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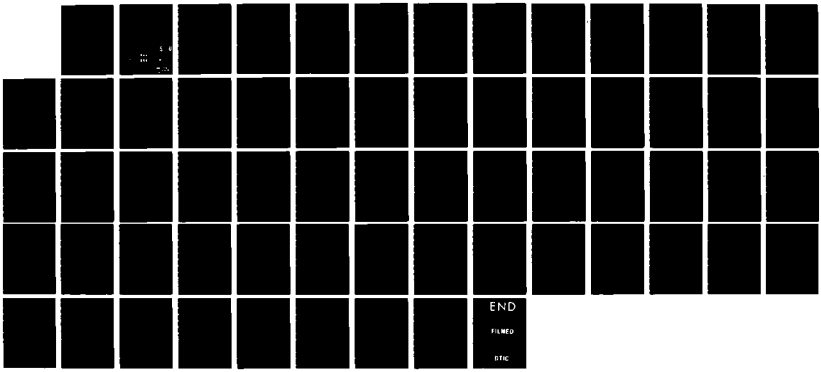

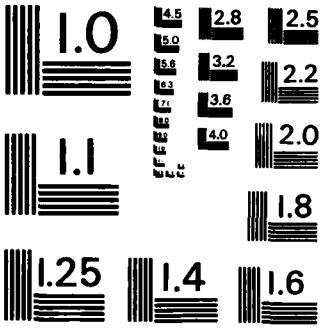

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RESEARCH REPORT

No. AU-AWC-85-019

AD-A159 270

PROFESSIONAL ATTITUDES OF CANADIAN FORCES

JUNIOR OFFICERS

By LIEUTENANT COLONEL JOHN F. BENNETT

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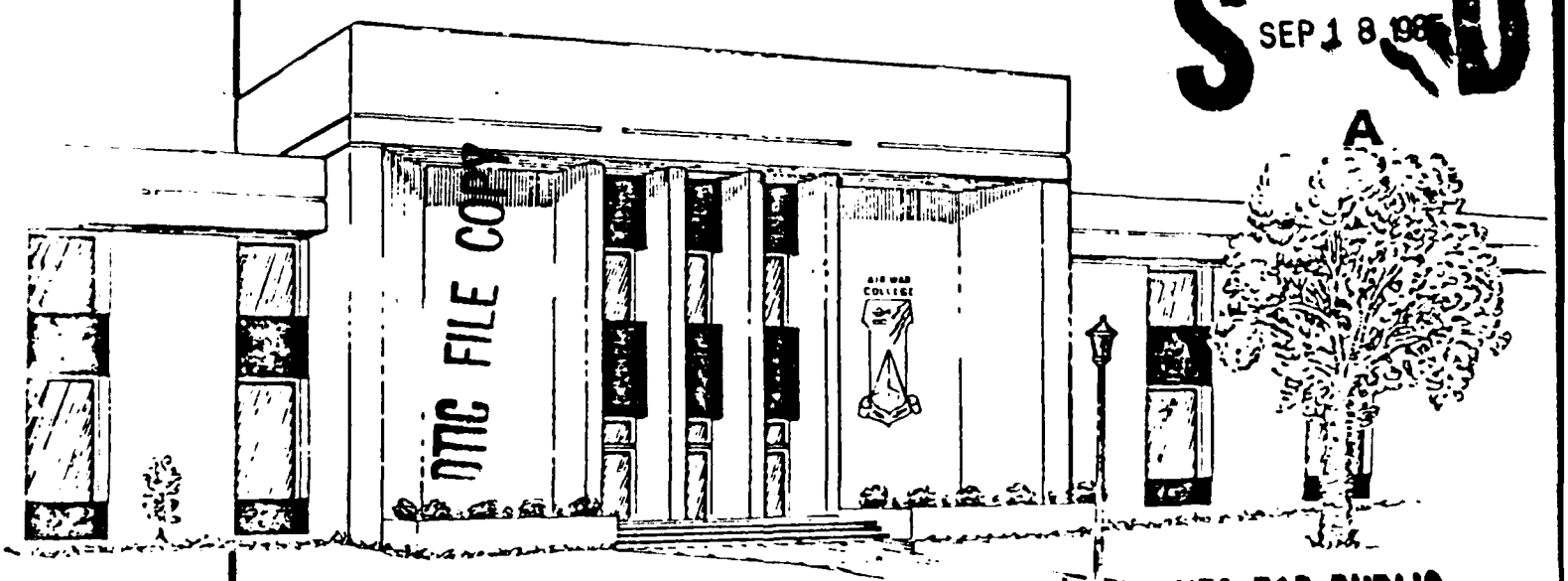

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The report compares responses to a questionnaire on professional attitudes between Canadian Forces junior officers and USAF attendees at the Squadron Officer School, Maxwell Air Force Base. The report concludes that, in general, both samples have many similar attitudes and concerns. The fact that the Canadian sample was composed of officers from all three elements revealed that there are striking differences between attitudes of air force officers and army officers. Furthermore, the smaller size of the Canandian Forces appears to promote more esprit de corps than in the larger USAF.

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AIR WAR COLLEGE

AIR UNIVERSITY

PROFESSIONAL ATTITUDES

OF

CANADIAN FORCES JUNIOR OFFICERS

by

John F. Bennett, CD
Lieutenant Colonel, Canadian Forces

A RESEARCH REPORT SUBMITTED TO THE FACULTY

IN

FULFILLMENT OF THE RESEARCH

REQUIREMENT

Research Advisor: Lieutenant Colonel David E. Brown

MAXWELL AIR FORCE BASE, ALABAMA

15 March 1985

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AIR WAR COLLEGE RESEARCH REPORT ABSTRACT

TITLE: Professional Attitudes of Canadian Forces Junior Officers

AUTHOR: John F. Bennett, Lieutenant Colonel, Canadian Forces

The report compares responses to a questionnaire on professional attitudes between Canadian Forces junior officers and USAF attendees at the Squadron Officer School, Maxwell Air Force Base. The report concludes that, in general, both samples have many similar attitudes and concerns. The fact that the Canadian sample was composed of officers from all three elements revealed that there are striking differences between attitudes of air force officers and army officers. Furthermore, the smaller size of the Canadian Forces appears to promote more esprit de corps than in the larger USAF.

