31, the average of the means for the age range of 30-49 were the highest

($M = 4.42$, $SD = 0.34$) with the highest mean in the occupation Politics ($n = 1$, $M = 4.71$, $SD = 0$) and the lowest mean in the occupation Education ($n = 5$, $M = 4.20$, $SD = 0.16$). Overall, the occupation Education had the lowest mean ($n = 15$, $M = 4.10$, $SD = 0.72$) and the occupation Legal had the highest mean ($n = 4$, $M = 4.46$, $SD = 0.39$).

Table 31

Descriptive Statistics for the Independent Variables of Age and Occupation on Self-Talk

| | Age Range | | | | | | | | | | | |
| | 20-29 | | | 30-49 | | | 50+ | | | Total | | |
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.64	0.51	15	4.56	0.35	11	4.22	0.44	28	4.43	0.42
Education	3	4.62	0.36	5	4.20	0.16	7	3.82	0.96	15	4.10	0.72
Security/Protective Services	9	4.35	0.39	19	4.33	0.33	3	4.10	0.30	31	4.31	0.34
Construction	6	4.14	0.37	3	4.57	0.14	5	3.89	0.40	14	4.14	0.42
Healthcare	0	0	0	8	4.38	0.33	4	4.36	0.44	12	4.37	0.35
Politics	0	0	0	1	4.71	0	3	4.14	0.25	4	4.29	0.35
Legal	0	0	0	4	4.46	0.39	0	0	0	4	4.46	0.39
Art/Entertainment	2	4.43	0.61	4	4.43	0.31	3	4.19	0.30	9	4.35	0.34
Other	6	4.50	0.37	12	4.40	0.42	9	3.90	0.57	27	4.26	0.52
Total	28	4.39	0.40	71	4.42	0.34	45	4.05	0.55	144	4.30	0.45

A two-way ANOVA was conducted to determine the impact of age range and occupation on the concept of self-talk being utilized in the post-military lives of former Navy SEALs. The results are displayed in Table 32. The interaction effect of age and occupation was not statistically significant, $F (12, 121) = 0.63, p > .05$. The effect of age was significant at $F (2, 121) = 8.00, p < .01$, however, the effect size was small ($\eta_p^2 =$ .12). The effect of occupation was non-significant at $F (8, 121) = 0.65, p > .05$. This result indicates that the age effect is greater than the occupation effect on the use of self-talk in the post-military lives of former Navy SEALs.

Table 32

Self-Talk: Age Range and Occupation

Source	df	F	p	η_p^2
Corrected Model	22	1.72	0.03	0.24
Intercept	1	7594.75	0.00	0.98
Age	2	8.00	0.001*	0.12
Occupation	8	0.65	0.73	0.04
Age*Occupation	12	0.63	0.81	0.06
Error	121			
Total	144			
Corrected Total	143			

*$p < .01$

Age Range and Occupation: Arousal Control

Tables 33 and 34 display the data for the dependent variable arousal control. Levene's test was conducted to ensure that no assumptions were violated ($F (22, 121) = 1.32, p > .05$). In Table 33, the average of the means for the age range of 20-29 were the

highest ($M = 4.33$, $SD = 0.46$) with the highest mean in the occupation Education ($n = 3$, $M = 4.67$, $SD = 0.33$) and the lowest mean in the occupation Construction ($n = 6$, $M = 3.97$, $SD = 0.46$). Overall, the occupation Politics had the lowest mean ($n = 4$, $M = 3.92$, $SD = 0.35$) and the occupation Legal had the highest mean ($n = 4$, $M = 4.38$, $SD = 0.25$).

Table 33

Descriptive Statistics for the Independent Variables of Age and Occupation on Arousal Control

					Age Range							
	20-29			30-49			50+			Total		
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.50	0.71	14	4.51	0.34	11	3.82	0.65	27	4.23	0.60
Education	3	4.67	0.33	6	4.31	0.37	8	3.77	0.77	17	4.12	0.67
Security/Protective Services	9	4.35	0.34	18	4.23	0.47	3	4.11	0.38	30	4.26	0.42
Construction	6	3.97	0.46	4	4.38	0.42	5	3.93	0.38	15	4.07	0.44
Healthcare	0	0	0	8	4.23	0.37	4	4.13	0.63	12	4.19	0.41
Politics	0	0	0	1	4.33	0	3	3.78	0.25	4	3.92	0.35
Legal Occupation	0	0	0	4	4.38	0.25	0	0	0	4	4.38	0.25
Art/Entertainment	2	4.5	0.71	4	4.17	0.24	3	4.17	0.33	9	4.24	0.36
Other	5	4.40	0.48	12	4.10	0.34	9	3.85	0.56	26	4.07	0.48
Total	27	4.33	0.46	71	4.28	0.38	46	3.89	0.56	144	4.17	0.49

A two-way ANOVA was conducted to determine the impact of age range and occupation on the concept of arousal control being utilized in the post-military lives of former Navy SEALs. The results are displayed in Table 34. The interaction effect of age and occupation was not statistically significant, $F (12, 121) = 1.01$, $p > .05$. The effect of age was significant at $F (2, 121) = 7.03$, $p < .01$, however, the effect size was small ($\eta_p^2 = .10$). The effect of occupation was non-significant at $F (8, 121) = 0.34$, $p > .05$. This result indicates that the age effect is greater than the occupation effect on the use of arousal control strategies in the post-military lives of former Navy SEALs.

Table 34

Arousal Control: Age Range and Occupation

Source	df	F	p	η_p^2
Corrected Model	22	1.80	0.24	0.25
Intercept	1	6206.00	0.00	0.98
Age	2	7.03	0.001*	0.10
Occupation	8	0.34	0.95	0.02
Age*Occupation	12	1.01	0.44	0.09
Error	121			
Total	144			
Corrected Total	143			

*$p < .01$

Age Range and Occupation: Teamwork

Tables 35 and 36 display the dependent variable of teamwork. Levene's test was conducted to ensure that no assumptions were violated ($F (22, 119) = 1.36$, $p > .05$). In Table 35, the average of the means for the age range of 30-49 was equal to the average of

the means for the age range 20–29 ($M = 4.06$). The highest mean in the age range 20–29 was in the occupation Business ($n = 2$, $M = 4.31$, $SD = 0.97$) and the lowest mean in the occupation Art/Entertainment ($n = 2$, $M = 3.63$, $SD = 0.53$). The highest mean in the age range 30–49 was in the occupation Legal ($n = 4$, $M = 4.25$, $SD = 0.18$) and the lowest mean in the occupation Politics ($n = 1$, $M = 3.86$, $SD = 0$). Overall, the occupation Art/Entertainment had the lowest mean ($n = 9$, $M = 3.83$, $SD = 0.25$) and the occupation Legal had the highest mean ($n = 4$, $M = 4.25$, $SD = 0.18$).

Table 35

Descriptive Statistics for the Independent Variables of Age and Occupation on Teamwork

| | Age Range | | | | | | | | | | | |
| | 20-29 | | | 30-49 | | | 50+ | | | Total | | |
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.31	0.97	15	4.19	0.44	11	3.75	0.34	28	4.03	0.48
Education	3	3.92	0.63	5	4.20	0.58	7	4.20	0.52	15	4.14	0.53
Security/Protective Services	9	4.13	0.32	19	3.95	0.47	3	4.04	0.72	31	4.01	0.41
Construction	7	3.89	0.37	4	4.09	0.45	4	4.03	0.30	15	3.98	0.36
Healthcare	0	0	0	7	4.11	0.42	3	4.42	0.52	10	4.20	0.45
Politics	0	0	0	1	3.86	0	3	3.83	0.26	4	3.84	0.21
Legal Occupation	0	0	0	4	4.25	0.18	0	0	0	4	4.25	0.18
Art/Entertainment	2	3.63	0.53	4	3.94	0.07	3	3.83	0.19	9	3.83	0.25
Other	7	4.25	0.38	10	3.94	0.29	9	4.21	0.27	26	4.12	0.33
Total	30	4.06	0.44	69	4.06	0.41	43	4.02	0.39	142	4.05	0.41

A two-way ANOVA was conducted to determine the impact of age range and occupation on the concept of teamwork being utilized in the post-military lives of former Navy SEALs. The results are displayed in Table 36. The interaction effect of age and occupation was not statistically significant, $F (12, 119) = 1.38, p > .05$. The effect of age was non-significant at $F (2, 119) = 0.01, p > .05$. The effect of occupation was non-significant at $F (8, 119) = 1.02, p > .05$. Neither age nor occupation have an effect on the use of teamwork strategies in the post-military lives of former Navy SEALs.

Table 36

Teamwork: Age Range and Occupation

Source	df	F	p	η_p^2
Corrected Model	22	1.14	0.32	0.17
Intercept	1	7469.51	0.00	0.98
Age	2	0.01	0.99	0.00
Occupation	8	1.02	0.42	0.06
Age*Occupation	12	1.38	0.18	0.12
Error	119			
Total	142			
Corrected Total	141			

Age Range and Conflict Participation: Goal Setting

Tables 37 through Table 46 display the data for the independent variables of age range and conflict participation. Tables 37, 39, 41, 43, and 45 contain the means and standard deviations for age range and whether or not they participated in military conflict during their time of service. The 30-49 age range had the most participants responding

Yes (*n* = 56) that they were involved in some form of military conflict during their years

of service.

Tables 37 and 38 display the data for the dependent variable goal setting.

Levene's test was conducted to ensure that no assumptions were violated (F (5, 137) =

1.50, $p > .05$). In Table 37, the age range 30-49 had the highest overall mean ($M = 4.29$)

and lowest overall standard deviation ($SD = 0.34$) indicating that as a group they agreed

with the statements involving the use of goal setting after their time of service. Overall

participation (*n* = 143) was divided into two categories for conflict participation, *Yes* (*n* =

98) and *No* (*n* = 45), with each category averaging a response *Agree*.

Table 37

*Descriptive Statistics for the Independent Variables of Age and Conflict Participation
on Goal Setting*

Conflict Participation	Age Range											
	20-29			30-49			50+			Total		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	22	4.09	0.43	56	4.31	0.33	20	4.32	0.49	98	4.26	0.40
No	4	4.21	0.66	16	4.20	0.38	25	3.90	0.41	45	4.03	0.44
Total	26	4.11	0.46	72	4.29	0.34	45	4.09	0.49	143	4.19	0.42

Figure 2 is a visual representation of the utilization of goal setting in the post-

military lives of former Navy SEALs, based on age range and participation in military

conflict. As is depicted in Figure 2, participants in the age range of 50+ were the most

likely to agree with the goal setting statements if they had participated in a military

conflict and were the least likely to agree with the goal setting statements if they had not

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participated in a military conflict. Overall, Figure 2 demonstrates that the participants

agreed with the statements on goal setting that were in the survey.

Figure 2. Means for goal setting by age range and participation in military conflict.

The results of the two-way ANOVA conducted to determine the impact of age

range and conflict participation on the concept of goal setting being utilized in the post-

military lives of former Navy SEALs are displayed in Table 38. The interaction effect of

age range and conflict participation was not statistically significant, F (2, 137) = 3.01, $p >$

.05. The effect of age range was non-significant at F (2, 137) = 1.50, $p >$ .05. The effect

of conflict participation was non-significant at F (1, 137) = 2.24, $p >$ .05. Neither age nor

conflict participation have an effect on the use of goal setting strategies in the post-

military lives of former Navy SEALs.

Table 38

Goal Setting: Age Range and Conflict Participation

Source	df	F	p	$\eta_p{}^2$
Corrected Model	5	4.27	0.00	0.14
Intercept	1	8339.67	0.00	0.98
Age	2	1.50	0.23	0.02
Conflict	1	2.24	0.14	0.02
Age*Conflict	2	3.01	0.05	0.04
Error	137			
Total	143			
Corrected Total	142			

Age Range and Conflict Participation: Mental Imagery

Tables 39 and 40 display the data for the dependent variable mental imagery. Levene's test was conducted to ensure that no assumptions were violated (F (5, 138) = 1.85, p > .05). In Table 39, the age range 30–49 also had the highest overall mean (M = 4.50) indicating that as a group they agreed with the statements involving the use of mental imagery after their time of service. Overall participation (n = 144) was divided into two categories for conflict participation, *Yes* (n = 100) and *No* (n = 44) with each category averaging a response *Agree*.

Table 39

Descriptive Statistics for the Independent Variables of Age and Conflict Participation on Mental Imagery

| Conflict Participation | Age Range | | | | | | | | | | | |
| | 20-29 | | | 30-49 | | | 50+ | | | Total | | |
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	23	4.30	0.35	57	4.55	0.38	20	4.26	0.64	100	4.44	0.45
No	4	4.46	0.41	15	4.30	0.39	25	4.10	0.49	44	4.20	0.46
Total	27	4.33	0.35	72	4.50	0.39	45	4.17	0.56	144	4.37	0.47

Figure 3 is a visual representation of the utilization of mental imagery in the post-military lives of former Navy SEALs based on age range and participation in military conflict.   As is depicted in Figure 3, participants in the age range of 30-49 were the most likely to agree with the mental imagery statements if they had participated in a military conflict. Former Navy SEALs in the age range 50+ were the least likely to agree to mental imagery statements whether they were engaged in military conflict or not. Overall, Figure 3 demonstrates that the participants who were surveyed agreed with the statements on mental imagery.

