

Academic Support for PME: Notes from RC01 International Sociological Association

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This report for the Military Education Working Group of ISMS addresses research that supports mid-career PME, and preparation of those delivering mid-career PME in staff colleges and defence universities. It draws on a round-table held at the Canadian Forces College Toronto on 17 July 2018 with members of the International Sociological Association's Research Committee 01 on Armed Forces and Conflict Resolutions, and draws on their scholarship from the 2018 conference.

Synopsis

Knowledge translation from experience and research to teaching and practice is a widespread concern. The utility of critical thinking and effective problem solving is well understood, driving university-like PME practices, but small armed forces are often focused on immediate needs and committed to "naïve theories" of current practice. Education through discourse in an accepting environment helps question current practice. Themes like gender and patriarchy help to provide windows into other cultures. Students are changing; practitioners need to study their students and the effects of their techniques in order to adapt PME to new demographics. PME must balance academic scholarship with practice; this requires the right mix of practically-minded scholars and educated, reflective practitioners. Risk-averse and "no-fail" military culture impedes learning. Practitioners must often unlearn firmly held beliefs.

Scholars, particularly those associated with defence universities, are studying PME and contributing to military professional activity. Pre-commission military academies and mid-career staff colleges often have similar problems and issues, and can learn from each other. The military-academic interface and civil-military cooperation in higher education are universal challenges, and frequent subjects of study.

Round Table Discussion

The Participants in the Round Table included researchers and teachers from 17 countries, the majority of whom currently or formerly work at defence universities, military academies or staff colleges in 11 countries ([Appendix 1](#)).

How can research support the education of mid-career military professionals?

Lindy Heineken argued that lessons from the field are not always well captured. We know from experience that military leaders lack the necessary skills to confront a rebel group effectively. How, when, and where do officers acquire the mediation and negotiation skills necessary for this delicate work? Another example concerns sensitivity to cultures at variance

with our own. South Africa deployed women in peacekeeping, thinking that locals would respond well, but some were offended by women wearing trousers, and assaulted the group. Deployed military forces are often less effective because of lack of cultural knowledge. Experience is not enough. We need to provide elements of theory in order to provide a framework for military leaders to learn from their experiences. For example, the idea of patriarchy is a useful conceptual tool. Leena Parmar suggested that patriarchy is a good example, because it provides a common theme across eastern and western cultures. Mid ranking officers need to learn about diversity and cultural differences in order to function effectively in peacekeeping and conflict management. Different degree backgrounds are not sufficient.

Morten Braender noted that simply being presented with the highlights of experience or research is not enough; officers have to have the opportunity to discuss and internalize the nature of effective communication. This is particularly true of the institutions of higher learning. Military educational institutions need to open connections with researchers, and to listen. For example, there is scope for more connections between groups like RC-01 and the military. Maja Garb reinforced this; academics may have teaching opportunities, and may even be asked to write reports on operational problems, but these may fall on barren soil, unless there is an operational need. In Slovenia, work on motivation was well received by recruiters, because there was an urgent need to improve recruitment. Academic researchers need to understand their audiences and operational requirements if their research is to be useful. On the other hand, there is a risk of research being commissioned to confirm bias and current practice. To avoid this, the military must develop a culture of critical thinking and evidence-based practice. Pierre Viens, Director of Programs at CFC, agreed that practitioners must develop the habit of questioning, and recognize the need for mental plasticity to cope with rapid evolution and change.

Uros Svete pointed to a widespread problem in small countries – the lack of resources to support militarily relevant research. Research grants tend to favour hard science, and defence department funds to support research directly relevant to military needs are very small. Researchers inside defence universities are affected by military culture, while those outside the defence community lose out when they try to support military needs. The ambition of defence researchers is to be useful in order to attract research funds, but there is some worry that their work may tend to legitimize existing ideas, rather than provide genuine scientific critiques.