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BIOGRAPHICAL SKETCH

Lieutenant Colonel John F. Bennett (B. Eng., Carleton University) began studying the professional attitudes of junior officers while serving as a curriculum development officer on the staff of the Canadian Forces Staff School. Prior to this appointment, he flew maritime patrol with the Maritime Proving and Evaluation Unit, and 407 Maritime Patrol Squadron. He is a graduate of the Canadian Forces Aerospace Systems Course (1976), the Royal Air Force Staff College (1981), and the Air War College, class of 1985.

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CHAPTER I

INTRODUCTION

In 1980, James H. Slagle carried out a study of the professional attitudes of a class of junior officers attending the Squadron Officer School (SOS) at the Air University, Maxwell Air Force Base, Alabama. His results were published at the Air University as a student research report while in attendance at the Air Command and Staff College (ACSC).[1] Captain Slagle had followed closely the survey instrument developed by Joseph R. Daskevich and Paul A. Nafziger for their report on professional attitudes of Majors attending ACSC one year earlier.[2]

Two years later after a liaison had been established between SOS and the Canadian Forces Staff School (CFSS), the questionnaire and results became known to CFSS staff. Since part of the CFSS syllabus dealt with the military profession, the question arose as to whether the SOS results could be applied to the Canadian junior officer, or was there a fundamental difference between the two groups. Consequently, it was decided that the SOS questionnaire

would be adapted to the Canadian Forces experience and administered to the junior officers attending CFSS during the '83-'84 acedemic year.

The hypothesis proposed was that there would not be any significant differences of opinion held on the military profession between the two groups. The author considered that a significant difference, if found, would be a divergence of over ten percent in the survey results.

Before proceeding with a discussion on the actual survey methods, it is important to recognize some of the characteristics of the two groups of junior officers. At SOS the course members are almost entirely drawn from the United States Air Force (USAF). Furthermore, the sample chosen was one class, 81-A, which was in attendance for eight and one half weeks. A large percentage of the USAF sample have graduate degrees and their average age is slightly less than the CFSS sample.

On the other hand, the CFSS sample was composed of members from all three elements and all officer classifications (except Medical Officers). For ease of testing and reporting, the terms army, navy, and air force were used to refer to land element, sea element, and air

employed to calculate means, standard deviations, and correlations between selected questions. Output was in the form of a summary of total responses to each choice, the mean value and the percent of the sample selecting each response.

In the next stage of data reduction, 13 questions were identified as criteria questions for cross correlation. Each criteria question was driven against each survey question to obtain correlations at the two sigma (95%) probability level or better.

To aid in the interpretation of the data, the computer output included a table of observed responses, the percentage of each criteria element choosing each response, a "no surprise" table which gave an expected response if there were no significant correlations, and a table which indicated those elements with significant correlations. The tables allowed easy identification of important correlations and the "no surprise" table indicated whether there should be more or fewer responses than expected in the identified elements.

The response disribution was made available immediately to the student body for their use as an

CHAPTER III

SURVEY METHOD

In the spring of 1983, a copy of Slagle's survey was obtained during a liaison visit to the Squadron Officer School. The questionnaire was revised to reflect the questions in the Canadian context. Additionally, questions were added to obtain data peculiar to the Canadian Forces sample. A "dry run" of the survey instrument was made with Staff School Course 52, just prior to their graduation.

Over the summer, the questionnaire was refined and "debugged" with the decision to test the next four courses being made in the early fall. The questionnaire was published as a curriculum item titled "QUO VADIS" and scheduled into the second week of courses 53 to 56. This would give a combined sample size of slightly less than 400, and all officer classifications except Medical Officer would be represented.

Student responses were collected on pencil marked computer cards. The cards then were fed into a card reader and computer terminal leased by the Staff School on a time-sharing basis. A standard statistics programme was

to determine whether there were tendencies in the class towards occupational attitudes. Some authors contend that if we train young officers in a specific job, into which they are submerged, we should not be surprised if they view the job as an occupation. Consequently, if we see tendencies towards all-rank base facilities, the demise of Officers' Messes, and working spouses, these can all be described as occupational tendencies. On the other hand, if we detect a sense of organic unity and consciousness of themselves as a group, then we can describe the officers as showing corporate values.

There can be no end to the discussion of the military profession. By necessity, the professional values must be determined from a reactive phenomenon, ever changing with society. The moral issues of group service in a bureaucracy have always been a consistent burr under the saddle of ethics and no resolution will be found here. It is important, however, to expose these dilemmas to thought, and to examine how they are perceived by the young officers of the profession. Only in this way can the quality of service be improved.

Everyone has seen things done which appear necessary and moral in politics which would not be condoned in private life. These arise because political life has levels of complexity and options that have no parallel in private life. Thus, moral behaviour in public life will be correspondingly more difficult to judge. Far too many people use this fact to excuse making the moral choice, resulting in politics being exercised with no conscience. Military life, because it is so closely allied with the political process, can suffer from the same weakness.

Similarly, there can be no place for an absolute system of ethical and moral standards in the military. As long as the military seeks to serve society, as is its mandate, the military value system must evolve from the society it seeks to serve. The military must serve society or serve itself. There can be no middle ground. B. H. Liddell Hart noted that an officer who "bottles up his conscience for later use will find, upon eventually pulling the cork, that the contents have evaporated."[9] The survey will try to determine if these insights are well known to the junior officers attending Staff School.