Figure 3. Means for mental imagery by age range and participation in military conflict.

The results of the ANOVA conducted to determine the impact of age range and conflict participation on the concept of mental imagery being utilized in the post-military lives of former Navy SEALs are displayed in Table 40. The interaction effect of age and conflict participation was not statistically significant, $F(2, 138) = 1.19$, $p > .05$. The effect of age range was significant at $F(2, 138) = 3.59$, $p < .05$, however, the effect size was small ($\eta_p^2 = .05$). The effect of conflict participation was non-significant at $F(1, 138) = 0.39$, $p > .05$. This result indicates that the age effect is greater than the occupation effect on the use of mental imagery strategies in the post-military lives of former Navy SEALs.

Table 40

Mental Imagery: Age Range and Conflict Participation

Source	df	F	p	$\eta_p{}^2$
Corrected Model	5	4.25	0.00	0.13
Intercept	1	7384.51	0.00	0.98
Age	2	3.59	0.03*	0.05
Conflict Participation	1	0.74	0.39	0.01
Age*Conflict Participation	2	1.19	0.31	0.02
Error	138	4.25	0.00	0.13
Total	144			
Corrected Total	143			

*$p < .05$

Age Range and Conflict Participation: Self-Talk

Tables 41 and 42 display the data for the dependent variable self-talk. Levene's test was conducted to ensure that no assumptions were violated (F (5, 137) = 2.29, $p >$ .01). In Table 40, the age range 30–49 had the highest overall mean (M = 4.42) and lowest overall standard deviation (SD = 0.34) indicating that as a group they agreed with the statements involving the use of self-talk after their time of service. Overall participation (n = 143) was divided into two categories for conflict participation, *Yes* (n = 98) and *No* (n = 45) with each category averaging a response *Agree*.

Table 41

Descriptive Statistics for the Independent Variables of Age and Conflict Participation on Self-Talk

Conflict Participation	Age Range											
	20-29			30-49			50+			Total		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	23	4.36	0.40	55	4.43	0.34	20	4.07	0.68	98	4.34	0.46
No	4	4.54	0.41	16	4.38	0.34	25	4.04	0.43	45	4.21	0.44
Total	27	4.39	0.40	71	4.42	0.34	45	4.05	0.55	143	4.30	0.46

Figure 4 is a visual representation of the utilization of self-talk in the post-military lives of former Navy SEALs based on age range and participation in military conflict. As is depicted in Figure 4, the participants in the age range of 20-29 were the most likely to agree with the self-talk statements if they had not participated in military conflict. Former Navy SEALs in the age range 50+ were the least likely to agree to statements on self-talk, whether they were engaged in military conflict or not. Overall, Figure 4 demonstrates that the participants who were surveyed agreed with the statements on self-talk.

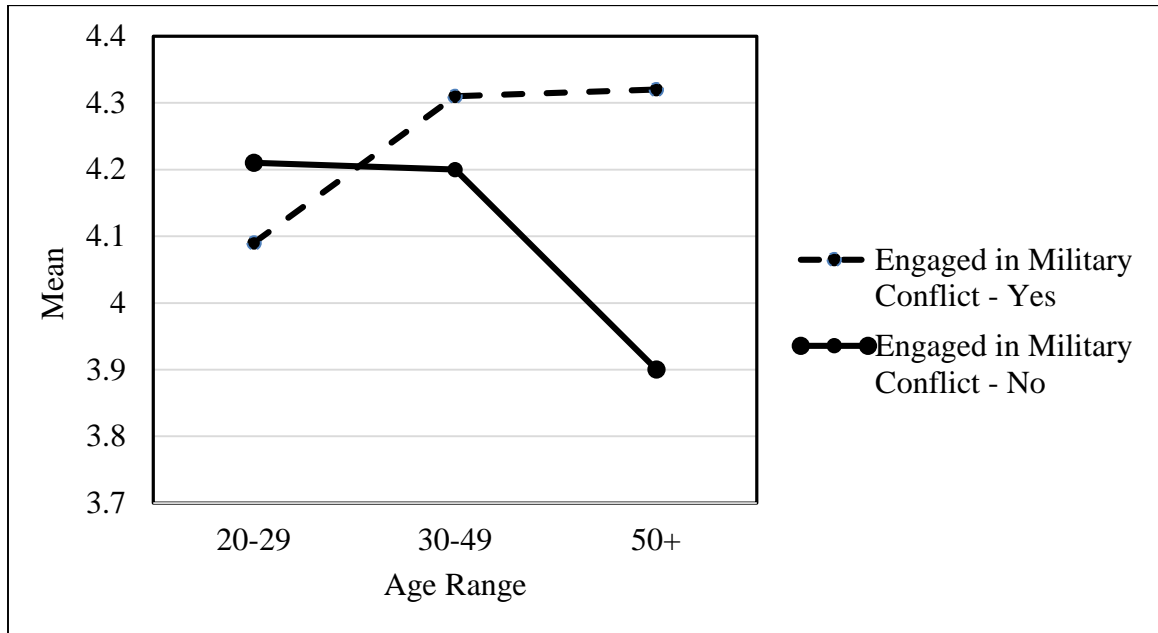*Figure 4*. Means for self-talk by age range and participation in military conflict.

The results of the ANOVA conducted to determine the impact of age range and conflict participation on the concept of self-talk being utilized in the post-military lives of former Navy SEALs are displayed in Table 42. The interaction effect of age and conflict participation was not statistically significant, $F (2, 137) = 0.36$, $p > .05$. The effect of age range was significant at $F (2, 137) = 9.07$, $p < .01$, however, the effect size was small ($\eta_p^2 = .12$). The effect of conflict participation was non-significant at $F (1, 137) = 0.12$, $p > .05$. This result indicates that the age effect is greater than the conflict participation effect on the use of self-talk strategies in the post-military lives of former Navy SEALs.

Table 42

Self-Talk: Age Range and Conflict Participation

Source	df	F	p	$\eta_p{}^2$
Corrected Model	5	4.33	0.001	0.14
Intercept	1	7718.37	<0.001	0.98
Age	2	9.07	<0.001*	0.12
Conflict Participation	1	0.12	0.73	0.001
Age*Conflict Participation	2	0.36	0.70	0.01
Error	137			
Total	143			
Corrected Total	142			

*$p < .01$

Age Range and Conflict Participation: Arousal Control

Tables 43 and 44 display the data for the dependent variable arousal control. Levene's test was conducted to ensure that no assumptions were violated (F (5, 137) = 1.99, $p > .05$).   In Table 43, the age range 20-29 had the highest overall mean ($M = 4.33$) indicating that as a group they agreed with the statements involving the use of arousal control after their time of service. Overall participation ($n = 143$) was divided into two categories for conflict participation, *Yes* ($n = 99$) and *No* ($n = 44$) with the total average for all categories averaging a response *Agree*.

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Table 43

Descriptive Statistics for the Independent Variables of Age and Occupation on Arousal Control

Conflict Participation	Age Range											
	20-29			30-49			50+			Total		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	22	4.29	0.47	56	4.29	0.39	21	4.04	0.63	99	4.24	0.47
No	4	4.54	0.42	15	4.24	0.37	25	3.77	0.47	44	4.00	0.51
Total	26	4.33	0.46	71	4.28	0.38	46	3.90	0.56	143	4.17	0.49

Figure 5 is a visual representation of the utilization of arousal control in the post-military lives of former Navy SEALs based on age range and participation in military conflict.   As is depicted in Figure 5, the participants in the age range of 20-29 were the most likely to agree with arousal control statements if they had not participated in military conflict. Former Navy SEALs in the age range 50+ were the least likely to agree to statements on arousal control, whether they were engaged in military conflict or not. Overall, Figure 5 demonstrates that the participants who were surveyed agreed with the statements on arousal control.
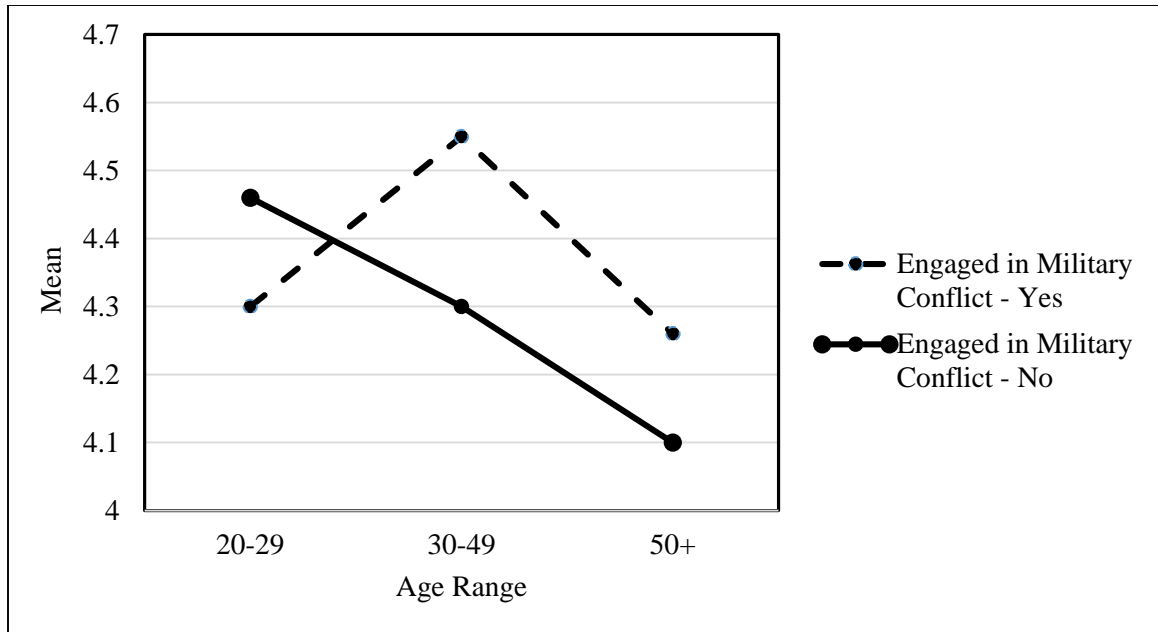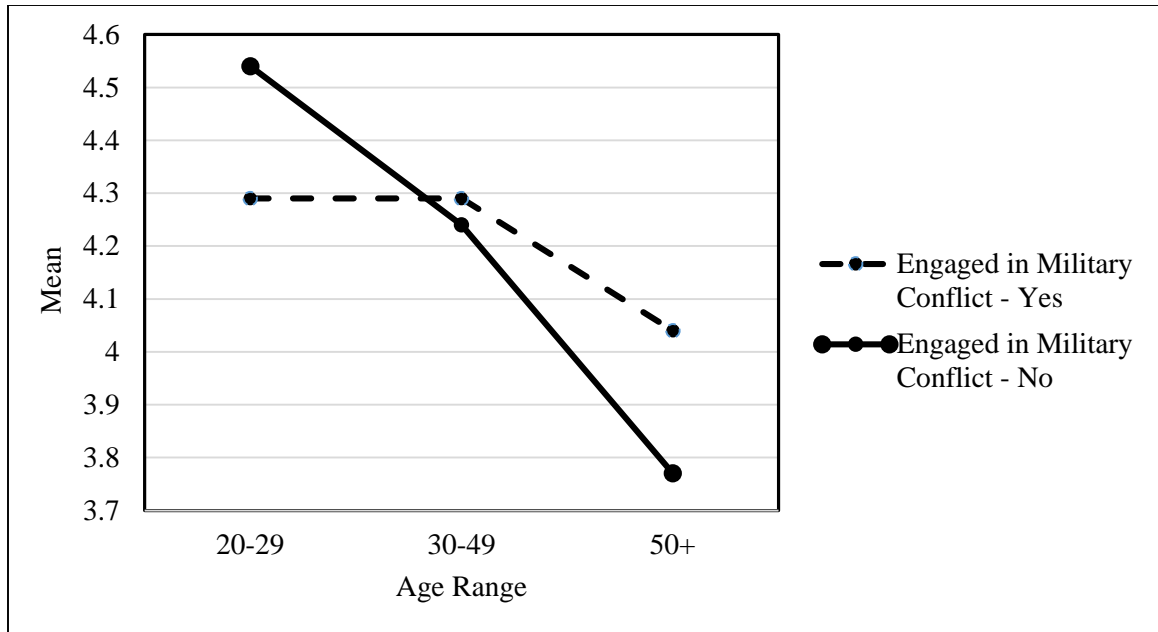
Figure 5. Means for arousal control by age range and participation in military conflict.