Al Okros, who has taught at RMC and CFC, raised the central question about higher professional military education: how to integrate academic and professional preparation. Other professions, he suggested, have a consistent underlying discipline, but the military profession changes disciplines as leaders progress in their careers. He suggested that junior officers rely on engineering-like disciplines (applied science), that require predictable solutions to closed problems. At mid-career, officers need a masters of defence science, to understand complex problems and provide structure to solutions. At the highest levels, officers need the equivalent of doctoral studies in arts, where they learn to doubt and to ask the right questions. This effectively forces officers to shift disciplines from applied science, to science, to arts, as they progress in their careers. Unfortunately, this requires more flexibility of mind and evolution of character than some officers can manage.

The Dutch solution, Erwin Bieri suggested, is to try to integrate university practices in higher military education, in order to produce the “officer scholar” by education through discourse. The reflective practitioner can only develop if there are no negative consequences for criticism. This was a good segue to discussion of helping to prepare those delivering higher military education.

How can we help to prepare those delivering higher military education?

Al Okros suggested that to deliver education effectively, we need to study the students. Those who practice the profession of arms have received or developed for themselves a body of “naïve theory” which they use to describe and explain their experiences and guide their actions.

Pierre Viens, as Director of Programs in a staff college, employs teachers; he is aware that there is a changing demographic, and that we need new methods of mentoring and motivating new generations of students. We need to combine academics with military staff to make more agile teams to deliver militarily relevant programs. How do we develop military-academic cooperation for course delivery? Erwin Bieri noted that the Netherlands habitually sends senior officers to NGOs and other government departments to sensitize them to different ways of thinking, and different approaches to meet national security needs. Maja Garb pointed out that not all knowledge delivery is at a level that requires doctoral qualification. Uros Svete linked this to the wider question of the role of universities in society as a vehicle for delivering information. Students can get information anywhere, and can check facts presented, so classroom delivery is not about facts, but about providing theories, frameworks for understanding, and conceptual tools that can be practiced, in order to critically separate fact and fiction, and to understand cause and effect. American use of Human Terrain Teams in Afghanistan, and the protest that occasioned in academic circles, illustrates the need to address “fake society” and unhealthy constructions of knowledge. Al Okros noted that the protest over Human Terrain Teams was spurred by their violation of academic ethics; a little bit of knowledge may be more dangerous than no knowledge, if it is not well applied.

Many defence universities seek to balance the research-based knowledge of professional academics with the professional and experiential knowledge of senior leaders. In Canada, Okros pointed out, this is done in the senior leaders course (National Security Program) by providing each syndicate or seminar group with an academic and a senior mentor, usually a retired general officer. There was general agreement amongst the roundtable participants that it is important to develop multiple lenses to understand the world. However, we need to think more about how to make the learning complementary, rather than a compromise between academic rigour and professional experience.

Morten Braender suggested that the biggest barrier to learning is the military culture that forbids failure. If students cannot fail, then they don’t take risks, and they don’t test or question knowledge in the school or in operations. In the final analysis, *learning* is more important than *knowing*. What you know today may be wrong tomorrow. Pierre Viens agreed that fear of failure or risk aversion is a major barrier to learning culture, and defined innovation as the process of failing and trying again. Maja Garb asked whether military schools, by definition, are institutions in which everyone passes. There was some disagreement on this point. Even if it is true, it shouldn’t be.

Mehmet Varoglu, with experience in the Turkish Military Academy argues that professors and students must learn to forget in order to learn new things. Knowledge moves on, and officers need different skills and knowledge at different levels. He noted that RC01 has produced more than 20 volumes of relevant scholarship, including discussion of military professionalism in 16 countries. But these volumes tend to be written for academic audiences, and professors and directing staff at military academies and defence universities need to be fluent in at least two groups of languages – the languages of the military profession, and at least some of the languages of academic disciplines contributing to military sciences. He recalled the Swedish Battle Group Commander in Bosnia, who thought that he had been placed in command, and found that instead he had to negotiate for the services of the units of the Battle Group to perform its various functions. In order to prepare themselves to teach at defence universities, both military and academic instructors need constant reconnection to the demands of the environment in which their students will be employed.

Unsal Sigri, also with experience teaching in the Turkish Military Academy, underscored the importance of military-academic bilingualism, but agreed with Okros that the requirements for teaching and mentoring change over the course of a military career. Teaching at entry-level gives way to consensus-building and technical knowledge at mid-career, and a need for more independent thought in senior officers. All technical military knowledge, however can be challenged by lack of credibility in one's military career, and there is therefore some nervousness as military officers progress. Mentorship and personal development, soft skills, group problem-solving, and decision-making are important aspects of higher military education.