As a final comment, the SOS survey was designed to evaluate the officer's attitudes towards professionalism and

This review of the commitment leads into the realm of moral values. One of the central themes of a profession is the ethics demanded by that profession. This is certainly the case in the military. Since ethics govern an individual's moral choices, they reflect back on all the characteristics described above. This may explain why society is so concerned with ethics in the military. Additionally, society has seen technology become more and more important in the military, to the extent that it demands an inordinate amount of time and attention on behalf of members. Dixon contends that the gap between technology and human ability is continuing to widen with militaries becoming deadlier. It is small wonder society is concerned about the moral condition of its trusted members. The survey will address this point.

At the heart of ethics in the military is the dilemma noted by Sarkesian. If one believes that war and politics have their own morality, then one is faced with having to compromise morality to the political or military system. If one believes that war and politics are a reflection of individual morality scaled up, then one runs the risk of requiring a situational ethic to justify the morality of some military and political decisions.

and the college mentioned above; however, education also requires a personal commitment on behalf of the members.

Combining these two requirements demands that a profession have some form of self regulation based on an expectation of loyalty to the group ideals. Obviously, only certain avenues of dissent can be permitted, and conflicts between individual integrity and the institution will occur. This characteristic of the military profession does not allow horizontal insertions at higher rank levels from outside the profession. As a consequence, the cleansing effect of challenges to conventional wisdom gained from lateral insertion into the profession from outside cannot occur.

The final characteristic of a profession demands that members have a calling or commitment to serve the client. Here we expect the member to be desiring more than simply monetary rewards for staying in the profession. The survey addresses this point specifically. In summary, Sarkesian states it well:

> "Clearly, personal value systems, institutional requirements, and community perspectives will never be in perfect harmony in terms of military professionalism. The greater the discord, the less professionalism one finds in the military."[8]

As Alex de Tocqueville noted:

> "When a military spirit foresakes a people, the profession of arms immediately ceases to be held in honour, and military men fall to the lowest rank of public servants; they are little esteemed and no longer understood...Hence, arises a circle of cause and consequence from which it is difficult to escape -- the best part of the nation shuns the military profession because that profession is not honoured, and the profession is not honoured because the best part of the nation has ceased to follow it."[7]

From the discussion above, four characteristics of the military profession emerge. These characteristics help form some of the questions important to the survey. First, a profession must have an organizational structure which can provide horizontal control of competency to gain self-regulation. In the Canadian Forces, no such formal organization exists. The Officers' Mess can fulfill some of this requirement, and the Canadian Forces College may provide educational guidance. A desire on behalf of officers for a code of ethics would suggest a desire for a formal organizational response.

The second characteristic of a profession is that it must impart some form of special knowledge to its members, as well as education. In this regard, the Canadian Forces does a reasonably good job through classification training

Even if the bureaucratic pressures were nonexistent, the professional institution itself can force a moral dilemma. At the inter-personal level military officers clearly favour absolute ethical values. The institution, however, may demand subordination of these values. An officer would not knowingly lie to another face-to-face, but many will falsify a report for institutional reasons. It should not be a surprise, therefore, to find out that many officers feel the system or senior officers force them to compromise their integrity. As Sarkesian notes:

> "...the translation of concepts of 'Duty, Honor, Country' to day-to-day behavior is at best an ambiguous undertaking and filled with ethical pitfalls and analytical roadblocks."[5]

The military profession does not live isolated from society. As Huntington noted, if the values and ideology found in the society differ sharply from the conservative realism of the military ethic, then the officers can only acquire influence in that society by drawing their values towards those of society.[6] Moskos considers that the bureaucratization of the military will draw it towards society, and Janowitz says the greatest danger to an all-volunteer force is when it is seen by society as a separate entity. This danger is clearly exacerbated when the military begins to see itself alienated from society.

certain areas. In return, the profession establishes self-regulated norms of behaviour, often expressed as a code of ethics. Members gain an appreciation and understanding of the accepted norms through a network of formal and informal groups.

Sarkesian goes on to state that professionalism:

> "has both an objective and subjective component. It is objective in that professional status is granted by the state if certain performance criteria are met by the officer. It is subjective in that the officer must feel a sense of duty to serve the lawful government 'for the full distance', even at the risk of his life. Mentally, he does not condition this obligation.[4]

Today's military officer must, however, learn to work within a bureaucracy, and such an environment must have some influence on professional behaviour. A professional organization exercises power primarily in a horizontal fashion through elements of peer sanctions, and self control as noted above. In a bureaucracy, power is exercised vertically by way of position. The military officer faces a dilemma when the professional network and bureaucratic structure intermesh because he, or she is faced with the choice of linking his, or her moral and ethical principles to one, or the other, but not necessarily both, organizations.

to spark a flood of studies and essays on the question. Charles C. Moskos published an excellent review of the available literature in the "Annual Review of Sociology" in 1976[2] for those who wish to pursue the literature further.

Sam C. Sarkesian, one of the more recent researchers, has built on all of these works a view of the military which is both pragmatic and traditional. He points out that the study of the military profession must be taken at three levels which he identifies as the community, (or the military in society), the institution of the military itself, and the individual as a member. He notes that at each of these levels, the characteristics of the profession are determined by technical skills, professional ethics, and political perspectives.[3] This study will concentrate on the level of the individual and examine how he or she views the relationship between technical skills and professional responsibilities.

Before proceding further, the profession should be described. Sarkesian defines a profession as a group having a virtual monopoly of power and resposibility in an area of social need through authority (given by society), and expertise (the obligation in return). The community sanctions this power and gives the profession privileges in

In the study of the military profession, there have been several seminal works published dealing with the subject. One of the first modern works dealing with officership, but least quoted in this context, is "On War" by Carl von Clausewitz. Though not stated in current terminology, the characteristics that von Clausewitz demands of his military leaders are those we would recognize today as belonging to a professional.

In England, General Sir John Hackett described in his book "The Profession of Arms" many more of the qualities we have grown to expect of our military officers. Written in 1961 as a transcript of Sir John's Lees Knowles lectures, this work has been recently updated and illustrated into a very relevant book.