The results of the two-way ANOVA conducted to determine the impact of age range and conflict participation on the concept of arousal control being utilized in the post-military lives of former Navy SEALs are displayed in Table 44. The interaction effect of age and conflict participation was not statistically significant, $F(2, 137) = 1.85$, $p > .05$. The effect of age range was significant at $F(2, 137) = 10.35$, $p < .01$, however, the effect size was small ($\eta_p^2 = .13$). The effect of conflict participation was non-significant at $F(1, 137) = 0.04$, $p > .05$. This indicates that the age effect is greater than the conflict participation effect on the use of arousal control strategies in the post-military lives of former Navy SEALs.

Table 44

Arousal Control: Age Range and Conflict Participation

Source	df	F	p	$\eta_p{}^2$
Corrected Model	5	5.87	<0.001	0.18
Intercept	1	6529.06	<0.001	0.98
Age	2	10.35	<0.001*	0.13
Conflict Participation	1	0.04	0.84	<0.001
Age*Conflict Participation	2	1.85	0.16	0.03
Error	137			
Total	143			
Corrected Total	142			

*p < .01

Age Range and Conflict Participation: Teamwork

Tables 45 and 46 display the data for the dependent variable teamwork. Levene's test was conducted to ensure that no assumptions were violated (F (5, 135) = 0.39, $p >$ .05). In Table 45, the age range 30-49 had the highest overall mean (M = 4.06) indicating that as a group they agreed with the statements involving the use of teamwork after their time of service. Overall participation (n = 141) was divided into two categories for conflict participation, *Yes* (n = 100) and *No* (n = 41) with each category averaging a response *Agree*.

Table 45

Descriptive Statistics for the Independent Variables of Age and Conflict Participation on Teamwork

Conflict Participation	Age Range											
	20-29			30-49			50+			Total		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	25	4.03	0.42	55	4.08	0.42	20	4.19	0.38	100	4.09	0.41
No	4	4.09	0.59	14	3.98	0.37	23	3.88	0.34	41	3.94	0.38
Total	29	4.04	0.43	69	4.06	0.41	43	4.02	0.39	141	4.04	0.41

Figure 6 is a visual representation of the utilization of teamwork in the post-military lives of former Navy SEALs based on age range and participation in military conflict. As is depicted in Figure 6, the participants in the age range of 20-29 were the most likely to agree with the teamwork statements if they had not participated in military conflict. Former Navy SEALs in the age range 50+ were more likely to agree to statements on teamwork if they were engaged in military conflict than all other categories. Overall, Figure 6 demonstrates that the participants who were surveyed agreed with the statements on teamwork.
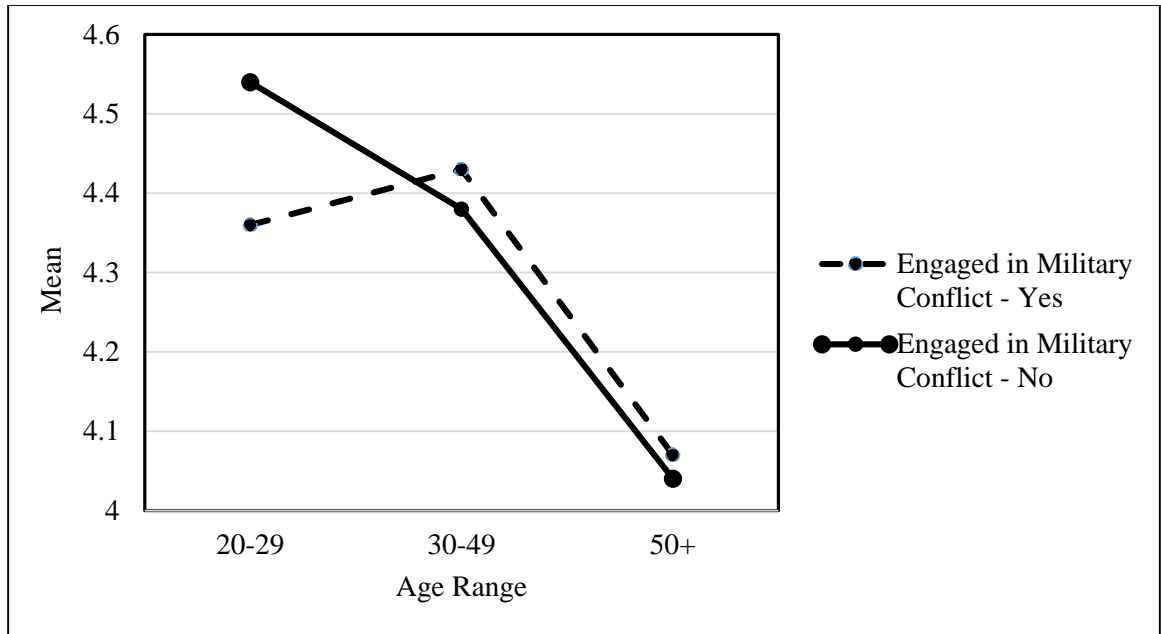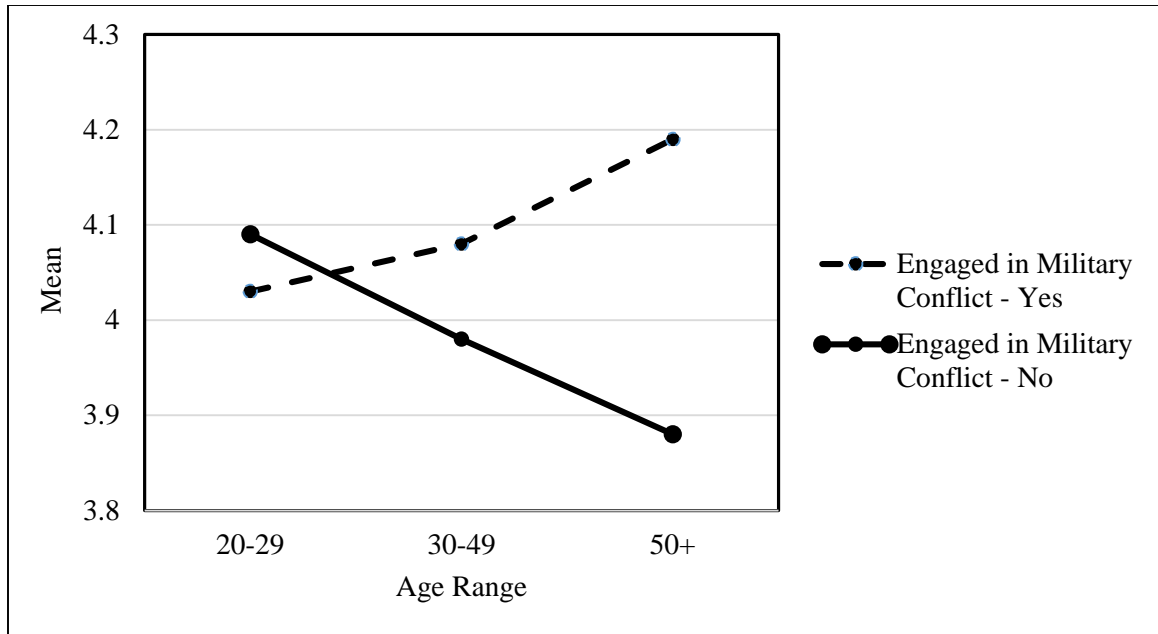
Figure 6. Means for teamwork by age range and participation in military conflict.

The results of the two-way ANOVA conducted to determine the impact of age range and conflict participation on the concept of teamwork being utilized in the post-military lives of former Navy SEALs are displayed in Table 46. The interaction effect of age range and conflict participation was not statistically significant, $F(2, 135) = 1.37$, $p > .05$. The effect of age range was non-significant at $F(2, 135) = 0.03$, $p > .05$. The effect of conflict participation was non-significant at $F(1, 135) = 1.50$, $p > .05$. Neither age nor conflict participation have an effect on the use of teamwork strategies in the post-military lives of former Navy SEALs.

Table 46

Teamwork: Age Range and Conflict Participation

Source	df	F	p	$\eta_p{}^2$
Corrected Model	5	1.43	0.22	0.05
Intercept	1	7620.55	<0.001	0.98
Age	2	0.03	0.97	<0.001
Conflict Participation	1	1.50	0.22	0.01
Age*Conflict Participation	2	1.37	0.26	0.02
Error	135			
Total	141			
Corrected Total	140			

ANCOVA: Age, Occupation, and Years of Service: Goal Setting

A two-way analysis of covariance (ANCOVA) was conducted to determine the effect of age range, occupation, and years of service on the use of teamwork, goal setting, mental imagery, self-talk, and arousal control in the post-military lives of former Navy SEALs. The independent variables were age ranges (20-29 years old, 30-49 years old, and 50+ years old), occupations (business, education, security/protective services, construction, healthcare, politics, legal, art/entertainment, and other), and years of service. Tables 47, 49, 51, 53, and 55 contain the means and standard deviations by age range and occupation. Data for each dependent variable (goal setting, mental imagery, self-talk, arousal control, teamwork) are presented in the following sections. For each dependent variable, the 30-39 age range had the most respondents ($n = 70$). The

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occupation Business and Security/Protective Services had the highest number of respondents ($n = 28$) with the exception of the occupation Business for the variable arousal control in which $n = 27$.

Tables 47 and 48 display the data for the dependent variable of goal setting. Levene's test was conducted to ensure that no assumptions were violated (F (22, 116) = 1.15, $p > .05$). In Table 46, the average of the means for the age range of 30-49 were the highest ($M = 4.28$, $SD = 0.34$) with the highest mean in the occupation Construction ($n = 4$, $M = 4.54$, $SD = 0.21$) and the lowest mean in the occupation Education ($n = 4$, $M = 3.89$, $SD = 0.24$). Overall, the occupation Construction had the lowest mean ($n = 3$, $M = 4.01$, $SD = 0.45$) and the occupation Politics had the highest mean ($n = 3$, $M = 4.48$, $SD = 0.41$).

Table 47

ANCOVA Descriptive Statistics for the Independent Variables of Age and Occupation with the Covariant Years of Service on Goal Setting

| | | | | | Age Range | | | | | | | |
| Occupation | 20-29 | | | 30-49 | | | 50+ | | | Total | | |
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.29	0.20	15	4.38	0.36	11	3.95	0.47	28	4.20	0.44
Education	2	4.64	0.21	4	3.89	0.24	8	4.04	0.61	14	4.08	0.55
Security/Protective Services	8	3.95	0.25	18	4.19	0.34	2	4.00	0.61	28	4.11	0.34
Construction	5	3.80	0.44	4	4.54	0.21	5	3.80	0.24	14	4.01	0.45
Healthcare	0	0	0	8	4.20	0.39	4	4.57	0.40	12	4.32	0.42
Politics	0	0	0	1	4.71	0	2	4.36	0.51	3	4.48	0.41
Legal	0	0	0	4	4.32	0.21	0	0	0	4	4.32	0.21
Art/Entertainment	2	4.00	0.81	4	4.21	0.27	3	4.29	0.25	9	4.19	0.37
Other	6	4.33	0.51	12	4.33	0.34	9	4.11	0.54	27	4.26	0.45
Total	25	4.10	0.46	70	4.28	0.34	44	4.08	0.49	139	4.18	0.43

Table 48 reveals no significant effects of age range at $F(2, 115) = 1.98$, $p > .05$ or occupation at $F(8, 115) = 0.77$, $p > .05$ on the use of goal setting. There was a significant interaction effect of age range and occupation on the use of goal setting at $F(12, 115) = 2.18$, $p < .05$ with a small effect size ($\eta_p^2 = .19$) and the effect of the covariant years of services on the use of goal setting was significant at $F(1, 115) = 11.04$, $p < .01$ with a small effect size ($\eta_p^2 = .09$). While age range and occupation are not statistically significant as independent variables, the interaction of age range with occupation has a significant effect on former Navy SEALs using goal setting strategies. The application of the covariant years of service had an even greater effect on the interaction of age range and occupation on the use of goal setting strategies.

Table 48

ANCOVA Statistics for Goal Setting with the Independent Variables of Age Range and Occupation and the Covariant Years of Service

Source	df	F	p	η_p^2
Corrected Model	23	2.29	.002	.31
Intercept	1	4014.65	<.001	.97
Years of Service	1	11.04	.001*	.09
Age	2	1.98	.14	.03
Occupation	8	0.77	.63	.05
Age*Occupation	12	2.18	.02	.19
Error	115			
Total	139			
Corrected Total	138			

*$p < .01$

ANCOVA: Age, Occupation, and Years of Service: Mental Imagery

Tables 49 and 50 display the data for the dependent variable of mental imagery. Levene's test was conducted to ensure that no assumptions were violated (F (22, 117) = 2.18, p > .01). In Table 49, the average of the means for the age range of 30-49 was the highest (M = 4.50, SD = 0.40) with two occupations, Politics and Construction, sharing the highest mean (M = 4.71). The lowest mean was in the occupation Education (n = 5, M = 4.37, SD = 0.42). Overall, the occupation Construction had the lowest mean (n = 15, M = 4.14, SD = 0.77) and the occupation Legal had the highest mean (n = 3, M = 4.57, SD = 0.25).