The session closed with two important observations. Military members are brought into service with the idea that the heritage of a military past must be preserved, but they must also work their way through to developing a new professional future, and these two ideas can be in tension. Most of us teaching in defence universities *have* failed students, but we give them excuses—it was personal circumstances, or the wrong time in their career, perhaps. We seem to have a common theme in mid-career and senior officer education: “let's not embarrass anyone”. Outside the halls of the defence university, this gentility may be less in evidence in many cultures.

RC01 Papers Relevant to PME

External participants in the round table were attending the International Sociological Association Conference, Research Committee 01, on Armed Forces and Conflict Resolution. The theme of the conference was power, violence, and justice, but a number of the panels for RC01 were specifically relevant to military education, and illustrate the close connection between scholarly work and teaching in defence universities. RC01 had 75 members in 2014, and grew to 175 this year. Panels are allocated to research committees in ISA based on membership, and in 2018, RC01 presented 22 panels (listed at [Appendix 2](#)). Amongst these, 15 abstracts seem particularly significant for studies of PME. Here they are grouped as studies of military education, studies of military-academic relations and the environment of military education, and studies of the operational impact of socialization, education and training of military professionals. The abstracts mentioned are attached at [Appendix 3](#). Presentations are available for some papers, with permission of the authors.

At least four papers addressed aspects of pre-commission military education. Panel 31 on Latin American military sociology made an important contribution to the study of PME in South America, including papers by Castro on Brazil and Argentina, and Muratori on perceptions in Argentinian military cadets. Torres describes the evolution of university training in the Argentine army, providing another important case study in the common international pattern of movement towards defence university models of higher education, with responsibility to meet Department of Education demands in addition to military demands. Malheiro's study represents useful baseline research about officer cadet attitudes and beliefs in Portugal, and offers the prospect of cross-national comparisons between military academies in the future.

Three papers seemed relevant to mid-career and senior officer education, and will be of interest to those teaching and researching in staff colleges and defence universities. Soili Paanen, who chairs ISMS Working Group 4 on Leadership and basic competencies, presented an impressive eight-country comparison on training and education for crisis management. Lotta Tillberg and Anne Roelsgaard Obling both conducted empirical studies of professional learning and response to environmental change. Tillberg's addresses clashing rules: problems give rise to new rules, and each layer of new rules reduces the scope for expert application of judgement, while increasing the demand for reports to "feed the beast" of management and evaluation. Roelsgaard Obling examines the ways in which professional military education at higher levels introduces a more complex personality type and evolving occupational identity.

One of the characteristics of almost all military academies, staff colleges, and defence universities is the mingling of military and civilian academic faculty in the process of providing socialization, education, and training. The question of military-academic relations, and military-civilian relations, therefore looms large for any exploration of PME. Ben-Ari's paper describes specific aspects of the familiar uneasy relationship between the military and supporting academics. Castro (34.3) in contrast describes sociological research that has helped to define the self-concept of an educational institution.

Appendix 1: Round Table Participants

Highlighted – teaching or researching at defence universities, staff colleges, or military academies, or universities supporting military education.

Asterisked – formerly instructing at defence universities

Name	Affiliation
Amaiike, Omobolanle	University of Lagos
Andres Gonzalez Saiz	Rutgers U., USA (Colombia)
Bammeke, Olufunlayo	University of Lagos
Bieri, Erwin	Royal Netherlands Defence Academy
Braender, Morten	Royal Danish Defence College
De Rosa, Stefano	Swiss Defence Academy
Fisher, Kathryn	NDU
Garb, Maja	Slovenian Defence Academy
Heinecken, Lindy*	Stellenbosch U. South Africa
Jonsson, Emma	Swedish Defence University
Kawano, Hitoshi	National Defence Academy, Japan
Last, David	Royal Military College of Canada
Leuprecht, Christian	Royal Military College of Canada
Lysak, Elena	EHESS, Paris
Malheiro, Luis	Military Institute, Portugal
Mihai Anton	Romanian National Defence University
Moelker, Rene	Royal Netherlands Defence Academy
Nilsson, Joel	Swedish Defence University
Nogami, Gen	Tsukuba University, Japan
Okros, Alan	Canadian Forces College
Parmar, Leena	Rajasthan University, India
Rappoport, Jacqueline	Edinburgh Napier University
Sigri, Unsal*	Baskent University, Turkey
Svete, Uros	Slovenian Defence Academy
Truusa, Tiia-Triin	University of Tartu, Estonia
Varoglu, Mehmet A.*	Baskent University, Turkey
Viens, Pierre	Canadian Forces College