On the social science side, Samuel P. Huntington was writing his book "The Soldier and the State" at the same time as Sir John was lecturing, and this work is assessed as establishing the "traditional" views of the military profession in the United States. Morris Janowitz, who took a more pragmatic view of the military, is a contemporary of Huntington, and his book "The Professional Soldier" was published in 1960. The timing of these works with the escalating involvement of the U.S. forces in Vietnam served

CHAPTER II

THE MILITARY PROFESSION

> "One of the most important tests of professional cohesiveness is the ability to sustain and withstand criticism, both from within and without. ...An untested profession cannot claim competence or true professional status."[1]

In the quote above, Sam C. Sarkesian points out a fundamental truth about the military profession. Society will never know for sure just how professional its military is, until it is placed in combat. Before such an event, society can only speculate on the nature of that profession by observing peace-time behaviour.

One of the by-products of the Vietnam war was that it gave military sociologists an opportunity to observe the United States military in action. As a result of incidents in the Asian theatre, these sociologists and the military became quite concerned about the nature of the American military profession and whether that profession has been developing correct values since Vietnam.

In the report which follows, the literature available to the author concerning the military profession will be reviewed to provide a background for the survey. It is noteworthy that this literature is predominently of American origin. The report then will discuss briefly the survey methods, followed by a summary of the results. In the results section, noteworthy correlations between responses will be highlighted. The final section will describe the author's conclusions regarding the survey.

As a final point, it must be recognized that this project was undertaken by personnel untrained in formal sociology, statistical data gathering, or data interpretation. The views expressed are those of the author and do not represent Canadian Forces opinion or policy.

The author wishes to thank Major Ron Brimble for his encouragement and help with the statistical reduction, the students of Staff School Courses 53, 54, 55, and 56 for their participation, and Colonel David Haire for his enthusiasm and support.

element respectively. As noted above, the CFSS sample was drawn from the attendees for one academic year at the Staff School. Consequently, the sample was composed of four groups of 96 officers, each attending one of four 10 week courses.

Consideration was given as to when the questionnaire should be given to the students, and whether it should call for volunteers. It was decided that the results on a course-to-course basis would be valuable as a teaching tool, and some of the students might wish to use their measured class attitudes for discussion or research purposes. Furthermore, since CFSS was interested in the values of the junior officers out in the field, "untainted" by CFSS professional education, it was decided that the questionnaire should be administered at the begining of each course. Raw numerical results were then presented to the course on the third week for their use.

During the survey, after one half of the data had been collected, an interim report was prepared and submitted to the Commandant, Canadian Forces College for review. This report found that the hypothesis was valid overall; however, there were some interesting results peculiar to the Canadian Forces junior officers as a group.

indicator of class values. The correlation analysis was done at the half-way point of data collection for the interim report, and again at the end. From the beginning, the responses were totalled so that the data reflected a cumulative record as the sample grew.

CHAPTER IV

SURVEY RESULTS

INTRODUCTION

The survey results can be divided into four major areas of interest. The first question to be determined is whether the junior officers perceive themselves and their associates as professionals. Secondly, what in the minds of the junior officers characterizes their profession? Thirdly, how do the junior officers view ethics? The final area of concern is to examine their views on their military careers.

THE MILITARY PROFESSION

Junior officers in the Canadian Forces consider that professionalism is important to their organization, and 90 percent of the sample consider themselves to be professional officers. In the sample, more army officers than expected strongly agreed and fewer than expected felt otherwise.

Though the agreement was similar for air force officers, they appeared significantly less adamant in their views.

When asked if there was a uniform consensus amongst officers about what constituted professional qualities, such as integrity, standards, and commitment, only 58 percent agreed. The reaction of the sample to Dr. Moskos' definitions of a calling, profession, and occupation helped to identify further the sample's views. Dr Moskos definitions are as follows:

> A calling is characterized and legitimized in terms of institutional values. The purpose transcends individual self-interests in favour of a *presumed* higher good.
>
> A profession is characterized by special expertise, a skill level formally acredited after long, intensive acedemic training.
>
> An occupation is legitimated in terms of the market place using prevailing monetary rewards for competencies.

Seventy-five percent of the sample think that the social organization of the Canadian Forces should be based on a profession, and 80 percent think that they personally match that description. Only 62 percent perceive their fellow officers as professionals. Of the remainder, 22 percent feel the Forces should be a calling, and only half of them perceive themselves, or others, to meet that

standard. Few officers feel the CF should base its social organization on occupational grounds; however, a significant number see occupational characteristics in themselves, and even more so in others.

Eighty percent of the officers describe their actual behavior as professional. Eighteen percent of the army officers would describe their behavior as a calling, with only 6 percent of the air force officers having this view.

The sample was also given three concepts of professionalism and asked to judge them as to how they matched their personal views. The concepts were as follows:

> Samuel P. Huntington says that a profession is characterized by three things: expertise, resposibility, and corporateness. He professes that a military officer is a professional because he has expertise in the management of violence (military power), he is responsible to the state for the the security of his society, and he is incorporated in the officer corps. Huntington's concept has been called traditional professionalism.
>
> Morris Janowitz describes a concept which has been called pragmatic professionalism. While retaining a warrior spirit, the military professional would be educated in political as well as military affairs, possess managerial and technical skills, cultivate a broad perspective on civilian and military, as well as domestic and international affairs, and be motivated by professional considerations.

> James R. Golden views the evolution of military professionalism as a gradual shift toward Janowitz's pragmatic professionalism, with emphasis on the controlled use of force and a convergence of military and civilian values, interupted by periods of retreat to Huntington's traditional professionalism.

Almost half of the sample chose Janowitz as providing the concept matching closest their personal views of professionalism. Only 20 percent of the sample liked it least. Janowitz's concept was twice as popular as the other two (which were rated about equal).