Table 49

ANCOVA Descriptive Statistics for the Independent Variables of Age and Occupation with the Covariant Years of Service on Mental Imagery

	Age Range											
	20-29			30-49			50+			Total		
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.21	0.51	15	4.58	0.39	11	4.25	0.46	28	4.42	0.45
Education	2	4.57	0.61	5	4.37	0.42	8	3.89	0.93	15	4.14	0.77
Security/Protective Services	8	4.27	0.29	18	4.41	0.46	2	4.36	0.10	28	4.37	0.40
Construction	6	4.14	0.39	4	4.71	0.26	4	4.18	0.62	14	4.32	0.48
Healthcare	0	0	0	8	4.50	0.43	4	4.43	0.51	12	4.48	0.44
Politics	0	0	0	1	4.71	0	3	4.05	0.08	4	4.21	0.34
Legal	0	0	0	3	4.57	0.25	0	0	0	3	4.57	0.25
Art/Entertainment	2	4.50	0.51	4	4.39	0.50	3	4.39	0.16	9	4.41	0.37
Other	6	4.48	0.30	12	4.52	0.36	9	4.11	0.54	27	4.38	0.45
Total	26	4.32	0.36	70	4.50	0.40	44	4.17	0.57	140	4.36	0.47

Table 50 reveals no significant effect of occupation (F (8, 116) = 0.23, $p > .05$) on the use of mental imagery; neither is there a significant effect of the interaction of age and occupation (F (12, 116) = 1.02, $p > .05$) on the use of mental imagery. There was a significant effect of age range on the use of mental imagery at F (2, 116) = 4.40, $p < .05$ with a small effect size ($\eta_p^2 = .07$). There was also a significant effect of the covariant years of services on the use of mental imagery at F (1, 116) = 8.87, $p < .01$ with a small effect size ($\eta_p^2 = .07$). While occupation and the interaction of age range and occupation are not statistically significant, age range does have a significant effect on former Navy SEALs using mental imagery strategies. The application of the covariant years of service had an even greater effect on the interaction of age range and occupation on the use of mental imagery strategies.

Table 50

ANCOVA Statistics for Mental Imagery with the Independent Variables of Age Range and Occupation and the Covariant Years of Service

Source	df	F	p	Partial Eta Squared
Corrected Model	23	1.56	0.07	0.24
Intercept	1	3109.60	<.001	0.96
Years of Service	1	8.87	0.004	0.07
Age	2	4.40	0.01*	0.07
Occupation	8	0.23	0.98	0.02
Age*Occupation	12	1.02	0.43	0.10
Error	116			
Total	140			
Corrected Total	139			

*$p < .05$

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ANCOVA: Age, Occupation, and Years of Service: Self-Talk

Tables 51 and 52 display the data for the dependent variable of self-talk. Levene's test was conducted to ensure that no assumptions were violated (F (22, 116) = 1.53, p > .05). In Table 50, the average of the means for the age range of 30-49 were the highest (M = 4.41, SD = 0.34) with the highest mean in the occupation Politics (n = 1, M = 4.71, SD = 0) and the lowest mean in the occupation Education (n = 4, M = 4.18, SD = 0.18). Overall, the occupation Construction had the lowest mean (n = 13, M = 4.06, SD = 0.77) and the occupation Legal had the highest mean (n = 4, M = 4.46, SD = 0.39).

Table 51

ANCOVA Descriptive Statistics for the Independent Variables of Age and Occupation with the Covariant Years of Service on Self-Talk

	Age Range											
	20-29			30-49			50+			Total		
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.64	0.51	15	4.56	0.35	11	4.22	0.44	28	4.43	0.42
Education	2	4.64	0.51	4	4.18	0.18	7	3.81	0.96	13	4.06	0.77
Security/Protective Services	8	4.32	0.41	18	4.31	0.33	2	3.93	0.10	28	4.29	0.35
Construction	6	4.14	0.37	3	4.57	0.14	5	3.89	0.40	14	4.14	0.42
Healthcare	0	0	0	8	4.38	0.33	4	4.36	0.44	12	4.37	0.35
Politics	0	0	0	1	4.71	0	3	4.14	0.25	4	4.29	0.35
Legal Occupation	0	0	0	4	4.46	0.39	0	0	0	4	4.46	0.39
Art/Entertainment	2	4.43	0.61	4	4.43	0.31	3	4.19	0.30	9	4.35	0.34
Other	6	4.50	0.37	12	4.40	0.42	9	3.90	0.57	27	4.26	0.52
Total	26	4.38	0.41	69	4.41	0.34	44	4.05	0.55	139	4.29	0.46

Table 52 reveals no significant effects of occupation at $F (8, 115) = 0.66$, $p > .05$ or the interaction of age and occupation at $F (12, 115) = 0.66$, $p > .05$ on the use of self-talk. There was a significant effect of age range at $F (2, 115) = 8.55$, $p < .01$ with a small effect size ($\eta_p^2 = .13$) on the use of self-talk. There was not a significant effect of the covariant years of services at $F (1, 115) = 1.65$, $p > .05$ on the use of self-talk. Only the independent variable age had a significant effect on former Navy SEALs using self-talk in their post-military lives.

Table 52

ANCOVA Statistics for Self-Talk with the Independent Variables of Age Range and Occupation and the Covariant Years of Service

Source	df	F	p	η_p^2
Corrected Model	23	1.69	0.04	0.25
Intercept	1	3441.18	<.001	0.97
Years of Service	1	1.65	0.20	0.01
Age	2	8.55	<.001*	0.13
Occupation	8	0.66	0.73	0.04
Age*Occupation	12	0.66	0.79	0.06
Error	115			
Total	139			
Corrected Total	138			

*$p < .01$

ANCOVA: Age, Occupation, and Years of Service: Arousal Control

Tables 53 and 54 display the data for the dependent variable of arousal control. Levene's test was conducted to ensure that no assumptions were violated ($F (22, 117) =$

1.20, p > .05). In Table 52, the average of the means for the age range of 20-29 were the

highest (*M* = 4.31, *SD* = 0.47) with the highest mean in the occupation Education (*n* = 2,

M = 4.67, *SD* = 0.47) and the lowest mean in the occupation Construction (*n* = 6, *M* =

3.97, *SD* = 0.46). Overall, the occupation Politics had the lowest mean (*n* = 4, *M* = 3.92,

SD = 0.35) and the occupations Security/Protective Services (*n* = 28, *M* = 4.24, *SD* =

0.43) and Art/Entertainment (*n* = 9, *M* = 4.24, *SD* = 0.36) had the highest means.

Table 53

ANCOVA Descriptive Statistics for the Independent Variables of Age and Occupation with the Covariant Years of Service on Arousal Control

	Age Range											
	20-29			30-49			50+			Total		
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.50	0.71	14	4.51	0.34	11	3.82	0.65	27	4.23	0.60
Education	2	4.67	0.47	5	4.30	0.42	8	3.77	0.77	15	4.07	0.70
Security/Protective Services	8	4.33	0.36	18	4.23	0.47	2	4.00	0.47	28	4.24	0.43
Construction	6	3.97	0.46	4	4.38	0.42	5	3.93	0.38	15	4.07	0.44
Healthcare	0	0	0	8	4.23	0.31	4	4.13	0.63	12	4.19	0.41
Politics	0	0	0	1	4.33	0	3	3.78	0.25	4	3.92	0.35
Legal	0	0	0	4	4.38	0.25	0	0	0	4	4.38	0.25
Art/Entertainment	2	4.50	0.71	4	4.17	0.24	3	4.17	0.33	9	4.24	0.36
Other	5	4.40	0.48	12	4.10	0.34	9	3.85	0.56	26	4.07	0.48
Total	25	4.31	0.47	70	4.28	0.38	45	3.89	0.56	140	4.16	0.50

Table 54 reveals no significant effects of occupation at $F (8, 116) = 0.42, p > .05$ or the interaction of age and occupation at $F (12, 116) = 1.01, p > .05$ on the use of arousal control. There was a significant effect of age range at $F (2, 116) = 7.91, p < .01$ with a small effect size ($\eta_p^2 = .12$) on the use of arousal control. There was not a significant effect of the covariant years of services at $F (1, 116) = 3.73, p > .05$ on the use of arousal control. Only the independent variable age had a significant effect on former Navy SEALs using arousal control strategies in their post-military lives.

Table 54

ANCOVA Statistics for Arousal Control with the Independent Variables of Age Range and Occupation and the Covariant Years of Service

Source	df	F	p	η_p^2
Corrected Model	23	1.80	0.02	0.26
Intercept	1	2831.77	<.001	0.96
Years of Service	1	3.73	0.06	0.03
Age	2	7.91	0.001*	0.12
Occupation	8	0.42	0.91	0.03
Age*Occupation	12	1.01	0.44	0.10
Error	116			
Total	140			
Corrected Total	139			

*$p < .01$

ANCOVA: Age, Occupation, and Years of Service: Teamwork

Tables 55 and 56 display the data for the dependent variable of teamwork. Levene's test was conducted to ensure that no assumptions were violated ($F (22, 114) =$

1.22, $p > .05$).   In Table 55, the average of the means for the age range of 30-49 were the highest ($M = 4.06$, $SD = 0.40$) with the highest mean in the occupation Legal ($n = 4$, $M = 4.25$, $SD = 0.18$) and the lowest mean in the occupation Politics ($n = 1$, $M = 3.88$, $SD = 0$).   Overall, the occupation Art/Entertainment had the lowest mean ($n = 9$, $M = 3.83$, $SD = 0.25$) and the occupation Legal had the highest mean ($n = 4$ $M = 4.25$, $SD = 0.18$).

Table 55

ANCOVA Descriptive Statistics for the Independent Variables of Age and Occupation with the Covariant Years of Service on Teamwork

| | Age Range | | | | | | | | | | | |
| | 20-29 | | | 30-49 | | | 50+ | | | Total | | |
Occupation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Business	2	4.31	0.97	15	4.19	0.44	11	3.75	0.35	28	4.03	0.48
Education	2	3.63	0.53	4	4.06	0.56	7	4.20	0.52	13	4.07	0.53
Security/Protective Services	8	4.06	0.28	18	3.97	0.48	2	4.06	0.09	28	4.00	0.41
Construction	7	3.89	0.37	4	4.09	0.45	4	4.03	0.30	15	3.98	0.36
Healthcare	0	0	0	7	4.11	0.42	3	4.42	0.52	10	4.20	0.45
Politics	0	0	0	1	3.88	0	3	3.83	0.26	4	3.84	0.21
Legal Occupation	0	0	0	4	4.25	0.18	0	0	0	4	4.25	0.18
Art/Entertainment	2	3.63	0.53	4	3.94	0.07	3	3.83	0.19	9	3.83	0.25
Other	7	4.25	0.38	10	3.94	0.29	9	4.21	0.27	26	4.12	0.33
Total	28	4.02	0.43	67	4.06	0.40	42	4.02	0.40	137	4.04	0.41

Table 56 reveals no significant effects of age at $F(2, 113) = 0.06$, $p > 0.5$, occupation at $F(8, 113) = 1.10$, $p > .05$, or the interaction of age and occupation at $F(12, 113) = 1.37$, $p > .05$ on the use of teamwork. There was not a significant effect of the covariant years of services at $F(1, 113) = 0.89$, $p > .05$ on the use of teamwork. Neither the independent variables nor the covariant had a significant effect on former Navy SEALs using teamwork strategies in their post-military lives.

Table 56

ANCOVA Statistics for Teamwork with the Independent Variables of Age Range and Occupation and the Covariant Years of Service

Source	df	F	p	η_p^2
Corrected Model	23	1.17	0.28	0.19
Intercept	1	3345.95	<.001	0.97
Years of Service	1	0.89	0.35	0.01
Age	2	0.06	0.95	0.001
Occupation	8	1.10	0.37	0.07
Age*Occupation	12	1.37	0.19	0.13
Error	113			
Total	137			
Corrected Total	136			

ANCOVA: Age, Conflict Participation, and Years of Service: Goal Setting

A two-way ANCOVA was conducted to determine the effect of age range, conflict participation, and years of service on the use of teamwork, goal setting, mental imagery, self-talk, and arousal control in the post-military lives of former Navy SEALs.

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The independent variables were the age ranges (20-29 years old, 30-49 years old, and 50+ years old), participation in military conflict (yes or no), and years of service. Tables 57, 59, 61, 63, 65 contain the means and standard deviations by age range and conflict participation. Data for each dependent variable (teamwork, goal setting, mental imagery, self-talk, and arousal control) are presented in the following sections. For each dependent variable, the 30-39 age range had the most respondents ($n = 70$) and the most participants responding *Yes* ($n = 56$) that they were involved in some form of military conflict during their years of service.