Appendix 2: The RC-01 Program Panel Titles

29 All-Volunteer Forces, Recruitment and Conscription I

30 The Nature and Causes of Armed Conflict in Africa I

31 Las Ciencias Sociales y El Estudio De Los Militares En América Latina I

32 RC01 Business Meeting

33 Women in the Military. Participation and Change in a Gendered Organisation II

34 The Impact of Sociological Research on the Military

35 Women in the Military. Participation and Change in a Gendered Organisation 1

36 Military Families, Care and Resilience

37 Boundaries, Bordering, and Insecurity: Reflections on Violence in Research and in Practice I

38 All-Volunteer Forces, Recruitment and Conscription II

39 Developments within the Military Profession I

40 Peacekeeping Operations: Political, Economic, Military and Logistical Perspectives

41 Boundaries, Bordering, and Insecurity: Reflections on Violence in Research and in Practice, II

42 Developments within the Military Profession II

43 Civil Military Relations in Times of Change

44 Diversity Management in the Armed Forces: Measures, Attitudes and Policies

45 Conflict in the Digital Space: What Are the Challenges for Military Organizations?

46 Military and Civilian Personnel Integration and Collaboration in Defence Organizations

47 Las Ciencias Sociales y El Estudio De Los Militares En América Latina II

48 Trust in Security-Related Institutions

49 Social Media and the Military

50 The Nature and Causes of Armed Conflict in Africa II

Appendix 3: Papers relevant to PME studies at ISA RC01

This is a subjective compilation. Many more of the papers are relevant to studies of peacekeeping, conflict management, and to gender diversity, to name a few prominent subjects addressed in higher military education. The following, however, seem to me to be amongst the most useful for their contribution to the study of, and advancement of, professional military education. Numbers in brackets refer to the paper numbers in the program, available online at <https://www.isa-sociology.org/en/conferences/world-congress/toronto-2018/>)

ANTON (45.7) Mihail, National Defense University, Romania and Eliza ANTON, Ministry of National Defence, Romania Conflict and Cyberspace: Challenges for Military Higher Education Institutions. "Since the cyberspace is an extremely complex and large-scale social system we can consider it as a main factor with a very impressive influence on conflict and war. Therefore, study of the cyberspace related to security and defence is becoming more stringent. However, even though the diversity of matters in cyber security and defence require multidisciplinary thought and expertise, there is no large interest to the development of cyber defence training and education initiatives. Work in cybernetics and systems science suffers from a lack of educational programs in universities. According to Herb Lin, from sociological perspective, some of the specific study topics are as following: cyber decisionmaking during times of uncertainty; socio-psychological effects of cyber warfare; cyber security awareness; cyber narratives and cross-cultural views; successful cyber-aware organizations; organizational dynamics in cyber security; organization of the national government for cyber security; command and control of offensive operations; private cyber security companies; civil liberties and cyber security etc. A permanent challenge for the military higher education institutions is to prepare sufficient high quality cyber trained people. In this respect, we express the view on role of education as main factor for enhanced digital readiness."