THE CONCEPT OF CORPORATENESS

Once the basic definitions and ideas of professionalism have been examined, it is interesting to pursue the sample's responses to questions regarding the corporate nature of the military as they view it. As part of this study, the junior officers commented on the need for professional education, on how the military affected and was influenced by family circumstances, on professional relationships within the ranks, and finally, on pay and benefit issues, including married quarters and messes.

The junior officers sampled agreed that professional military education taken at specific career intervals is vital in nurturing military competence and professionalism. Only one in ten was neutral on this issue, or disagreed. When asked if they perceived a need for a military code of ethics, fully 92 percent said yes. To determine how the sample viewed ethics, they were given three definitions. Almost 40 percent saw ethics as a set of obligations to guide their day-to-day moral choices. Thirty percent of the sample defined ethics as a way of behaviour acquired from your peers which promotes a positive attitude towards the profession. One quarter view ethics legalistically as a set of rules and the remaining were not sure of a definition, or considered ethics not relevant to the military.

Moving next to dedication and commitment, 85 percent of the sample agreed that one's personal interests and desires must take a second place to operational requirements. This commitment decreased with age. Army officers tended to be much more strongly in agreement with the statement than air force officers by two to one. When given the statement that one's private life is of no concern to the military, two-thirds of the sample were neutral or disagreed. Fewer air force officers strongly disagreed and 20 percent were neutral.

Delving into this question deeper, the sampled junior officers cannot agree on their need to perform military duties regardless of family consequences. The disparity arises again between army and air force officers. Three times as many army officers feel that family consequences should not bear on the performance of military duties as do air force officers. Of the married officers, 80 percent reported that their spouses had an important influence on their career decisions. This influence increased, naturally, with the number of dependents in the family.

To asses the effect of spousal incomes on career decisions, the sample was asked to judge the impact of these incomes on their standard of living. Almost 30 percent judged this income to be very important, with 40 percent saying it was nice to have. One quarter of the sample reported no spousal income. Not surprisingly, as the respondent's age increased, the importance of spousal income grew, and a higher proportion of naval officers reported the income from their spouse to be very important. Only four percent of naval officers reported no spousal income.

Looking into assignments and remote tours, 75 percent of the sample agreed that they should be forced to accept an assignment against their will; however, only 12 percent of the air force officers would strongly agree with this opinion. Army and navy officers were in much more agreement.

When the sample was polled as to how many remote tours members had served, almost 90 percent had served none or one, with 75 percent of the 25-30 year age group yet to serve their first. Army officers had served twice as many single remote tours as air force officers, and the same percentage of navy officers had served four or more. It is not surprising, therefore, that 50 percent of the navy officers would agree to serving four or more remote tours, with 45 percent of the army officers holding this view, and only 13 percent of the air force officers in agreement.

An indicator of corporate feelings is found in the number of officers in the sample who would recommend the military as a career. Half of the sample would recommend the Forces as a career for their sons or daughters, and 60 percent would recommend it as a career to a close friend or relative. In both cases, one third to 40 percent were neutral. These figures can be compared with the 70 percent

of the sample who are satisfied with their career to date, the eight percent who are neutral, and the 12 percent who are unsatisfied.

Turning to corporate relations, the junior officers agreed that differences in rank after duty hours are important; however, only half as many air force officers as expected strongly agreed and twice as many (40 percent) army officers strongly agreed. When asked if members should not be tried under the National Defence Act for purely civil offences, 50 percent of the sample felt they should, and 20 percent were neutral. Again there was a disparity between army and air force officers. Far fewer air force officers than expected were in agreement (7 percent) with 24 percent of the army officers strongly agreeing.

The survey tried to determine the motivating factors which led the sample officers to stay in the military, and job satisfaction led the list by a considerable margin. The remaining eight factors were more closely grouped, and in descending influence on remaining in the Forces were:

a. esprit de corps,

b. professional status,

c. base pay,

d. job security based on promotion opportunity,

e. retirement system,

f. patriotism,

g. stable family life, and

h. non-pay benefits.

Closer analysis of the replies revealed that though job satisfaction was the prime motivator for retention, support officers were eight times more likely to be neutral about job satisfaction than were operational officers. Similarly, more support officers were neutral about professional status than operational types. Esprit de corps appears to be a greater motivator in the navy and army than in the air force and it appears to influence operational officers more than support types. Finally, as a member's number of dependent children increases, so does the importance to retention of the retirement system and stable family life.

In the compensation area, the survey showed that two-thirds of the sample wish to continue to receive non-pay benefits with one-third being neutral or desiring the dollar value of the benefits. Sixty percent of the sample have made no plans to retire from the Forces after a set number of years; however, those with two or more dependent children

are more likely to have long term career aspirations. Though the data shows that 43 percent of the sample plan to stay in the Forces more than 20 years, and 73 percent say they will stay in at least 20 years, the Officer Professional Development System and the age profile of the sample make these results difficult to interpret.

Finally, examining the corporate community, 68 percent of the junior officers sampled would not live in base housing if they could get equivalent off-base accomodation. Only 15 percent would prefer to live on base. Far more army officers than expected (22 percent) would live on base, and 45 percent of the navy officers would strongly disagree to living on-base. If joining the mess were truly a free choice, 69 percent would join, 22 percent were ambivalent, and eight percent would not join. Fewer air force officers than expected (36 percent) would definitely join, and more than expected (28 percent) were neutral. Only 11 percent of the army officers were neutral.

ETHICAL QUESTIONS

As was previously noted, the junior officers overwhelmingly desire a military code of ethics, and they have a reasonable, though not sound idea of what constitutes ethics. Furthermore, 58 percent of the sample agree that the Canadian Forces officers have an agreement about professional qualities such as integrity, standards, and commitment. Significantly, 33 percent do not agree with this view and feel there is no common ground on professional qualities. When specifically queried on integrity, 60 percent of the sample have felt that they have been pressured by senior officers or the system to compromise their integrity at least once. This pressure was shown to be a function of age with far fewer officers than expected under 30 experiencing the pressure.