Tables 57 and 58 display the data for the dependent variable of goal setting. Levene's test was conducted to ensure that no assumptions were violated (F (5, 133) = 2.04, p > .05). As displayed in Table 57, the age range 30–49 also had the highest overall mean ($M = 4.28$) and lowest overall standard deviation ($SD = 0.34$) indicating that as a group they agreed with the statements involving the use of goal setting after their time of service. Overall participation ($n = 139$) was divided into two categories for conflict participation, *Yes* ($n = 97$) and *No* ($n = 42$) with each category averaging a response *Agree*.

Table 57

ANCOVA Descriptive Statistics for the Independent Variables of Age and Conflict Participation and Covariant Years of Service on Goal Setting

	Age Range											
	20-29			30-49			50+			Total		
Conflict Participation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	22	4.09	0.43	56	4.31	0.33	19	4.32	0.51	97	4.26	0.40
No	3	4.14	0.80	14	4.13	0.37	25	3.90	0.41	42	4.00	0.43
Total	25	4.10	0.46	70	4.28	0.34	44	4.08	0.49	139	4.18	0.43

Table 58 reveals no significant effects of age at $F (2, 132) = 1.42$, $p > 0.5$, conflict participation at $F (1, 132) = 1.72$, $p > .05$, or the interaction of age and conflict participation at $F (2, 132) = 0.95$, $p > .05$ on the use of goal setting. There was not a significant effect of the covariant years of services at $F (1, 132) = 2.76$, $p > .05$ on the use of goal setting. Neither the independent variables nor the covariant had a significant effect on former Navy SEALs using goal setting strategies in their post-military lives.

Table 58

ANCOVA Statistics for Goal Setting with the Independent Variables of
Age Range and Conflict Participation and the Covariant Years of Service

Source	df	F	p	$\eta_p{}^2$
Corrected Model	6	4.05	0.001	0.16
Intercept	1	3628.15	<.001	0.97
Years of Service	1	2.76	0.10	0.02
Age	2	1.42	0.25	0.02
Conflict Participation	1	1.72	0.19	0.01
Age*Conflict Participation	2	0.95	0.39	0.01
Error	132			
Total	139			
Corrected Total	138			

ANCOVA: Age, Conflict Participation, and Years of Service: Mental Imagery

Tables 59 and 60 display the data for the dependent variable of mental imagery.

Levene's test was conducted to ensure that no assumptions were violated (F (5, 134) =

2.04, p > .05). As displayed in Table 59, the age range 30-49 had the highest overall

mean (M = 4.50) indicating that as a group they agreed with the statements involving the

use of mental imagery after their time of service. Overall participation (n = 140) was

divided into two categories for conflict participation, *Yes* (n = 99) and *No* (n = 41) with

each category averaging a response *Agree*.

Table 59

ANCOVA Descriptive Statistics for the Independent Variables of Age and Conflict Participation and Covariant Years of Service on Mental Imagery

| | Age Range | | | | | | | | | | | |
| | 20-29 | | | 30-49 | | | 50+ | | | Total | | |
Conflict Participation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	23	4.30	0.35	57	4.55	0.38	19	4.25	0.66	99	4.44	0.46
No	3	4.48	0.50	13	4.28	0.42	25	4.10	0.49	41	4.19	0.47
Total	26	4.32	0.36	70	4.50	0.40	44	4.17	0.57	140	4.36	0.47

Table 60 reveals no significant effects of conflict participation at $F\,(1,\,133) = 0.14$, $p > .05$ or the interaction of age and conflict participation at $F\,(2,\,133) = 1.7$, $p > .05$ on the use of mental imagery. There was a significant effect of age range at $F\,(2,\,116) = 7.91$, $p < .05$ with a small effect size ($\eta_p^{\,2} = .12$) on the use of mental imagery. There was not a significant effect of the covariant years of services at $F\,(1,\,116) = 3.73$, $p > .05$ on the use of mental imagery. Only the independent variable age had a significant effect on former Navy SEALs using mental imagery strategies in their post-military lives.

Table 60

ANCOVA Statistics for Mental Imagery with the Independent Variables of Age Range and Conflict Participation and the Covariant Years of Service

Source	df	F	p	η_p^2
Corrected Model	6	3.81	0.002	0.15
Intercept	1	3056.07	<.001	0.96
Years of Service	1	1.59	0.21	0.01
Age	2	4.00	0.02*	0.06
Conflict Participation	1	0.14	0.71	0.001
Age*Conflict Participation	2	1.07	0.35	0.02
Error	133			
Total	140			
Corrected Total	139			

*$p < .05$

ANCOVA: Age, Conflict Participation, and Years of Service: Self-Talk

Tables 61 and 62 display the data for the dependent variable of self-talk. Levene's test was conducted to ensure that no assumptions were violated (F (5, 133) = 2.42, p > .01). As displayed in Table 61, the age range 30–49 had the highest overall mean ($M = 4.41$) and lowest overall standard deviation ($SD = 0.34$) indicating that, as a group, they agreed with the statements involving the use of self-talk after their time of service. Overall participation ($n = 139$) was divided into two categories for conflict participation, *Yes* ($n = 97$) and *No* ($n = 42$) with each category averaging a response *Agree*.

Table 61

ANCOVA Descriptive Statistics for the Independent Variables of Age and Conflict Participation and Covariant Years of Service on Self-Talk

| | Age Range | | | | | | | | | | | |
| | 20-29 | | | 30-49 | | | 50+ | | | Total | | |
Conflict Participation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	23	4.36	0.40	55	4.43	0.34	19	4.05	0.69	97	4.34	0.46
No	3	4.52	0.50	14	4.37	0.35	25	4.04	0.43	42	4.18	0.44
Total	26	4.38	0.41	69	4.41	0.34	44	4.05	0.55	139	4.29	0.46

Table 62 reveals no significant effects of conflict participation at $F(1, 132) = 0.27$, $p > .05$ or the interaction of age and conflict participation at $F(2, 132) = 0.23$, $p > .05$ on the use of self-talk. There was a significant effect of age range at $F(2, 132) = 8.67$, $p < .01$ with a small effect size ($\eta_p^2 = .12$) on the use of self-talk. There was not a significant effect of the covariant years of services at $F(1, 132) = 0.87$, $p > .05$. Only the independent variable age had a significant effect on former Navy SEALs using self-talk strategies in their post-military lives.

Table 62

ANCOVA Statistics for Self-Talk with the Independent Variables of Age Range and Conflict Participation and the Covariant Years of Service

Source	*df*	*F*	*p*	$\eta_p{}^2$
Corrected Model	6	3.67	0.002	0.14
Intercept	1	3331.22	<.001	0.96
Years of Service	1	0.87	0.35	0.01
Age	2	8.67	<.001*	0.12
Conflict Participation	1	.27	0.61	0.002
Age*Conflict Participation	2	.23	0.79	0.004
Error	132			
Total	139			
Corrected Total	138			

*p < .01

ANCOVA: Age, Conflict Participation, and Years of Service: Arousal Control

Tables 63 and 64 display the data for the dependent variable of arousal control. Levene's test was conducted to ensure that no assumptions were violated (F (5, 134) = 2.07, p > .05). As displayed in Table 63, the age range 20-29 had the highest overall mean (M = 4.31) indicating that, as a group, they agreed with the statements involving the use of arousal control after their time of service. Overall participation (n = 140) was divided into two categories for conflict participation, *Yes* (n = 98) and *No* (n = 42) with each category averaging a response *Agree*.

Table 63

ANCOVA Descriptive Statistics for the Independent Variables of Age and Conflict Participation and Covariant Years of Service on Arousal Control

Conflict Participation	Age Range											
	20-29			30-49			50+			Total		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
Yes	22	4.29	0.47	56	4.30	0.39	20	4.03	0.64	98	4.24	0.47
No	3	4.50	0.50	14	4.24	0.38	25	3.77	0.47	42	3.98	0.51
Total	25	4.31	0.47	70	4.28	0.38	45	3.89	0.56	140	4.16	0.50

Table 64 reveals no significant effects of conflict participation at $F (1, 133) = 0.02$, $p > .05$ or the interaction of age and conflict participation at $F (2, 133) = 0.96$, $p > .05$ on the use of arousal control. There was a significant effect of age range at $F (2, 133) = 8.87$, $p < .01$ with a small effect size ($\eta_p^2 = .12$) on the use of arousal control. There was not a significant effect of the covariant years of services at $F (1, 133) = 0.19$, $p > .05$ on the use of arousal control. Only the independent variable of age had a significant effect on former Navy SEALs using arousal control strategies in their post-military lives.

Table 64

ANCOVA Statistics for Arousal Control with the Independent Variables of Age Range and Conflict Participation and the Covariant Years of Service

Source	df	F	p	$\eta_p{}^2$
Corrected Model	6	4.66	<.001	0.17
Intercept	1	2853.28	<.001	0.96
Years of Service	1	0.19	0.66	0.001
Age	2	8.87	<.001*	0.12
Conflict Participation	1	0.02	0.88	<.001
Age*Conflict Participation	2	0.96	0.39	0.01
Error	133			
Total	140			
Corrected Total	139			

*$p < .01$

ANCOVA: Age, Conflict Participation, and Years of Service: Teamwork

Tables 65 and 66 display the data for the dependent variable of teamwork. Levene's test was conducted to ensure that no assumptions were violated (F (5, 131) = 0.63, p > .05). As displayed in Table 65, the age range 30-49 had the highest total mean ($M = 4.06$). The age ranges of 20-29 and 50+ both had the same total mean ($M = 4.02$). The overall mean ($M = 4.04$) and standard deviation ($SD = 0.41$) indicates that as a group they agreed with the statements involving the use of teamwork after their time of service. Overall participation ($n = 137$) was divided into two categories for conflict participation, *Yes* ($n = 99$) and *No* ($n = 38$) with each category averaging a response *Agree*.

Table 65

ANCOVA Descriptive Statistics for the Independent Variables of Age and Conflict Participation and Covariant Years of Service on Teamwork

	Age Range											
	20-29			30-49			50+			Total		
Conflict Participation	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Yes	25	4.03	0.42	55	4.08	0.42	19	4.20	0.39	99	4.09	0.42
No	3	3.96	0.64	12	3.95	0.31	23	3.88	0.34	38	3.91	0.35
Total	28	4.02	0.43	67	4.06	0.40	42	4.02	0.40	137	4.04	0.41

Table 66 reveals no significant effects of age at F (2, 130) = 0.06, $p > 0.5$, conflict participation at F (1, 130) = 2.68, $p > .05$, or the interaction of age and conflict participation at F (2, 130) = 0.63, $p > .05$ on the use of teamwork. There was not a significant effect of the covariant years of services at F (1, 130) = 0.00, $p > .05$ on the use of teamwork. Neither the independent variables nor the covariant had a significant effect on former Navy SEALs using teamwork strategies in their post-military lives.

Table 66

*ANCOVA Statistics for Teamwork with the Independent Variables of Age
Range and Conflict Participation and the Covariant Years of Service*

Source	df	F	p	η_p^2
Corrected Model	6	1.30	0.26	0.06
Intercept	1	3215.06	<.001	0.96
Years of Service	1	0.002	0.97	<.001
Age	2	0.06	0.94	0.001
Conflict Participation	1	2.68	0.10	0.02
Age*Conflict Participation	2	0.63	0.54	0.01
Error	130			
Total	137			
Corrected Total	136			

Based on the results of the ANOVAs and ANCOVAs, the independent variables
of occupation, years of service, and conflict participation did not have an impact on the
dependent variables of teamwork, goal setting, mental imagery, self-talk, and arousal
control. Only the independent variable age range had an impact on the dependent
variables of mental imagery, self-talk, and arousal control.

Summary

This study included survey responses from 151 former United States Navy
SEALs to obtain an understanding of the impact of the concepts of mental toughness
(goal setting, mental imagery, self-talk, arousal control) and teamwork on their post-
military lives. Survey responses and open-ended statements were used to collect data to

answer the overarching question, "Does Navy SEAL training have an impact on civilian life?" Through the use of the following statistical tests: descriptive statistics, ANOVA, and ANCOVA, as well as the analyzation of the data, it can be determined that former United States Navy SEALs were trained on the concepts of concepts of mental toughness and teamwork and they are utilizing them in their post-military lives. Due to continued utilization, it is evident that the former Navy SEALs that participated in this study are still cultivating a growth mindset. Chapter 5 provides a summary of the results and discussion of the conclusion as related to research questions 1 – 5. The chapter will also provide implications of the findings and recommendations for further study.