BEN-ARI, Eyal (34.1), Kinneret Academic College, Kinneret Center, Israel. Between Academic Ornament, External Expert and Suspect Ally: Lessons from Research on the Israeli Military. "This paper offers some reflective insights from three decades of research on the Israeli armed forces. The perspective I take is that of the sociology of knowledge, that is the social structures and dynamics by which my participation in a variety of forums shaped the kinds of "military knowledge" that was created. In other words, I trace out the social situations through which my research (often in cooperation with serving officers) was amalgamated in forms that military actors used. I explore four key experiences that I encountered: first, writing about the reserve infantry battalion in which I served during the first Palestinian Intifada to show the kinds of obligations and self-censorship that were involved in the ethnography I eventually wrote about it. Second, being invited to a multiplicity of committees as an "expert". Here I deal with the tension between contributing critical views or functional advice and the fact that I was often turned into little more than an "academic ornament|. Third, I analyze the research that I have carried out along with serving officers to explore the ways these officers used me to offer critiques of army policy as well as to mediate academic knowledge so

that it can be ingested by the military institution. Fourth, I analyze my work outside the IDF on military issues to show how my arguments and findings are usually ignored or at best selectively cited. In all four cases, I offer reflections on the kinds of ties that bounded me to the military, the emergent "contracts" that these ties entailed, and the knowledge that was created."

BRAENDER, Morten, (39.3) Aarhus University, Denmark and Vilhelm HOLSTING, Royal Danish Defence College, Denmark The Power of Experience? Innovative and Authoritative Leadership Values Among Army Cadets. "The military profession in general and the army in particular is associated with conservative values. Offhand, this is hardly surprising. After all, it is the purpose of the Armed Forces to protect, (or to conserve), society at large. Moreover, the monopoly of violence can only remain legitimate as long as the violent professions observe strict rules, i.e. if they are conservative in regard to executing this monopoly. Accordingly, we would also – offhand – expect service experience to correlate positively with a more traditionalistic approach to leadership. "This study challenges that expectation. Based on survey data with two types of cadets – recruited either from the rank and file or among civilian BAs – it is shown that future officers with a civilian background are much more authoritarian when it comes leadership values than their fellow cadets from the military. The paper offers two different – albeit not necessarily competing – explanations for this finding: It can be seen either as a result of the power of experience. Those who have tried leadership in practice know that leniency sometimes works best. Or it may be seen as a result of a general thrust towards more innovative and inclusive approaches to leadership in society at large, a thrust that is now also affecting the military professions. Unlike the newcomers, those who have been socialised into this profession have already learned to perceive such values as superior to other approaches."

CASTRO, Celso (31.1), Fundação Getulio Vargas, Brasil. Corporalidad y Moral En La Formación Militar En Brasil y Argentina. "The presentation is based on two investigations carried out in training schools of army officers (the author's, in Brazil and Máximo Badaró, in Argentina) between 1987 and 2004. The objective is to highlight the association between corporality and morality in training of the military identity and the symbolic mechanisms that trigger to differentiate themselves from the "civil world". The military initiation rituals will be analyzed having the body as a central element, both in relation to the destruction of a previous "civilian" body in terms of the construction of the "military corps". Issues related to recent changes in the military profession, mainly derived from the entry of women in these establishments, are also indicated. Finally, there will be an exercise in reflexivity in relation to the field research situation carried out by "civil" researchers in an environment marked by strongly hierarchical and disciplining characteristics." (Google translate of Spanish original)

CASTRO, Celso (34.3) Fundação Getulio Vargas, Brazil. The Research As a Totem: How an Academic Book Became the Patrimony of a Generation of Officers. "The purpose of the presentation is to discuss how my book on the professional socialization at the Brazilian Army's Military Academy was received and appropriated by the "natives" in two

moments. First, when the book *O espírito militar* ("The Military Spirit") was published in 1990, the impact of the novelty of being the first work of its kind done in the Social Sciences in Brazil - it is also important to keep in mind the historical context in which the publication occurred, a few years after the end of a long military regime. Two decades later, the book becomes a "patrimony" for a generation, a kind of a "totem", an identity emblem for the cadets or young officers of the time."