Although 40 percent of the sample reported they have never been pressured personally by senior officers or the system to compromise their integrity, only two percent of the sample feel other officers have never compromised their integrity. Ninety-eight percent of the sample feel other officers have compromised their integrity at least once.

CAREER CHARACTERISTICS

In this final section, the survey results will be examined to determine how the sample viewed career progression and its nature.

Eighty percent of the sample are happy with their career progression to date, with more aged 25-30 than expected holding this view. Since young officers selcted to attend CFSS would view the move as career enhancing, and the older officers would be less so enclined, this result is not surprising.

In general, 75 percent of the sample agreed that promotion should be a reward for good performance. Fewer males than expected disagreed with this view and more females than expected disagreed. Almost half (46 percent) of the sample agreed that potential should be the prime consideration in promotion, with 23 percent being neutral. Since performance can be measured objectively, and potential is more subjective, these views seem understandable.

Turning to specialization, the sampled officers believe that you can be a specialist in your duties and also

be a professional. The results go on to show they believe that a professional must be a specialist in his or her primary field. Army and navy officers were not in as strong an agreement and seemed to prefer more generalist tendencies. When specifically asked whether an officer should balance specialist and generalist tendencies, 66 percent agreed one should.

Eighty percent of the sample consider themselves specialists having worked only in one or two career fields; however, fewer army officers than expected have this view. One third of the army officers feel themselves to be generalists having considerable experience in three or more career fields. In contrast, only 12 percent of the air force officers share this view.

23. If I suddenly became rich (independently wealthy as a result of an inheritance, lotteries, etc.), I would continue my military career until retirement.

A=11% B=34% C=29% D=16% E=9%

24. Military personnel should not be tried under the National Defence Act for purely civil offences.

A=5% B=25% C=20% D=38% E=12%

25. I consider myself a "professional" military officer.

A=35% B=54% C=8% D=1% E=1%

26. "Professionalism" is not important in the Canadian Forces today.

A=2% B=3% C=2% D=32% E=61%

27. An officer who retires at 20 years is not a true professional.

A=1% B=2% C=6% D=44% E=48%

For questions 28 through 38 select the single response you consider MOST appropriate. Select only ONE response per question.

28. Were you ever pressured by the "organization" or senior officers to compromise your integrity?

Never 39%
Rarely 38%
Sometimes 22%
Often 2%

29. How frequently do you think other officers compromise their integrity?

Never 2%
Rarely 41%
Sometimes 54%
Often 4%

14. I have made no plans to retire after a set number of years.

A=15% B=46% C=18% D=17% E=4%

15. I plan to retire at the earliest possible date.

A=1% B=5% C=18% D=44% E=32%

16. I would prefer that the advertised dollar value of military "benefits" be added to my pay and the "benefits" be stopped.

A=6% B=12% C=16% D=39% E=26%

17. Professional military education at specified career intervals is vital in nurturing competent and professional military officers.

A=42% B=48% C=7% D=3% E=0%

18. I have a deep personal commitment, a "calling" to serve the nation.

A=11% B=37% C=36% D=14% E=3%

19. Promotion should be a reward for good performance.

A=25% B=50% C=11% D=12% E=2%

20. Potential should be the prime consideration in promoting professional officers.

A=8% B=38% C=23% D=27% E=4%

21. Disregarding all economic considerations, both positive and negative, I would prefer to live in base housing.

A=4% B=12% C=17% D=38% E=30%

22. Military members should be allowed to collectively bargain on issues like pay, benefits, and health services.

A=3% B=13% C=13% D=39% E=32%

5. No one should be forced to accept an assignment against his/her will.

A=2% B=11% C=10% D=58% E=18%

6. You cannot be a "specialist" and also be a "professional".

A=2% B=6% C=4% D=43% E=44%

7. A "professional" must be a specialist in his primary field.

A=19% B=44% C=14% D=20% E=3%

8. If I had children, I would recommend the Canadian Forces as a career for my son or daughter.

A=14% B=37% C=40% D=7% E=3%

9. I would recommend the Canadian Forces as a career to a close friend or relative.

A=16% B=50% C=33% D=4% E=2%

10. Differences in rank should not be important after duty hours.

A=3% B=15% C=15% D=47% E=20%

11. I am satisfied with my career progression to date.

A=16% B=64% C=8% D=9% E=3%

12. I plan to stay in the Forces for at least 20 years.

A=28% B=45% C=22% D=4% E=1%

13. I plan to stay in the Forces for more than 20 years.

A=16% B=27% C=42% D=12% E=3%

QUESTIONNAIRE ON THE MILITARY PROFESSION

The questionnaire given to the junior officers is repeated below with the percentage of those selecting each response given after each question.

For questions 1 through 27 indicate the degree to which you AGREE or DISAGREE with the statement or concept presented by using the following scale. Select only one response per question.

A=Strongly agree
B=Agree
C=Neutral
D=Disagree
E=Strongly disagree

1. There is a basic agreement among CF officers about professional qualities such as integrity, standards, commitment, etc.

A=7% B=51% C=9% D=27% E=6%

2. Personal interests and desires must take second place to operational requirements.

A=34% B=51% C=8% D=5% E=2%

3. Military personnel should perform their duty regardless of personal or family consequences.

A=11% B=40% C=18% D=25% E=6%

4. As long as no law is being violated, what I do in my private life should not concern the Canadian Forces.

A=9% B=22% C=16% D=40% E=14%

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NOTES

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2. J.R. Daskevich, and P.A. Nafziger, "The Pulse of Professionalism, ACSC AY80," (ACSC Student Research Report, Air University, Maxwell AFB, 1980).

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2. Charles C. Moskos, "The Military," Annual Review of Sociology, 2 (1976).