CHAPTER 5

CONCLUSION

The purpose of the study was to determine if the Navy SEAL training on the concepts of goal setting, mental imagery, self-talk, arousal control, and teamwork had an impact on the post-military lives of former Navy SEALs. The research by Dweck (2016b) on the benefits of a growth mindset in children aligns to the mental toughness and teamwork concepts utilized by Navy SEALs. The significance of this study is that if this training continues to impact the mindsets and behaviors of former Navy SEALs after they leave the military, then the training of the concepts could be transferred to PK-12 education to help cultivate a growth mindset in children. The data for this study were collected from 151 former Navy SEALs using a researcher-created survey consisting of 39 Likert scale statements and seven open-ended statements relating to the concepts of mental toughness and teamwork. An analysis of the data consisted of descriptive statistics, a two-way analysis of variance (ANOVA), and a two-way analysis of covariance (ANCOVA) organized by research question. This chapter presents a summary of the findings by research question, a discussion of the conclusions of the findings, recommendations for practice, limitations, and recommendations for future research.

Summary of Research Question #1

Research Question #1: What percentage of former Navy SEALs perceive that they were trained in the concepts of teamwork, goal setting, mental imagery, self-talk, and arousal control?

There were five statements on the survey that provided the data to construct a response to the first research question. Of the 149 survey respondents to the statement regarding being trained on the concept of teamwork, 100% answered *strongly agree* and *agree*. Of the 151 survey respondents to the statement regarding the Navy SEAL training including the concept of goal setting, 139 respondents (94.07%) selected *strongly agree* and *agree*. Of the 151 survey respondents to the statement regarding the Navy SEAL training including the concept of mental imagery, 139 respondents (92.05%) selected *strongly agree* and *agree*. Of the 151 survey respondents to the statement regarding the Navy SEAL training including the concept of self-talk, 136 respondents (90.07%) selected *strongly agree* and *agree*. Of the 151 survey respondents to the statement regarding the Navy SEAL training including the concept of arousal control, 133 respondents (88.08%) selected *strongly agree* and *agree*.

Additionally, there were six responses to the open-ended statements that provided support that the concepts of goal setting, mental imagery, self-talk, arousal control, and teamwork were part of the Navy SEAL training. These responses can be summarized by these two statements:

- Being able to work as a team is essential to being a Navy SEAL.
- The concepts of goal setting, mental imagery, self-talk, and arousal control played an important role both during and after Navy SEAL training.

Based on the Likert scale and open-ended responses data from survey respondents, the evidence provides support that the former Navy SEALs who participated in this study were trained in the concepts of teamwork, goal setting, mental imagery, self-talk, and arousal control. Thus, the results of this study align with the literature

researched in Chapter 2. Draeger (2012) and Lambertson (2016) both indicated that the

Navy SEAL training focused on building mental toughness through goal setting, mental

imagery, self-talk, and arousal control while building teamwork.

Summary of Research Question #2

Research Question #2: What teamwork and mental toughness concepts, if any,

are former Navy SEALs still using in their post-military life that reveal the cultivation of

a growth mindset?

Survey Likert scale statements aligned to cultivating a growth mindset and

teamwork demonstrated that former Navy SEALS are still utilizing the concepts of

mental toughness and teamwork in their post-military lives based on the results displayed

in Table 14. Table 14 displays the overall means of survey statements for goal setting (M

$= 4.19$), mental imagery ($M = 4.35$), self-talk ($M = 4.30$), arousal control ($M = 4.15$), and

teamwork ($M = 4.05$) thus indicating that the participants agree that they are utilizing the

concepts in their post-military lives.

Responses to open-ended statements provided by the participants also provide

support for the utilization of the mental toughness and teamwork concepts in post-

military life. Of the responses given, 18 provided support for mental toughness concepts

and three provided support for teamwork. The overall theme of the responses was that

implementing the concepts of goal setting, mental imagery, self-talk, and arousal control

helped the participants maintain control and a positive mindset as a civilian. On the other

hand, maintaining a resemblance of the brotherhood obtained while being a part of the

Navy SEALs was very important to the participants in their post-military lives.

Based on the data from survey respondents and the open-ended statement responses, it is evident that the study participants are cultivating a growth mindset in their post-military lives. In the review of the literature in Chapter 2, the cultivation of a growth mindset requires one to embrace challenges, maneuver around obstacles, and to focus on the success of others (Dweck, 2016b). Navy SEALs are taught to use goal setting, mental imagery, self-talk, and arousal control to build self-confidence, resiliency, and persistence to embrace any challenge or obstacle in their path (Divine, 2013). The sense of teamwork cultivated in the Navy SEALs builds a high level of trust in one another and a desire to see the team be successful (McEwen, 2016). Thus, the results of this study support the reviewed literature in both the training of the Navy SEALs and the cultivating of a growth mindset.

Summary of Research Question #3

Research Question #3: What are the perceptions of former Navy SEALs with regard to the impact of the teamwork and mental toughness training received while in the Navy SEAL program on post-military life?

Responses to survey statements designed to gather the perceptions of former Navy SEALs with regard to the impact of teamwork, goal setting, mental imagery, self-talk, and arousal control on their post-military lives were analyzed to provide an answer for the third research question. Table 20 displays the overall means of survey statements for goal setting ($M = 4.05$), mental imagery ($M = 4.36$), self-talk ($M = 4.26$), arousal control ($M = 4.09$), and teamwork ($M = 3.78$) and demonstrates that the participants agreed that the mental toughness concepts have impacted their post-military lives. The impact of teamwork was the lowest at M = 3.78. The responses to statements referring to

teamwork with coworkers had the lower mean, thus indicating that teamwork at the place of employment may not be as impactful.

Responses to open-ended statements also provided support that mental toughness and teamwork have impacted the post-military lives of former Navy SEALs. Of the responses given, 15 provided support for mental toughness concepts and five provided support for teamwork. The concept of mental imagery was the predominant focus of the responses indicating that the concept of mental imagery may have the most impact on their post-military lives as it also had the highest mean of all the concepts.

Based on the data from survey respondents and the open-ended statement responses, it is evident that the mental toughness and teamwork concepts have impacted the post-military lives of the former Navy SEALs who participated in this study. This supports the literature reviewed in Chapter 2 that revealed the Navy SEALs that have credited the Navy SEAL training for their resiliency to handle challenges and keep a positive focus on the goal to achieve success (Bonner, 2015; Miller, 2015). The review of literature also found four organizations that were founded by former Navy SEALs whose business mission was to train civilians how to utilize goal setting, mental imagery, self-talk, arousal control, and teamwork to lead organizations to success as well as to improve the performance of individuals. Echelon Front (2012), founded by Babin and Willink, Adamantine Alliance (2015), founded by Shea, SEALFit (2017), founded by Divine, and SOT-G (2014), founded by Roy, are all organizations operated by former Navy SEALs whose lives have been impacted by the Navy SEAL training to the extent that they want to train civilians on how to develop mental toughness and incorporate teamwork.

Summary of Research Question #4

Research Question #4: What impact, if any, has Navy SEAL training had on former Navy SEALs with respect to their family, work place, and civilian life interactions?

Responses to the survey statements designed to gather information regarding the impact of Navy SEAL training on the post-military lives of former Navy SEALs with respect to their families, work places, and civilian lives' interactions were analyzed to provide an answer to the fourth research question. According to the data collected and summarized in Table 26, survey statements aligned to family resulted in 87.20% responding *agree* or *strongly agree* with the statements, survey statements aligned to interactions in the work place resulted in 85.19% responding *agree* or *strongly agree* with the statements, survey statements aligned with interactions in civilian life interactions resulted in 89.87% responding *agree* to *strongly agree* with the statements. In addition, there were 44 responses to the open-ended statements that provided support and examples that goal setting, mental imagery, self-talk, arousal control, and teamwork did have an impact on the interactions with family, work, and civilian life. The majority of the responses with respect to goal setting, mental imagery, and self-talk were about the utilization of these concepts as they transitioned from one phase of life to another or how they used these concepts when working with their children. Arousal control was primarily important with family and work place interactions as the former Navy SEALs became part of civilian life. The concept of teamwork was evidenced not only in work place interactions but also in family interactions as a way to get people to work together to accomplish a goal.

Based on the data from survey respondents and the open-ended statement responses, it is evident that the mental toughness and teamwork concepts have impacted the post-military lives of former Navy SEALs with regard to the interactions with families, work places, and civilian lives. This information provides additional support for the literature reviewed in Chapter 2 that demonstrated how former Navy SEALs have incorporated the training on goal setting, mental imagery, self-talk, arousal control, and teamwork into their civilian lives. Davis and Sajnog (Davis 2016) both indicated that the training has helped them to be better fathers and that they have also transferred what they learned as a Navy SEAL to their children. Gleeson (2012, 2016) and Shea (2015) talked about keeping thoughts positive and controlling emotions on a daily basis to help determine what you are able to accomplish in a day.

Summary of Research Question #5

Research Question #5: What impact do the independent variables of age, branch of service, present occupation, and years of SEAL training have on the dependent variables of teamwork, goal setting, mental imagery, self-talk, and arousal control?

A two-way analysis of variance (ANOVA) was used to determine the impact that the independent variables of age, branch of service, present occupation, and years of SEAL training have on the dependent variables of teamwork, goal setting, mental imagery, self-talk, and arousal control. Because there were only four respondents who represented a different branch of service, the independent variable branch of service was replaced with participation in military conflict. The independent variable years of SEAL training was represented by the respondents' years of military service.

The two-way ANOVA with the independent variables of age and occupation resulted in the interaction of age and occupation not being statistically significant with regard to goal setting, mental imagery, self-talk, arousal control, and teamwork. The independent variable age was statistically significant in the areas of mental imagery (F (2, 122) = 3.93, $p < .05$), self-talk (F (2, 121) = 8.00, $p < .01$), and arousal control (F (2, 121) = 7.03, $p < .01$) although the effect size was small in each occurrence. The 30-49 age range had the most participants and the highest overall mean in the areas of goal setting ($M = 4.26$), mental imagery ($M = 4.50$), and self-talk ($M = 4.42$). The overall means for teamwork in the 20-29 age range and the 30-49 age range were the same ($M = 4.06$). The highest overall mean for arousal control was in the 20-29 age range ($M = 4.33$). The occupation Security and Protective Services had the highest number of participants.

The two-way ANOVA with the independent variables of age and conflict participation resulted in the interaction of age and conflict participation not being statistically significant with regard to goal setting, mental imagery, self-talk, arousal control, and teamwork. The independent variable age was statistically significant in the areas of mental imagery (F (2, 138) = 3.59, $p < .05$), self-talk (F (2, 137) = 9.07, $p < .01$), and arousal control (F (2, 137) = 10.35, $p < .01$) although the effect size was small in each occurrence. The 30-49 age range had the most participants and the highest number of participants who were involved in a military conflict as well as the highest overall means in the areas of goal setting ($M = 4.29$), mental imagery ($M = 4.50$), self-talk ($M = 4.42$), and teamwork ($M = 4.06$). The concept of arousal control had the highest overall means in the 20-29 age range.

A two-way analysis of covariance (ANCOVA) was conducted to determine the effect of age range, occupation, conflict participation, and years of service on the use of teamwork, goal setting, mental imagery, self-talk, and arousal control in the post-military lives of former Navy SEALs. The two-way ANCOVA with the independent variables of age range and occupation and the covariant years of service resulted in the interaction of age and occupation having a significant effect on goal setting (F (12, 115) = 2.18, $p <$ .05) although the effect size was small, however, there were no other significant effects among the other concepts. The introduction of the covariant years of service resulted in a significant effect on goal setting (F (1, 115) = 11.04, $p < $.01) as well as mental imagery (F (1, 116) = 8.87, $p < $.01). The independent variable age range had a significant effect on mental imagery (F (2, 116) = 4.40, $p < $.05), self-talk ($F$ (2, 115) = 8.55, $p < $.01,) and arousal control (F (2, 116) = 7.91, $p < $.01). The independent variable occupation had no significant effects on any of the concepts. The age range 30-49 had the most participants and the highest overall means in the response to all the statements regarding goal setting (M = 4.28), mental imagery (M = 4.50), self-talk (M = 4.41), and teamwork (M = 4.06). The highest mean for arousal control (M = 4.31) was in the 20-29 age range. The occupations business and security and protective services had the same number of participants and were the highest group of participants.

The two-way ANCOVA with the independent variables of age range and participation in military conflict and the covariant years of service resulted in the interaction of age and participation in military conflict as not having a significant effect on goal setting, mental imagery, self-talk, arousal control, or teamwork. The independent variable of participation in a military conflict did not have a significant effect on any of

the concepts, nor did the covariant years of service. The independent variable of age range did have a significant effect on mental imagery (F (2, 116) = 7.91, $p < .05$), self-talk (at F (2, 132) = 8.67, $p < .01$), and arousal control (F (2, 133) = 8.87, $p < .01$) although the effect size was small in each occurrence. The age group of 30-49 had the greatest participation in a military conflict and the highest overall means for goal setting ($M = 4.28$), mental imagery ($M = 4.50$), self-talk ($M = 4.41$), and teamwork ($M = 4.06$). Arousal control was the only concept in which the 20-29 age group had the higher mean of ($M = 4.31$).