GOLDENBERG (46.1) Irina, Department of National Defence Canada, Canada Military and Civilian Personnel Integration and Collaboration in Defence Organizations – Introduction. "Defence organisations consist of military and civilian personnel working in partnership while governed by different personnel management systems and reflecting distinct cultures – all of which may affect military-civilian collaboration, personnel outcomes, and organisational effectiveness. Although the issue of civilian-military personnel integration has not received much empirical attention to date, Defence organisations are increasingly recognizing the importance of optimizing collaboration between their military and civilian workforces, with many adopting organizational terms implying that the military and civilian workforces form a cohesive whole: the *Defence Team* (Canada), the *Whole Force Concept* (United Kingdom), *One Defence Team* (Sweden), and *Total Defence Workforce* (New Zealand). This presentation provides an introduction of this domain as it pertains to military and security establishments in order to set the stage for the subsequent panel presentations. The panel invited proposals examining conceptual, theoretical, and empirical analysis of military-civilian personnel integration and collaboration in defence organizations, including topics such as intergroup leadership and supervision, organizational identity, organisational culture, civilianization of military occupations, aspects surrounding fairness and perceptions of fairness for service members and civilian employees, civilians on operations, and the analysis of policies, procedures, and best practices relating to civilian and military personnel management."

LAST (42.4) David, Royal Military College of Canada, Canada. Military Education and an Emerging Transnational Profession of Arms. "Have changing patterns of professional military education (PME) helped military forces to evolve from a competitive tool of states towards a transnational asset to pursue common security? The answer is maybe. Noise from the biggest states obscures important developments in the global middle class of states. This paper reports historically widening and deepening PME, and a growth of university-like higher-PME institutions worldwide since the end of the Cold War. The nation-state has been the locus of this development and is the unit of analysis for our data, but many states are committed to collaboration, and their higher institutions for PME are increasingly committed to critical thinking and professional standards. Epistemic communities and networks of learning amongst smaller states are often not dominated by big powers, although regional powers and alliances play an important role in the generation and diffusion of knowledge. The security discourse amongst small states is generally more collaborative than that emanating from major powers. There are global patterns of officer education, particularly at mid-career level.

PME curricula fall into two broad categories: subjects for sharing; and national secrets. Peace support operations, civil military cooperation, and disaster assistance are examples of the former, while war-fighting, counter-insurgency, and counter-terrorism include the latter, even when some materials are shared. Institutional patterns in entry level and mid-career military education suggest that there are internationally accepted standards of professionalism to which NATO has contributed, but that these standards are not dominated or promulgated by any one centre, and have been widely adopted or sought outside NATO. If PME is helping military forces focus on tasks other than war fighting, this has both advantages and disadvantages for states, regional security complexes, and global society.”

MALHEIRO (42.3) Luis, IUM, Portugal; Fernando BESSA, Guarda Nacional Republicana, Portugal; Helena CARREIRAS, Instituto Universitario de Lisboa, Portugal and Patricia AVILA, ISCTE, “Portugal Institutional Representations and Professional Aspirations of Cadets in Portuguese Military Academies” ... “This presentation focuses on institutional representations and future career perspectives of on Portuguese military academies cadets. The study includes cadets from three branches of the Armed Forces (Army, Navy and Air-Force) and the National Gendarmerie. It draws on first results of an online survey conducted to all cadets in 2016 in the framework of a research project led by the Research Center of the Military University Institute (CIDIUM) and based on a civilian-military partnership. “It addresses the issues of cadet’s perceptions about Armed Forces and it participation in the international missions as well as the perspectives about a future military career in a context of significant challenges to the military profession and the role of the Armed Forces in Portugal.

MURATORI, Marcela (31.3), CONICET/Universidad de Buenos Aires. UNDEF/Colegio Militar de la Nación, Argentina Análisis De Las Creencias y La Percepción Del Contexto Social En Cadetes Argentinos [Analysis of Beliefs and Perception of the Social Context in Argentine Cadets] “To understand the behaviors of people, be they functional or dysfunctional, it is necessary to consider them as the result of cultural aspects, such as values, beliefs and expectations, and the psychological processes that shape them. In this sense, it is necessary to know the values, beliefs and ideologies that predominate in a given environment given that the different cultural patterns generate intra and intercultural differences in relation to different social problems, one of them being crime and insecurity. In this framework, an empirical study was developed with the objective of exploring the relationship between the perception of the social context, beliefs and values with different indicators of citizen insecurity. The sample, not intentional probabilistic, was composed of 249 cadets of an Argentine military institution. The data show optimal levels of social welfare, especially in terms of social contribution. However, cadets perceive that negative emotions are those that stand out in the environment, giving account of a negative emotional climate. It is experienced that the way to resolve conflicts is through violence, that the mechanism of mutual respect is not what prevails and that there is a feeling of anger, anger and despair. Consistently, confidence in political institutions is very low, as is the perception of the prevalence of

positive emotions in the environment. Although the fear of crime is low, the perception of risk is high and there is a high frequency of self-protective behavior, especially of a prudent kind. Finally, it is verified that the perception of insecurity reduces welfare, institutional trust and the perception of the emotional climate of the cadets, as well as increases the levels of conservation, social dominance and authoritarianism.” (Google translation of Spanish original)

