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INTEROPERABILITY – CIVIL-MILITARY RELATIONS

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Service Paper

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INTEROPERABILITY – CIVIL-MILITARY RELATIONS

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INTEROPERABILITY – CIVIL-MILITARY RELATIONS

The central challenge in contemporary civil-military relations managing 'the expert problem': how can civilian decision-makers with little experience handle advice from military leaders? As warfare develops in ever more specialized and technical dimensions (cyber, space, etc.) how can the expert problem be addressed?

AIM

1. As governmental interconnectedness grows, so too does the integration of DND and the CAF with other governmental departments (OGD). Directly linked to this connection is the interaction of personnel between the various branches. People do not think the same, departments certainly do not, and even the people within those individual departments comprised of different components think otherwise; one has to look no further than at the variances in thought and/or analysis between the CA, RCN and RCAF. It is therefore logical to recognize and anticipate that there will be continued challenges within the scope of OGD collaboration and identify that relationships and personalities will play huge roles now and in the future.
2. This service paper will examine how the CA can maximize its future civil-military relations by managing the “*expert problem*”; and, how can we influence civilian decision makers with limited defence/army experience to except and seek out advice from military leaders?

INTRODUCTION/BACKGROUND

3. While watching the Vice-Presidential debate in December 2020 between Senator Kamala Harris and Vice-President Mike Pence I was stuck by Senator Harris’ opening remarks on foreign policy and US relationships, “foreign policy might sound complicated, but really it is about relationships”. Upon reflection, I immediately transitioned to my most recent experiences in Jordan as the Commanding Officer of the Canadian Training and Assistance Team – Jordan (CTAT-J), and the JIMP, OGD and diplomatic-ish position that I held. Other than the CDA at the embassy, I was the ranking officer in the country. In that capacity I often found myself in one on one and group scenarios with the UN, EU, allied nation senior military leaders, the senior leadership of Jordanian Armed Forces, foreign diplomats and our own Global Affairs and embassy teams; I can say without a doubt that relationships, people management and group dynamics were the key factors to getting things done.
4. JIMP, OGD, building partner capacity and/or security force sector reform are complicated endeavors in their nature. The fluid and murky nature of DND and OGD interplay between groups can be a significant challenge to navigate. The Build Partner Capacity diagram found at Annex A accentuates the ambiguous nature of who talks to who, who has what responsibilities, who manages what, and how all the players fit within the desired end state on behalf of the GoC.
5. During a syndicate discussion on serial 47 of the CAF Joint Command and Staff Program we were discussing our previous operational and professional experiences, a colleague asked if I received any formal education and/or training on emotional/social intelligence prior to deploying to

Jordan as the CO. That question could not have hit harder as the answer was no; would have that type of education helped me and my team prior to operating there? The answer, absolutely yes.

6. It is human nature not to want to be overshadowed, undercut, or seem less knowledgeable on a subject, especially when you are the expert in your section within the group. We, the CAF and specifically the CA, are trained to assess, analyze, deduce and/or fix problems in situations we come across in order to move onto the next scenario; at times, this can be seen from the perspective of our civilian counterparts as overbearing and ultimately a disadvantage. Our organizational chain of command and our understanding to the lowest rank levels facilitates our analytical processes and this works for us. This is not necessarily the case within an OGD environment, especially when the CA is not the lead. Misunderstanding can be further compounded given that we typically have professional, knowledgeable and competent people involved who want to use the training and methodologies they have developed over their careers to come to the proper resolution; this often comes by way of speaking their minds and offering opinions.

7. I have a family member who was a Regional Director and senior civil servant within a provincial government who, while respecting the CAF and DND as institutions, had a less than stellar opinion of CAF officers and previous military persons based on a career of civilian governmental service. I can remember having a discussion about the inflexible nature of some previous/serving military; they being too opinionated and attempting to conflate military command presence within the scope of a chain of command within a civilian department that does/did not work. While rank and experience/technical expertise typically go hand-in-hand within the CAF, this cannot and does not equally transcend into the JIMP governmental world. Senior civil servants have attained position, power and influence through their own hard fought career progression. In most cases this does not replicate the professional progression of CAF officers and leadership. That vignette and its advice to be flexible and to listen to others regardless of who they work for has stuck with me since that conversation over 20 years ago after joining the CAF.