Based on the results of the ANOVAs and ANCOVAs, the independent variables of occupation, years of service, and conflict participation did not have an impact on the dependent variables of teamwork, goal setting, mental imagery, self-talk, and arousal control. The independent variable of age range did have an impact on the dependent variables of mental imagery, self-talk, and arousal control.

Discussion of the Conclusion

According to the data collected and analyzed in this study, the four-pillar technique referred to by Draeger (2012) continues to impact former Navy SEALs in their post-military lives. Draeger used the four-pillar technique to refer to the training and usage of goal setting, mental imagery, self-talk, and arousal control. From a response to an open-ended statement in the survey, "The skills you inquired about are alive and well in the SEAL curriculum. They are not only taught, they are engrained into the mind, body and soul of each recruit," it is evident that the Navy SEALs are taught the four pillar technique and it is an important part of their training. Much of the literature reviewed in Chapter 2 referred to the concept of teamwork the most. Willink and Babin (2015)

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provided a good summary of the concept of teamwork by saying the brotherhood bond

that is formed during the training program is the team's strongest strength. The

importance of teamwork is supported in this study by the following responses to the

open-ended statements.

- "You are only as good as your Team in the SEALs. I have used many of these principles in the business world for creating a sense of brotherhood. If a team feels they are one, there really are endless possibilities."

- "As a career Navy SEAL, I was exposed to 26 years of change in a military setting. Two things that have stood rock solid since my retirement are the values of the SEAL Brotherhood and the importance of teamwork."

- "Of all your concepts mentioned, teamwork is the principle that is drilled into the Teams more than the others. The other qualities are important for success but teamwork is the principle that you use daily. You are only as good as your Team in the SEALs. I have used many of these principles in the business world for creating a sense of 'brotherhood'. If a team feels they are one, there really are endless possibilities."

Although these statements indicate that teamwork is the foundation upon which

all SEALs operate and 100% of the participants reported that they were trained in the

concept of teamwork, the responses to the Likert scale statements that related to

teamwork had the lowest mean and the largest standard deviations. This discrepancy is

most evident in the statements related to teamwork and coworkers. This study does not

reveal why the responses for this area are different than the others. Greater investigation

into the discrepancies would be warranted. It is also interesting to note that the results of the ANOVAs and the ANCOVAs indicate that although the age range had an effect on the mental toughness concepts, age range did not impact the concept of teamwork. This study does not indicate if teamwork is constant among all the participants or if the impact is not affected the same by age range, occupation, participation in military conflict, or years of service.

The theoretical framework of this study is based on the research work of Dweck (2016b) on growth mindset. Cultivating a growth mindset requires the constant use of applying of principles to grow as demonstrated in Figure 1 in Chapter 1. As a person develops the mindset to "embrace challenges, be persistent in the face of setbacks, see effort as a path to mastery, learn from criticism, and find lessons and inspiration in the success of others" (p. 100), a growth mindset is cultivated. Table 1 in Chapter 2 outlines the alignment of the growth mindset attributes to the Navy SEAL mental toughness concepts as well as to PK-12 education. The following responses to the open-ended statements provide evidence that a growth mindset continues to be cultivated among former Navy SEALs in their post-military lives and that these concepts can be applied to children in PK-12 education.

- "Goal setting in post-military life has been very important to me. I feel the ability to set micro goals has been the main reason I have been successful."

- "Saying to yourself, 'I got this' is a perfect example. I told this statement to my children this past weekend during a sporting event."

- "Like many of my SEAL brothers I endured a terrible divorce. I used many self-talk concepts to help me handle the struggles of this emotional time."

- "I taught my children to set mini-goals for school work. Hopefully, these micro goals will teach them not to procrastinate."

- "Goal setting: I used it to teach my son how to learn his times tables. We started with a small set then grew into larger group."

- "When I was teaching my daughter to swim I would set little goals for her to accomplish. Gradually we increased to larger more difficult challenges."

- "Thanks to goal setting, the relentless pursuit of perfection, learning from mistakes, constantly adjusting to dynamic change, and never quitting despite even the most formidable obstacles is possible."

- "To never give up. Yes, it does suck being disabled, but it is better than the alternative. Thanks to the training, I have realized that I can overcome the downfalls of being disabled and turn them around into positives."

- "No matter what you are enduring on a daily, weekly, monthly, or yearly basis you really do operate in a certain mindset."

The data collected in this study provide support that Navy SEAL training on the concepts of goal setting, mental imagery, self-talk, arousal control, and teamwork has had an impact on the post-military lives of the former Navy SEALs. The continued use of these concepts indicates that these former Navy SEALs are still cultivating a growth mindset. Based on the review of the literature on the research of Carol Dweck on growth mindset, the Navy SEAL training could be applied to the PK-12 educational setting.

Recommendations for Practice

This study investigated the usage of the concepts of mental toughness and teamwork in the post-military lives of former United States Navy SEALs. Based on the data obtained in this study, training in mental toughness and teamwork impacts Navy SEALs for a lifetime. Based on the effectiveness of this training, the extension of this training to the PK-12 educational setting as well as athletics has merit. Since the training has been shown to have life-long effect on Navy SEALs, an adaptation of the concepts could possibly be applied to middle and high school settings. Dweck (2016b) researched the effects of teaching children to operate with a growth mindset and found that teaching children to develop mental toughness is extremely beneficial. If the concepts of mental toughness are adapted to public education, students might be able to meet academic and social challenges with greater internal strength, thus many of the challenges school districts face on a daily basis could be turned into positives. With the effective implementation of goal setting, self-talk, and mental imagery, public education could empower students to perform better academically, envisioning success. The integration of the Navy SEALs' concepts into education could assist students with more positive attitudes about learning, develop confidence, and encourage academic performance. A more direct link for students could be made between high school, college, and the workforce. Most importantly, based on the data from this study, implementing the Navy SEALs' training on arousal control in public education might assist students with the reduction of negative emotions and promote concepts of teamwork and mental toughness. Students' negative emotions could be redirected, resulting in the elimination of bullying, school violence, and overall negative behavior.

Couch (2001), as well as Luttrell and Robinson (2007), described how the concept of teamwork is the most important part of the SEAL training and must be applied while one is on active duty as a Navy SEAL. Divine (2013) explained that without the ability to work as a team, the Navy SEALs would lose their overall effectiveness. Unfortunately, in the PK-12 educational realm, the current focus is on collaboration among peers instead of teamwork. Merriam-Webster (2016) defined collaboration as, "to work jointly with others or together especially in an intellectual endeavor" (p. 140). This definition implies that collaboration is about working together. In the current PK-12 educational setting, collaboration is referred to as group work and is implemented almost daily in classrooms. In contrast, Merriam-Webster defines teamwork as, "work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole" (p. 734). This definition provides a deeper understanding of how teamwork takes into consideration all of the team members and the strengths they possess. The definition parallels Dweck's (2015) growth mindset research. In the PK-12 educational setting, the paradigm shift from collaboration to teamwork could drastically change the learning process and student performance, giving students ownership in their classwork. Students would no longer be group members producing group work, but rather would be equal parts of the solution, specifically chosen for their skillset to achieve the final product.

Finally, the researcher recommends that a training program based on the concepts of goal setting, mental imagery, self-talk, arousal control, and teamwork be developed for parents. In the review of the literature in Chapter 2, Sajnog and Davis (2016b) both purported how they have used the training they received to help guide and parent their children. Many participants in this study provided examples of how they used the

concepts when working with their children in their responses to the open-ended

statements. One father commented that the use of arousal control techniques helped him

deal with his children. Thus, a training program adapted for parents could not only be

supporting the PK-12 implementation of the cultivation of a growth mindset but might

also provide support for parents in their role of raising their children.

Limitations

One of the major limitations to this study was the limited access to the members

of the Naval Special Warfare Community. Even though the researcher utilized a personal

acquaintance to contact potential participants, there was a hesitation on the part of the

former Navy SEALs to participate because of the researcher's lack of involvement in the

military. If the researcher could have obtained access to one or more of the many

professional organizations that have been founded and operated by former Navy SEALs,

then a larger sample could have been obtained, leading to a stronger representation of the

community in the results. Another limitation is that the data collection tool utilized a

self-report survey. Self-reporting assumes that the participants responded with integrity.

Finally, the data collection tool presented a limitation in the age ranges that were

available for selection. Instead of the age range spans being consistent, there was a 20-29

age range, a 30-49 age range, and a 50+ age range. The variance of age ranges may not

have allowed for a fair representation of the outcomes.

Recommendations for Future Research

Based on these limitations, the researcher recommends that a former Navy SEAL

that is employed in the field of education should replicate this study as they would have

complete access to both private social media outlets and professional organizations that

support the Naval Special Warfare community in their post-military life. Additionally, a qualitative study instead of a quantitative study of former SEALS would result in a more in-depth understanding of these concepts and data could be verified between participants. This method of study would also provide an opportunity to address the question, "Why is the lowest mean in the data on the usage of teamwork among former Navy SEALs that participated in this study?" According to one respondent, "Of all your concepts mentioned, teamwork is the principle that is drilled into the Teams more than the others." This theme was presented by many of the respondents; however, the descriptive statistical data for the concept of teamwork was typically the lowest. Further investigation as to the factors affecting the ability to implement the concept of teamwork in the post-military lives of former Navy SEALS would be beneficial to further understand how improvements could be implemented in the public sector.

Another recommendation for future research is to conduct a longitudinal study on the effects of implementing a training program adapted from the Navy SEALs in the PK-12 educational sector. By comparing a group that received the training to a group that did not receive the training, one could determine the immediate effects, as well as the long-term effects, of this training on young people. Additionally, a study that researched the difference between drive and motivation with Navy SEALs and how each affects the application of the mental toughness and teamwork concepts would be needed in applying these concepts to the educational realm. Further research on motivation and drive would assist in the development of a curriculum to implement in the PK-12 setting. According to one participant, motivation and drive are different. Both are needed to achieve the overall end result. In PK-12 education, there is much emphasis on motivation but not

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drive (Duco, 2016). Perhaps the singular focus of PK-12 education on motivation is limiting overall student performance.

Conclusion

The purpose of this study was to determine if the concepts of mental toughness and teamwork transferred into the post-military lives of former United States Navy SEALs. This study found that the concepts of mental toughness and teamwork that cultivate a growth mindset are still being utilized in the post-military lives of former Navy SEALs. This finding indicates that the Navy SEAL training on the concepts of mental toughness and teamwork has impacted their post-military lives. The significance of this study is that the training on these concepts had a lasting effect on the lives of those who received the training, indicating that they are still cultivating a growth mindset. If the principles of the Navy SEAL training could be developed into a curriculum and implemented in the PK-12 setting, the lives of students could be impacted for life. By cultivating a growth mindset in young people, education would be building a foundation for students now that would remain with them for a life-time. In a world that is focused upon reaching goals, mentally imagining the end result, conducting positive self-talk, controlling emotions, and working together as a team; emotional, social, and academic growth is inevitable.

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Appendix A

Pilot Survey

Introductory Questions: Please choose the answer that best applies to you.

1. What is your current age range?
    a. 20-29 years old
    b. 30-49 years old
    c. 50+ years old

2. Please specify your ethnicity.
    a. White
    b. Latino
    c. African American
    d. Other

3. What occupation best defines your post-military life?
    a. Business
    b. Education
    c. Security/Protective Services
    d. Construction
    e. Healthcare
    f. Politics
    g. Legal Occupation
    h. Art/Entertainment
    i. Other

4. Were you enlisted in another branch of the military prior to enlisting in the Navy?

    a. No
    b. Yes – Which branch?
        i. Army
        ii. Marines
        iii. Coast Guard

5. How many years did you serve as a Navy SEAL?

6. Were you engaged in any military conflicts during your time of service as a Navy SEAL?
    a. No
    b. Yes

To what extent do you agree with the following statements:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. In civilian life, I believe that challenges are opportunities to learn and to grow.					
8. I find that anything is attainable with hard work and determination in civilian life.					
9. I continue to set specific goals in civilian life similar to what I learned in SEAL training.					
10. My training as a Navy SEAL included strategies for goal setting.					
11. I find myself implementing goal-setting strategies learned during SEAL training at my place of employment					
12. In preparing for events that include my family, Navy SEAL goal-setting strategies have been beneficial.					
13. Thanks to SEAL training, I find myself planning specific strategies long before actual implementation.					
14. I find that my ability to set goals appears more effective than the abilities of non-military civilians.					
15. I have taught family members how to develop goal-setting strategies to help complete assigned tasks.					
16. During my time as a Navy SEAL, exposure to training has helped me to develop mental imagery techniques.					
17. The concepts of mental imagery learned during SEAL training have influenced my civilian occupations due to my ability to visualize how to solve on-the-job problems.					
18. Mentally visualizing success has been beneficial to me in civilian life.					