OSTERBERG (42.5) Johan, Swedish Defense University, Sweden and Eva JOHANSSON, Swedish defence university, Sweden Implementing a New Basic Military Training, “A new concept for the basic military training in Sweden was implemented in 2016. The reasons for this was that the Swedish armed forces had problems in recruiting sufficient amount of soldiers and officers. In 2016, the SAF struggled to recruit 2.300 individuals, and the requirement was 4.000. In 2021, the amount of soldiers recruited/year aims at being 8.000. The SAF have had a long period of downsizing, and depending on events in the Scandinavian region and the increased threat of terror, the SAF now needs to increase their organization. “The new basic military training implies that the former 3 month basic training, plus 3 month probationary employment, was replaced by a 9 or 11 month long training before getting an employment within the SAF. “A project was launched in order to evaluate the effects of the new system, and officers training recruits in the new system, were the target group for the evaluation. Interviews with officers were conducted at the beginning and in the middle of the military education training. Results show that there were fears about not being able to provide the recruits with requested equipment, and the lack of officers at the home unit was a source for misgivings. Interviews midway through the training showed that in general, the officer corps were satisfied with the way they have trained the recruits, but there was also big dropouts, up to 50 % in some units “After just one year with the new basic military training system, Sweden re-instated conscription, gender neutral and still relying on voluntariness. The new basic military training will still be operative during conscription, and results from this first year is further discussed.” [Not presented in panel]

PAANANEN (42.1) Soili, National Defence University, Finland. Military Leaders’ Education and Training for Crisis Management Environments: Perceptions of Its Suitability for Adaptive Expertise. “The paper analyses military leaders’ perceptions of their military education and training for their missions. The main research questions are: (1) What are the military leaders’ perceptions and understandings regarding of their experiences of military education and training for their crisis management missions; (2) how do they evaluate the suitability of this preparation for their adaptive expertise? The study is based on interviews which focussed on officers with concrete command experiences in an asymmetric environment at a platoon, company or battalion level. The interviews (N=247) were conducted in 8 countries – Bulgaria (N=60), Cameroun (N=33), Denmark (N=26), Finland (N=25), Lithuania (N=4), Italy (N=43), Philippines (N=29), Spain (N=27) – by a native researcher using an identical interview protocol in every country. “The study’s theoretical underpinning is linked to the concept of adaptive expertise. Hatano & Inagaki (1986) initially conceptualized routine and adaptive expertise. Routine experts

are highly efficient in a specific domain due to habitual usage of knowledge and extensive experience (Pierrakos, Anderson & Welch 2016). They are fluent in applying known schemas or procedures to familiar problems or situations in a stable environment but lack flexibility and adaptability to new problems. Adaptive expertise is built on these skills, but the difference between routine experts and adaptive experts is that the latter can adapt their previous knowledge to novel situations and become quickly accustomed to change (Hatano & Inagaki 1986). "Adaptive expertise is particularly linked to knowledge transfer and the development of expertise. This requires interaction and different forms of cooperation between education, (pre)training and work environment. The results allow us to suggest the kind of training and preparation that is necessary to meet and transcend the challenges in crisis management environments. They will also enable us to determine whether a new kind of definition of leadership is needed."