8. In examining the question regarding the “*expert problem*” and how can we better influence civilian decision makers with limited defence/army experience to except and seek out advice from military leaders? I believe that part of the answer to this problem can be grounded in group dynamics, motivation and leadership within the structure afforded by better understanding emotional and social intelligence in achieving our short and long-term goals.

DISCUSSION

9. Within CAF direction and guidance to its members via its publication *Leadership in the Canadian Forces – Conceptual Foundations*, it discusses guiding principles to continual professional development (PD). In it, it states, the CAF is committed to “providing CAF members with PD throughout their military careers” and “promoting a continuous learning environment, with a view to imparting new knowledge and developing skills and attitudes as the basis for enhanced mental agility, innovation and judgement.”¹ I would argue that this should not be limited to professional military education (PME), development period cycles, secondary, post-secondary and post graduate level education. We already surge capacity and training for operations from non-

¹ Government of Canada, “Canadian Armed Forces Professional Development Framework” *Department of National Defence – Professional Development*

traditional sources such as the private security sector (tactical driving), terrorism related courses, GAC for cultural training and others for other circumstances. Would it be a stretch to offer emotional and social intelligence training with a view to increase emotional quotient (EQ) to our teammates who will be working with, immersed in and/or operating within the JIMP/OGD environment both here in a domestic capacity and abroad? The answer is no. Who receives this training and at what rank level, position and/or department are germane and logical threads for discussion.

10. The Oxford dictionary defines emotional intelligence as “the ability to understand your emotions and those of other people and to behave appropriately in different situations”²; this is an important definition that can be directly linked to leadership, motivation and group dynamics. Emotional and social intelligence are key traits in the business world; renowned psychologist and Rutgers professor Daniel Goleman discusses this very idea in a recent publication for the Harvard Business Review. In it he articulates the most effective leaders are all alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence. It’s not that IQ and technical skills are irrelevant. They do matter, but...they are the entry-level requirements for executive positions..... Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won’t make a great leader.³ The Management Skills Necessary at Various Levels of an Organization (annex E), taken from Dr. Peter Northouse’s *Leadership: Theory and Practice* reinforce and highlight this very statement. It clearly shows that as leaders move up the hierarchy, so too do their skills sets, transitioning from the technical and human to those of the human and conceptual.

11. If we take a minute to reflect that the CAF currently defines leadership as “directing, motivating, and enabling others to accomplish the mission professionally and ethically, while developing or improving capabilities that contribute to mission success”⁴, this can easily transcend into a non-military context by removing terms like mission. It is also important to look back into our history and use all the tools at our disposal. The CA I joined and the one where I received initial leadership training used a different definition for leadership, based on the Canadian Army publication A-PD-131-002; it was defined as “the art of influencing human behavior to accomplish a mission in the manner desired by the leader”. Once again, if we remove the term mission from the sentence it is directly applicable to team and group dynamics for leadership. Combining these two complimentary descriptions in addition to understanding the importance and how to manipulate emotional intelligence in our favour will act as a force enabler and empower our leadership.

12. Moreover, two terms from the study of civilian leadership, business and social sciences directly applicable to military-civilian interaction are group dynamics and cohesion. Group dynamics is defined as “the influential actions, processes, and changes that occur within and between groups”⁵ and, group cohesion as “the solidarity or unity of a group resulting from the development of strong and mutual interpersonal bonds among members and group-level forces that

² Oxford Learners Dictionary, “Emotional Intelligence” *Oxford University Press*

³ Ovans, A., “How Emotional Intelligence Became a Key Leadership Skill” *Harvard Business Review – Emotional Intelligence*, 28 April 2015

⁴ Department of National Defence, “Leadership in the Canadian Forces: Conceptual Foundations” *Canadian Defence Academy – Canadian Forces Leadership Institute, A-PA-005-000/AP-004*, 2005, Pg. 30

⁵ Forsyth, D. R., “Group Dynamics: Sixth Edition” *University of Richmond, Wadsworth – CENGAGE Learning, ISBN-13: 987-1-133-95653-2*, 2010, Pg. 2

unify the group, such as shared commitment to group goals and esprit de corps.”⁶ These are extremely familiar within a military context; they easily transcend military/non-military groups and can be directly adopted within a JIMP/OGD context.