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respondent the opportunity to identify with the army, navy, air force, or other was noteworthy in that only 10 percent chose not to identify with one of the three elements. This number is much lower than the number of officers who are members of "tri-service" classifications. More significantly, when officers identifying with each element responded to questions, they exhibited strong common values which gave rise to the correlations. This suggests that the identification to elements that these officers felt was more than skin deep. The implications of these values for unification of the Canadian Forces should be apparent. There is little evidence that the "green" officer exists outside the three elements. Ninety percent of the officers belong or identify with one of the traditional services.

In summary, when the differences introduced into the Canadian sample by the effect of the three service elements are considered, the USAF and Canadian samples are very similar. This is not surprising considering the close cultural and social ties between the two populations. From this study, the author contends that, with care in interpretation, the findings of studies in the United States armed forces can be quite relevant to the Canadian situation.

For future career managers, spousal influences on career decisions are increasing as spouses pursue their own careers. As the level of education of the CF officer continues to rise with the education of the spouses, this factor will impinge more and more on the young officer's career decisions.

Concerning formal education, it is interesting to speculate on the impact to the military of advanced studies. If post graduate degrees influence professional attitudes, it is not clear to the author where that influence is felt. In fact, there may be evidence that advanced studies may erode traditional military values. This may be an additional explanation for the high rating given to esprit de corps by the Canadian sample as a motivator for retention.

As a final comment, one cannot help but remark on the correlations which arose in the statistical analysis of the results. Consistently, the element to which an officer most closely identified arose. In fact, one could surmise that many of the differences between the USAF sample and the Canadian data were due to this factor. Regarding the Canadians, the reply to question 75, which gave the

CONCLUSIONS

As was noted in Section II, the contemporary military officer is faced with a dilemma created by the conflicts between the vertical bureaucratic structure and the horizontal professional values. This conflict is aptly illustrated by the responses to the two questions on integrity noted above. The junior officer has a fortress mentality regarding the personal quality he calls integrity. A majority of the respondents have had their integrity threatened by "the system", and more importantly, almost all of them see integrity in others as under attack. One wonders whether any other profession has young members who perceive a central value to be so fragile?

The Canadian junior officers sampled do have a healthy respect for their profession and recognize the importance of the vocational aspects. They see the threat of occupationalism, but they do not exhibit serious erosion of professional values. The junior officers want more direction in establishing professional obligations as witnessed by their desire for a code of ethics, and their lack of concensus on what constitutes an ethic. Clearly, there is room for more emphasis on ethics in the professional education that the junior officers value.

with more specialization and an extensive bureaucracy. The Canadian Forces is much smaller, like the US Marine Corps, and thus, much more fertile ground for esprit de corps. Reinforcing this observation, when asked if joining the Officers' Mess were made truly a free choice, 69 percent of the Canadian sample would definitely or probably join, whereas only nine percent of the USAF sample chose these responses.

Finally, as was mentioned in the introduction, the USAF sample shows a much higher proportion of respondents with advanced formal education. Sixty percent of the USAF sample have post graduate studies or degrees while the Canadian sample only reveals seven percent with these qualifications.

Concerning the profession, the Canadian sample agrees more strongly that regular professional military education is vital to them. They do not feel as strongly that promotion should be a reward for good performance and almost half as many as in the USAF sample feel potential should be the prime consideration in promotions.

The statistics on the two questions on integrity (questions 28 & 29 annex A) are almost identical between the two samples. This supports a commonly held view of integrity in the officer corps which several surveys have identified. The junior officer is not impressed with the integrity he sees around him.

On the family front, spousal income is more important to the USAF sample, and as expected, spousal influences on career decisions are much stronger. In other areas, the responses are quite similar.

The ranking of influences to remain with the service are similar in both samples, with job satisfaction leading the list. Interestingly, esprit de corps is rated lowest in the USAF sample and second highest in the Canadian sample. The respective sizes of the two forces must have a bearing on this finding. The USAF is a much larger organization,

SECTION V

COMPARISONS AND CONCLUSIONS

COMPARISON OF CF AND USAF RESPONSES

In general, the results of the CFSS survey show that the Canadian Forces junior officers have views on the military profession which are very close to those of their USAF counterparts. There are, however, some interesting differences, some of which can be explained by the inclusion of army and navy officers in the CFSS sample.

The Canadian sample shows a stronger desire to put operational requirements ahead of personal interests. They feel that their private lives are of more concern to the forces than do the USAF sample. This observation is reinforced by noting that the CF officer views differences in rank to be more important after duty hours than does the USAF sample.

30. Which of the following do you MOST CLOSELY identify with?
The CF officer corps. 13%
People in my classification. 52%
People in my unit or work place. 30%
None of the above. 6%

31. Do you consider yourself a "specialist" in the sense that you have worked primarily in ONE OR TWO career fields or a "generalist" in the sense that you have considerable experience in THREE or MORE career fields?
I am a specialist. 80%
I am a generalist. 20%

32. In how many career fields have you had sufficient experience to consider yourself competent?
One 39%
Two 41%
Three 15%
Four 2%
Five or more 3%

33. In assessing the relationship between specialized and generalized knowledge, the professional CF officer should:

Be tops in his speciality with little general knowledge. 8%
Be good in a few areas and have some general knowledge. 20%
Balance specialized and general knowledge. 66%
Be conversant in several fields but concentrate on general knowledge. 6%
Concentrate on general knowledge. 0%

34. If it could have been determined when you first joined the CF how many remote tours you would be required to serve, how many would you have agreed to serve and still "stay in"?

None 9%
One 26%
Two 27%
Three 11%
Four or more 26%

35. How many remote unaccompanied tours have you served?

None 70%
One 18%
Two 6%
Three 35
Four or more 4%

36. Are you presently married?

Yes 75%
No 24%

If yes, continue with all questions. If no, skip to question 39.

37. If your spouse has earned income within the past 5 years, how important is/was that income in maintaining your standard of living?