ROELSGAARD OBLING (42.6) Anne, Copenhagen Business School, Denmark. The Training of a Comprehensive Self in Military Education and Culture. "In light of the last two decades' war operations and future challenges, it is often said that what the army needs is leaders or commanders who are agile, innovative, creative and adaptive to be able to operate in what is understood as an increasingly complex and uncertain world. To fashion these commander dispositions and renew military organizations, the argument goes, military education and culture must reinvent its pedagogical methods and programmes. Through an empirical study of a newly reformed educational program for general staff officers in the Danish army, the paper describes the complex array of practices, interactions and knowledge that makes up the program, including critical reflexion methods and role performance in various war games. The paper illustrates the kind of reality that is produced and reproduced to the officers through the set of pedagogical techniques that characterise the education, and how the engagement in this particular setting configures the military personae. By doing so, it basically explores how the programs' methods and techniques come with the fashioning of specific types of personality and it asks: What kind of self is being cultivated through these practices? Decisively, the paper expands on Huntington's and Janowitz's original work on military professionals to argue that when new dispositions (e.g., agility, creativity, innovativeness) are added to the traditional curriculum of techniques it brings in new sorts of spiritual exercises of the self, which challenges the distinctiveness of the military mind."

SOETERS, Joseph, (39.1) Dept. Organization Studies; Tilburg University, Netherlands
Polemistogenesis: The unintended or taken-for-granted impact of military action. "This paper starts with the concept of iatrogenesis coined by the late critical sociologist Ivan Illich to analyze unintended damage done by medical doctors. In this paper the concept will be applied to the military, re-coining the concept to polemistogenesis (= unintended damage done by military action; polemistos is the warrior, where iatros is the medical doctor). There are three forms: clinical, cultural and social polemistogenesis (and iatrogenesis!). All three categories will be discussed and illustrated with concrete, recent

operational examples. In a very critical manner Illich even talks about disabling professions, when analyzing the medical sector. It is the challenge for the military in today's professional armies (disproportionally containing the so-called "violent few") to prevent the military from becoming a disabling profession itself."

TILLBERG (42.2) Lotta Victor, Royal Institute of Technology, Swedish Centre for Studies of Armed Forces and Society, Stockholm, Sweden The Dynamics of Skills – an Epistemological Study of Military Professionalism in Situations When Rules Clash. "Military personnel have to be prepared to act in situations over which they do not have full control. They must be able to make decisions in uncertain and contradictory circumstances. The ability to adequately interpret phenomena in a given situation includes a variety of inarticulate knowledge. These often experience-based forms of knowledge are an important but rarely noticed aspect of military professionalism. "The article epistemologically investigates the role of experience-based knowledge in military practice based on narratives from Swedish soldiers' experiences from situations when rules clash. The empirical material on which the study is based shows that transgressing rules is occasionally a prerequisite for military operations. The article discusses the risk of deprofessionalization as a result of a unilateral use of evaluation methods (e.g. new public management) that focus mainly on measurable forms of knowledge."

TORRES, José, (31.5) UNDEF, Argentina and Cinthia CLOTET, Colegio Militar de la Nación Facultad del Ejército Argentino UNDEF, Argentina La Evolución De La Formación Universitaria En El Ejército Argentino [The Evolution of University Training in the Argentine Army]. "From the educational point of view, the training of officers of the Argentine Army has had important reforms. One of the most relevant is observed since 1990, where it is established to incorporate the Institute of Higher Education of the Army to the regime of Law 17,778 - Provincial Universities -, this implies granting national validity to the degrees. In 1995, as of the promulgation of the Higher Education Law, the Institution adapts its organic to give rise to the university level. The transformation of the tertiary level degree level has its anchor in the Law of Restructuring of the Armed Forces, No. 24,948 that imposes high training to its members. Within the framework of the process of modernizing the training of Officials of the year 2010, a Curriculum for training is designed for the full integration of academic training and military training, assurance of the university level of training, preparation of Cadets to act autonomously and responsibly and raise the quality and time for study and instruction. In 2016, a curricular reform is made based on the successes and failures observed in the 2012 Curriculum. "The present work tries to demonstrate that the lack of continuity in the Curricular Projects does not allow to carry out an adequate analysis of the formation of Officers. The results of the study intend to emphasize the need to provide some stability in university education that allows planning and improving the quality of the career, without being subject to constant changes. For this, it is essential to identify the main reasons why the permanent reform takes place, as well as to propose some lines of improvement that will make it possible to maintain greater stability." (Google translation from Spanish original)