13. According to American social psychologist Dr. Donelson Forsyth, groups have five distinct characteristics: interaction, goals, interdependence, structure and cohesion. The groups create, organize and sustain relationship and task interactions among members. They have instrumental purpose; they facilitate the achievement of aims or outcomes sought by the members. They depend on one another, in that each member influences and is influenced by each other member. They are organized, with each individual connected to others in a pattern of relationships, roles and norms. Groups unite members in a bonded network of interpersonal relations recognized by both members of the group and those outside it.⁷ There is not a more appropriate and/or directly linked use for applied emotional intelligence and EQ than if we look at groups, their dynamic and cohesion.

14. Considering this group context and how the CAF and/or CA will need to integrate and operate, it is pertinent to recognise that emotional intelligence or EQ is an invaluable tool. A leader with high EQ understands its importance, even if (s)he doesn’t understand how they got there. Luckily, the why is not a secret, it is based on four distinct branches of emotion and their associate types of reasoning. These four are grounded by perceiving emotion, facilitating thought by using emotion, understanding them and then managing these emotions (Annex C). Furthermore, once we appreciate the importance of a team members’ emotion as well as how ours can influence or harm, complimentary domains of overall intelligence and competences are enhanced increasing our overall integration, output and effectiveness within an OGD/JIMP environment. Self-awareness leads to emotional self-awareness, self-management leads to emotional self-control, adaptability, achievement orientation and positive outlook, social awareness leads to empathy and organizational awareness and finally, relationship management leads to influence, coaching and/or mentoring, conflict management, teamwork and inspirational leadership (Annex B).

CONCLUSION

15. As leaders and leadership in the CAF develop professionally and personally over the course of their careers, so too, do their natural abilities for increased emotional intelligence and EQ. The question we should ask ourselves is should we solely rely on solely acquiring theses skills through time, experience and exposure leaving open the possibilities for hardship and/or failure? It is well known that we only get one chance to make a first and lasting impression with new teammates. If we make an alarming first impression or do not understand or recognize the signals being presented to us, the person, CA and CAF are at an immediate disadvantage.

RECOMMENDATION

16. Investment within the provisions of the CAF professional development framework into emotional intelligence and EQ training would be beneficial and act as a force enabling factor for members who will/are working within an JIMP/OGD portfolio. One method by which to deliver or ensure that our members receive this education could be as simple as part of the

⁶ Forsyth, Pg. 10

⁷ Forsyth, Pg. 11

indoctrination/hand-over period that takes place in every military position. Simply add this as a requirement prior to fully acting in that capacity. Most accredited universities offer various types of examples of program related to emotional intelligence and EQ; seven academic institutions are listed as examples after the Works Cited section of this paper. There is a significant range in both price and course duration; two examples, one at each extreme are examined in the subsequent sections.

17. The Northern Alberta Institute of Technology offers a three-week online or a one-day face to face program in emotional intelligence at a cost of \$245 CAD. It covers the following:

- a. Understand what emotional intelligence means;
- b. Recognize how our emotional health and physical health are related;
- c. Learn techniques to understand, use, and appreciate the role of emotional intelligence in the workplace;
- d. Understand the different emotions and how to manage them;
- e. Create a personal vision statement; and
- f. Understand the difference between optimism and pessimism.

18. Whereas on the other end of the spectrum the Harvard Extension School of Professional Development offers a four-day on-line course in Emotional Intelligence in Leadership at a cost of \$2150 USD. It examines and communicates the following:

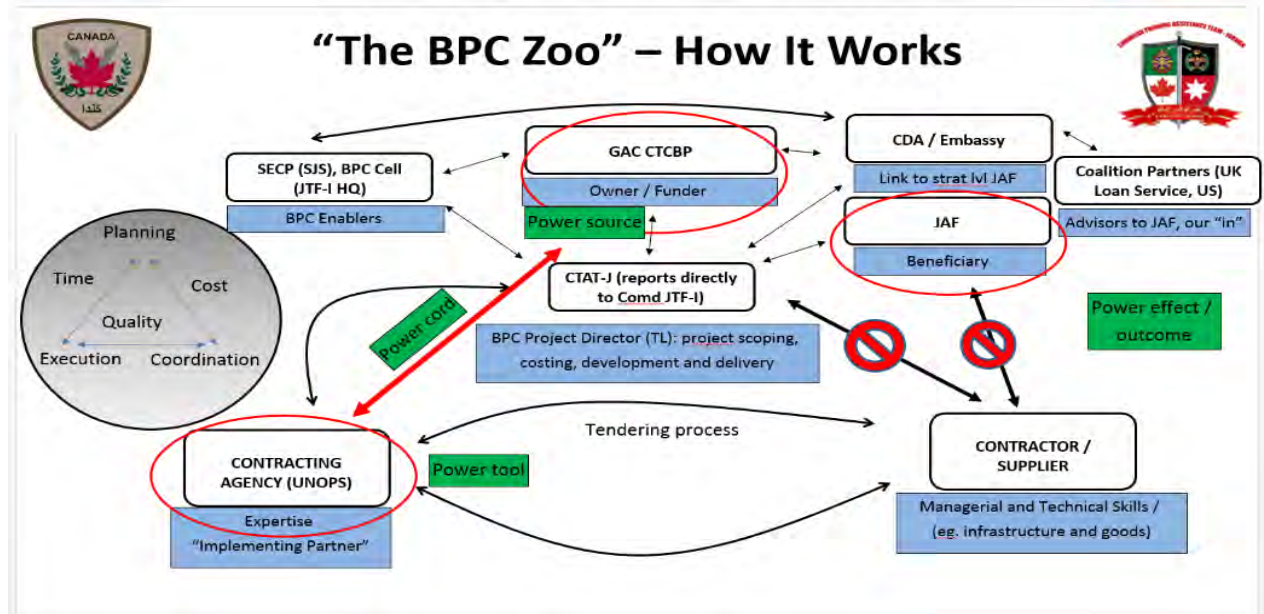
- a. Establishing self-awareness and self-management;
- b. Managing relationships and changes within an organization;
- c. Building organizations awareness;
- d. Developing a team culture of emotional intelligence and psychological safety; and
- e. Learning resilience.

19. Any formal educational courseware from an accredited source would be of benefit to CA members in certain streams; the overall effectiveness and true cost benefit analysis would take a period of time to properly assess. However, based on the relatively low costs associated with emotional intelligence training and the number of personnel who would need or be required to attend, I believe there is little risk to the institution to attempt this professional development. Developing our capacity in emotional intelligence and EQ should be explored as an option by our CA leadership as a means to answer the “*expert problem*”, thereby influencing our civilian decision makers who may have limited defence/army experience to except and seek out advice from our military leaders.

Annex(es):

- Annex A: CTAT-J Build Partner Capacity “the BPC Zoo” Diagram
Annex B: Emotional Intelligence Domains and Competences Chart
Annex C: The Four-Branch Model of Emotional Intelligence
Annex D: Generic Task Cycle
Annex E: Management Skills Necessary at Various Levels of an Organization

Annex A
CTAT-J Build Partner Capacity Diagram
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Source: Canadian Training Assistance Team – Jordan (CTAT-J), "CTAT-J 101 Brief to the Commander TF-PROTEUS, BGen P.K. Scott" Major M.E. Selberg, Commanding Officer CTAT-J, Joint Task Force IMPACT, Department of National Defence, 12 December 2019, Pg. 5

Annex B

Emotional Intelligence Domains and Competences Chart

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Emotional Intelligence Domains and Competencies

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
Emotional self-awareness	Emotional self-control	Empathy	Influence
	Adaptability		Coach and mentor
	Achievement orientation	Organizational awareness	Conflict management
	Positive outlook		Teamwork
			Inspirational leadership

SOURCE: MORE THAN SOUND, LLC, 2017

© HBR, 2017

Source: Goleman, D., and Boyatzis, R.E., "Emotional Intelligence Has 12 Elements. Which Do You Need to Work On?" *Harvard Business Review*, 6 February 2017