Income is/was essential. 12%
Income is/was very important. 17%
Income is/was nice to have but not critical. 42%
Income is/was not important at all. 5%
N/A, spouse has not earned income within the last 5 years. 24%

38. How important is your spouse's influence on your career decisions?

Extremely important. 18%
Very important. 31%
Important. 31%
Somewhat important. 15%
Not important. 5%

39 through 47

Rank the following nine factors as to their importance in influencing you to stay in the CF. Select only ONE response for each question. Use the scale:

Very important (4)
Important (3)
Neutral (2)
Little influence (1)
No influence (0)

(Each response was assigned the weight in parentheses and then totalled)

39. Base pay. 270

40. Non-pay benefits. 233

41. Retirement system. 260

42. Stable family life. 244

43. Patriotism. 252

44. Job satisfaction. 350

45. Professional status. 272

46. Esprit de corps. 290

47. Job security based on promotion opportunity. 265

48 through 50

Dr. charles C. Moskos Jr. describes three alternate concepts of military social organization: calling, profession, and occupation.

A. A calling is characterized and legitimated in terms of institutional values. The purpose transcends individual self-interests in favour of a presumed higher good.

B. A profession is characterized by a special expertise, a skill level formally accredited after long, intensive acedemic training.

C. An occupation is legitimized in terms of the market place using prevailing monetary rewards for competencies.

48. Which one of these concepts do you feel most closely describes the way most CF officers view their way of life?

Calling. 10%
Profession. 62%
Occupation. 27%

49. Which one of these concepts do you think should characterize a CF officer?

Calling. 22%
Profession. 75%
Occupation. 2%

50. Which one of these concepts most closely describes your actual behavior in your CF life?

Calling. 11%
Profession. 80%
Occupation. 9%

51 through 53

Your role as a CF officer may be a composite of the above concepts. Enter the approximate percentage of each element using the scale below. The sum of all three elements must be 100 percent

	A	B	C	D	E
	0%	25%	50%	75%	100%
51. Calling?	34%	47%	11%	7%	0%
52. Profession?	1%	22%	39%	31%	5%
53. Occupation?	28%	52%	12%	6%	1%

54 through 56

Rank in order the following three concepts according to your personal concept of professionalism. Put the most descriptive choice in space number 54, the next most descriptive in space number 55, and the least descriptive in space number 56.

A. Samuel P. Huntington says that a profession is characterized by three things: expertise, responsibilty, and corporateness. He professes that a military officer is a professional because he has expertise in the management of violence (military power), he is responsible to the state for the security of his society, and he is incorporated in the officer corps. Huntington's concept has been called traditional professionalism.

B. Morris Janowitz describes a concept which has been called pragmatic professionalism. While retaining a warrior spirit, the military professional would be educated in politics as well as military affairs, possess managerial and technical skills, cultivate a broad

perspective on civilian and military, as well as domestic and international affairs, and be motivated by professional considerations.

C. James R. Golden views the evolution of military professionalism as a gradual shift toward Janowitz's pragmatic professionalism, with emphasis on the controlled use of force and a convergence of military and civilian values, interupted by periods of retreat to Huntington's traditional professionalism.

	A	B	C
54.	31%	47%	21%
55.	29%	32%	38%
56.	39%	20%	39%

For questions 57 through 60, select the single response which applies to you.

57. What is the source of your commission?

Military College. 22%
ROTP and other subsidized degree programmes. 19%
OCTP. 24%
CFR. 7%
Other (DEO etc.). 28%

58. Do you have combat experience?

I have been directly involved in combat. 2%
I have been stationed in a combat area but have not been directly involved in combat. 12%
I have never been stationed in a combat area. 85%

59. How many years have you served in the regular forces since enrollment?

5 or less. 16%
6 through 10. 51%
11 through 15. 20%
16 through 20. 6%
More than 20. 6%

60. How many posting moves have you had?

1 or 2. 30%
3 or 4. 38%
5 or 6. 19%
7 through 9. 9%
10 or more. 4%

Have you performed duty at the following levels?

61.	NDHQ	Yes 21%	No 88%
62.	NORAD	Yes 3%	No 96%
63.	CFE	Yes 16%	No 84%
64.	Command	Yes 14%	No 86%
65.	Group	Yes 6%	No 94%
66.	Base	Yes 24%	No 76%
67.	Unit	Yes 59%	No 40%

68. If joining the Officer's Mess were truly a "free choice" decision,

I would definitely join. 44%
I would probably join. 25%
Depending on location and Mess programme, I might or might not join. 22%
I would probably not join. 7%
I would definitely not join. 2%

69. How many dependents do you have?

None 26%, one 20%, two 22%, three 22%, four or more 10%.

70. What is the highest level of education you have achieved?

High school or less. 11%
Some post secondary but no degree. 20%
Semi-professional training (trade school, community college, associate nursing, etc.). 9%
Bachelor's degree. 54%
Post graduate studies or degree. 7%

71. Which of the following statements best describes military ethics:

A set of rules you must obey as part of being a professional. 25%
A way of behaving, learned from your peers, which promotes a positive attitude towards the profession. 31%
A set of perceived obligations which are used to guide your day-to-day moral choices. 38%
A concept which is no longer relevant to today's high technology military forces. 1%
A concept whose meaning and significance is not clear to me. 4%

72. Indicate the degree to which you agree or disagree with the need to have a military code of ethics for the CF.

Strongly agree. 47%
Agree. 46%
Neutral. 5%
Disagree. 1%
Strongly disagree. 1%

73. Indicate you age.

<25 5%
25-30 56%
31-35 25%
36-40 11%
>40 3%

74. Indicate your sex.

Male. 92%
Female. 7%

75. Which environment do you identify with?

Navy. 13%
Army. 27%
Air Force. 49%
None of the above. 10%

76. Indicate the nature of your classification.

Operational. 55%
Support. 39%
Other. 5%

77. Indicate how many dependent children you have.

None. 44%
One. 20%
Two. 25%
Three. 9%
Four or more. 2%

78. Indicate your rank.

Cadet officer. 0%
Junior officer. 98%
Senior officer. 2%
General officer. 0%

END

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