19. I find myself using mental imagery to maintain a positive mindset in civilian life.					
20. In challenging civilian life situations, the use of mental visualization plays a role in finding a solution.					
21. As a civilian, mentally rehearsing the process helps in reaching a desired goal.					
22. I have taught family members the concept of mental visualization.					
23. During Navy SEAL training, I was exposed to the concepts of self-talk.					
24. As a civilian, I have found the concepts of self-talk to be applicable to my life.					
25. As a civilian employee, I have found self-talk to be valuable at my place of employment.					
26. I have found that self-talk has helped to solve difficult problems during civilian life.					
27. Self-talk helps me to obtain goals I have set as a civilian.					
28. As a civilian, I find I have more self-confidence because of my ability to self-talk.					
29. I have taught family members the concept of self-talk.					
30. During Navy SEAL training, I was exposed to the concepts of arousal control.					
31. At my place of civilian employment, I find myself implementing techniques to help control my emotions in stressful situations.					
32. I have found implementing arousal control techniques is beneficial as a civilian.					
33. I believe that arousal control strategies work in the civilian sector, as well as they did as a Navy SEAL.					
34. Navigating through civilian life has been easier due to my					

Navy SEAL training on arousal control.					
35. Arousal control techniques have been beneficial in frustrating family situations.					
36. I was taught the concept of working as a team during Navy SEAL training.					
37. I utilize teamwork as a civilian every chance I can.					
38. I find myself utilizing the same teamwork concepts learned during Navy SEAL training in my place of employment.					
39. My co-workers look at the concept of teamwork differently than I do.					
40. I believe as a former Navy SEAL, the civilian sector does not understand the importance of operating as a team.					
41. I have taught Navy SEAL teamwork concepts to my co-workers.					
42. As a civilian, I would rather work with a team than as an individual.					
43. The concepts of Navy SEAL teamwork has been transferable to civilian life.					
44. Navy SEAL training has not really had an influence on my civilian life.					
45. I have found it difficult adjusting to civilian life because I was trained to think differently than non-military civilians.					

Please respond to the following open ended statements:
46. Please explain how the training you received as a Navy SEAL has affected your civilian life in a positive or negative manner.

47. Please elaborate on a time that you used Navy SEAL goal-setting strategies in your post-military life.

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48. Please provide an example of when you have applied mental visualization in your post-military life.

49. As a civilian, please provide an example of a time you applied the concepts of self-talk to increase your self-confidence.

50. Please provide an example of an instance that arousal control has affected your civilian life.

51. Please provide an example of when you used the Navy SEAL teamwork principles in your post-military life.

52. Are there any other skills learned during your Navy SEAL training that have played a vital role in your civilian life.

53. Are there any questions missing from this survey that you feel should be included?

Appendix B

Email to Pilot Survey Participants

To: Former Navy Seals
Subject: A survey to determine if Navy SEAL training has an impact on civilian life.

As a former Navy SEAL, only you can determine if the concepts learned during Navy SEAL training are still part of your life after retiring from military service.

My name is Jason Hicks and I am a doctoral student at Indiana University of Pennsylvania conducting research on a dissertation titled: *Does Navy SEAL Training have an Impact on Civilian Life?* The survey focuses on the Navy SEAL training concepts of teamwork, mental toughness, goal setting, mental imagery, self-talk, and arousal control. Your answers to the statements will provide valuable insight about the Navy SEAL training concepts and their impact on civilian life. The results of the survey will provide valuable information on training concepts that can have a long-lasting effect on an individual.

Please read the following information before deciding to participate in the survey. Your participation in this study is voluntary but greatly appreciated and reading this letter and participating in the survey indicates your informed consent. You are free to discontinue your participation at any time by not completing the survey. The researcher will not obtain any form of identifying material; therefore, your anonymity is assured. The survey consists of six demographic questions, 39 Likert Scale statements, and eight open ended responses. It is estimated that the survey will take approximately 20 minutes to complete.

Please click here (link to survey) to participate in the survey.

Thank you for your consideration of this request. If you have any questions, please use the email given below.

Respectfully,

Jason M. Hicks   Dr. Sue Rieg
Professional Studies in Education, Doctoral   Dissertation Advisor
Program   303 Davis Hall
Indiana University of Pennsylvania
jhicks1981@gmail.com   Indiana, PA 15705
                                                                         srieg@iup.edu

THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTUTITIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE: 724-357-7730)

Appendix C

Reminder Email to Pilot Survey Participants

To: Former Navy Seals
Subject: Friendly Survey Reminder: A survey to determine if Navy SEAL training has an impact on civilian life.

This is just a friendly reminder. If you have not already completed the survey, please do so at your earliest convenience. Please click here (link to survey) to participate in the survey.

If you did not receive the original email, it has been included here for your information. As a former Navy SEAL, only you can determine if the concepts learned during Navy SEAL training are still part of your life after retiring from military service.

My name is Jason Hicks and I am a doctoral student at Indiana University of Pennsylvania conducting research on a dissertation titled: *Does Navy SEAL Training have an Impact on Civilian Life?* The survey focuses on the Navy SEAL training concepts of teamwork, mental toughness, goal setting, mental imagery, self-talk, and arousal control. Your answers to the statements will provide valuable insight about the Navy SEAL training concepts and their impact on civilian life. The results of the survey will provide valuable information on training concepts that can have a long-lasting effect on an individual.

Please read the following information before deciding to participate in the survey. Your participation in this study is voluntary but greatly appreciated and reading this letter and participating in the survey indicates your informed consent. You are free to discontinue your participation at any time by not completing the survey. The researcher will not obtain any form of identifying material; therefore, your anonymity is assured. The survey consists of six demographic questions, 39 Likert Scale statements, and eight open ended responses. It is estimated that the survey will take approximately 20 minutes to complete.

Please click here (link to survey) to participate in the survey.

Thank you for your consideration of this request. If you have any questions, please use the email given below.

Respectfully,

Jason M. Hicks	Dr. Sue Rieg
Professional Studies in Education, Doctoral Program	Dissertation Advisor
	303 Davis Hall
Indiana University of Pennsylvania	
jhicks1981@gmail.com	Indiana, PA 15705
	srieg@iup.edu

THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTUTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE: 724-357-7730)

Appendix D

Survey

To: Former Navy Seals
Subject: A survey to determine if Navy SEAL training has an impact on civilian life.

As a former Navy SEAL, only you can determine if the concepts learned during Navy SEAL training are still part of your life after retiring from military service.

My name is Jason Hicks and I am a doctoral student at Indiana University of Pennsylvania conducting research on a dissertation titled: *Does Navy SEAL Training have an Impact on Civilian Life?* The survey focuses on the Navy SEAL training concepts of teamwork, mental toughness, goal setting, mental imagery, self-talk, and arousal control. Your answers to the statements will provide valuable insight about the Navy SEAL training concepts and their impact on civilian life. The results of the survey will provide valuable information on training concepts that can have a long-lasting effect on an individual.

Please read the following information before deciding to participate in the survey. Your participation in this study is voluntary but greatly appreciated and reading this letter and participating in the survey indicates your informed consent. You are free to discontinue your participation at any time by not completing the survey. The researcher will not obtain any form of identifying material; therefore, your anonymity is assured. The survey consists of six demographic questions, 39 Likert Scale statements, and eight open ended responses. It is estimated that the survey will take approximately 20 minutes to complete.

Thank you for your consideration of this request. If you have any questions, please use the email given below.

Respectfully,

Jason M. Hicks   Dr. Sue Rieg
Professional Studies in Education, Doctoral   Dissertation Advisor
Program   303 Davis Hall
Indiana University of Pennsylvania
jhicks1981@gmail.com   Indiana, PA 15705
                                                                    srieg@iup.edu

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Introductory Questions: Please choose the answer that best applies to you.

1. What is your current age range?
   a. 20-29 years old
   b. 30-49 years old
   c. 50+ years old

2. Please specify your ethnicity.
   a. White
   b. Latino
   c. African American
   d. Other

3. What occupation best defines your post-military life?
   a. Business
   b. Education
   c. Security/Protective Services
   d. Construction
   e. Healthcare
   f. Politics
   g. Legal Occupation
   h. Art/Entertainment
   i. Other

4. Were you enlisted in another branch of the military prior to enlisting in the Navy?

   a. No
   b. Yes – Which branch?
      iv. Army
      v. Marines
      vi. Coast Guard

5. How many years did you serve as a Navy SEAL?

6. Were you engaged in any military conflicts during your time of service as a Navy SEAL?
   a. No
   b. Yes

To what extent do you agree with the following statements:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. In civilian life, I believe that challenges are opportunities to learn and to grow.					
8. I find that anything is attainable with hard work and determination in civilian life.					

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
9. I continue to set specific goals in civilian life similar to what I learned in SEAL training.						
10. My training as a Navy SEAL included strategies for goal setting.						
11. I find myself implementing goal-setting strategies learned during SEAL training at my place of employment						
12. In preparing for events that include my family, Navy SEAL goal-setting strategies have been beneficial.						
13. Thanks to SEAL training, I find myself planning specific strategies long before actual implementation.						
14. I find that my ability to set goals appears more effective than the abilities of non-military civilians.						
15. I have taught family members how to develop goal-setting strategies to help						

complete assigned tasks.					
16. During my time as a Navy SEAL, exposure to training has helped me to develop mental imagery techniques.					
17. The concepts of mental imagery learned during SEAL training have influenced my civilian occupations due to my ability to visualize how to solve on-the-job problems.					
18. Mentally visualizing success has been beneficial to me in civilian life.					
19. I find myself using mental imagery to maintain a positive mindset in civilian life.					
20. In challenging civilian life situations, the use of mental visualization plays a role in finding a solution.					
21. As a civilian, mentally rehearsing the process helps in reaching a desired goal.					
22. I have taught family members the concept of mental visualization.					
23. During Navy SEAL training, I was exposed to the concepts of self-talk.					
24. As a civilian, I have found the concepts of self-talk to be applicable to my life.					
25. As a civilian employee, I have found self-talk to be valuable at my place of employment.					
26. I have found that self-talk has helped to solve					

difficult problems during civilian life.						
27. Self-talk helps me to obtain goals I have set as a civilian.						
28. As a civilian, I find I have more self-confidence because of my ability to self-talk.						
29. I have taught family members the concept of self-talk.						
30. During Navy SEAL training, I was exposed to the concepts of arousal control.						
31. At my place of civilian employment, I find myself implementing techniques to help control my emotions in stressful situations.						
32. I have found implementing arousal control techniques is beneficial as a civilian.						
33. I believe that arousal control strategies work in the civilian sector, as well as they did as a Navy SEAL.						
34. Navigating through civilian life has been easier due to my Navy SEAL training on arousal control.						
35. Arousal control techniques have been beneficial in frustrating family situations.						
36. I was taught the concept of working as a team during Navy SEAL training.						
37. I utilize teamwork as a civilian every chance I can.						
38. I find myself utilizing the same teamwork concepts learned during						

Navy SEAL training in my place of employment.					
39. My co-workers look at the concept of teamwork differently than I do.					
40. I believe as a former Navy SEAL, the civilian sector does not understand the importance of operating as a team.					
41. I have taught Navy SEAL teamwork concepts to my co-workers.					
42. As a civilian, I would rather work with a team than as an individual.					
43. The concepts of Navy SEAL teamwork has been transferable to civilian life.					
44. Navy SEAL training has not really had an influence on my civilian life.					
45. I have found it difficult adjusting to civilian life because I was trained to think differently than non-military civilians.					

Please respond to the following open-ended statements:

46. Please explain how the training you received as a Navy SEAL has affected your civilian life in a positive or negative manner.

47. Please elaborate on a time that you used Navy SEAL goal-setting strategies in your post-military life.

48. Please provide an example of when you have applied mental visualization in your post-military life.

49. As a civilian, please provide an example of a time you applied the concepts of self-talk to increase your self-confidence.

50. Please provide an example of an instance that arousal control has affected your civilian life.

51. Please provide an example of when you used the Navy SEAL teamwork principles in your post-military life.

52. Are there any other skills learned during your Navy SEAL training that have played a vital role in your civilian life?

Appendix E

Personal Acquaintance Email to Forward to Potential Survey Participants

---------- Forwarded message ----------
From: Jason Hicks <   >
Date: Tue, Aug 29, 2017 at 12:19 PM
Subject: Jason
To: >

Guys,

My friend, Jason Hicks, a doctoral candidate at Indiana University of Pennsylvania, is gathering research to determine the impact of SEAL training

on civilian life. The research will focus on the concepts of mental toughness and teamwork through the lens of a growth mindset. This research has

the potential to pay forward the lessons learned within the Teams to the nation's school system.

Please help out our educational system by completing the anonymous 15 minute survey in the link below:

https://iup.co1.qualtrics.com/jfe/form/SV_7Wpdp0442OyDGMB?wave=2

Thanks, guys.

On behalf of:

Jason M. Hicks
Professional Studies in Education, Doctoral Program
Indiana University of Pennsylvania
303 Davis Hall
Indiana, PA 15705
jhicks1981@gmail.com

Dr. Sue Rieg
Dissertation Advisor
srieg@iup.edu