Annex C
The Four-Branch Model of Emotional Intelligence
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The Four Branches	Types of Reasoning
4. Managing emotions	<ul style="list-style-type: none"> Effectively manage others' emotions to achieve a desired outcome^b Effectively manage one's own emotions to achieve a desired outcome^b Evaluate strategies to maintain, reduce, or intensify an emotional response^b Monitor emotional reactions to determine their reasonableness Engage with emotions if they are helpful; disengage if not Stay open to pleasant and unpleasant feelings, as needed, and to the information they convey
3. Understanding emotions	<ul style="list-style-type: none"> Recognize cultural differences in the evaluation of emotions^c Understand how a person might feel in the future or under certain conditions (affective forecasting)^c Recognize likely transitions among emotions such as from anger to satisfaction Understand complex and mixed emotions Differentiate between moods and emotions^c Appraise the situations that are likely to elicit emotions^c Determine the antecedents, meanings, and consequences of emotions Label emotions and recognize relations among them
2. Facilitating thought using emotion ^d	<ul style="list-style-type: none"> Select problems based on how one's ongoing emotional state might facilitate cognition Leverage mood swings to generate different cognitive perspectives Prioritize thinking by directing attention according to present feeling Generate emotions as a means to relate to experiences of another person^c Generate emotions as an aid to judgment and memory
1. Perceiving emotion	<ul style="list-style-type: none"> Identify deceptive or dishonest emotional expressions^b Discriminate accurate vs. inaccurate emotional expressions^b Understand how emotions are displayed depending on context and culture^c Express emotions accurately when desired Perceive emotional content in the environment, visual arts, and music^b Perceive emotions in other people through their vocal cues, facial expression, language, and behavior^b Identify emotions in one's own physical states, feelings, and thoughts

Source: Mayer., J.D., Caruso, D.R., and Salovey, P., "The Ability Model of Emotional intelligence: Principles and Updates" *Emotion Review*, Vol. 8., No. 4, (October 2016) 290-300, ISSN 1754-073, DOI: 10.1177/1754073916639667, Pg. 294

Annex D

Generic Task Cycle

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Figure 6-2 | Generic task cycle.

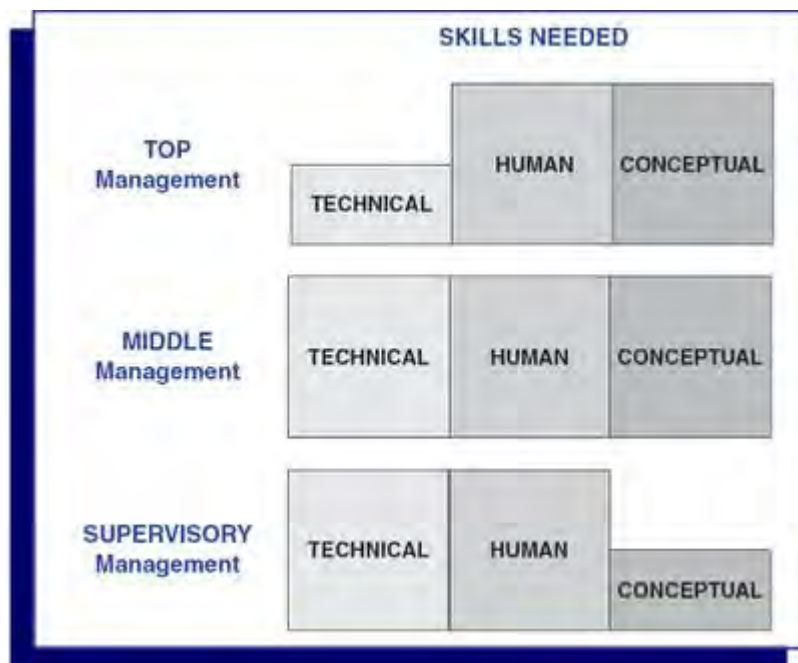


Source: Department of National Defence, “Leadership in the Canadian Forces: Conceptual Foundations” *Canadian Defence Academy – Canadian Forces Leadership Institute, A-PA-005-000/AP-004*, 2005, Pg. 89

Annex E

Management Skills Necessary at Various Levels of an Organization

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Source: Northouse, P.G., “Leadership: Theory and Practice – Seventh Edition” *Western Michigan University, Sage Publications Inc., ISBN 978-1-4833-1753-3*, 2016, Pg. 46

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