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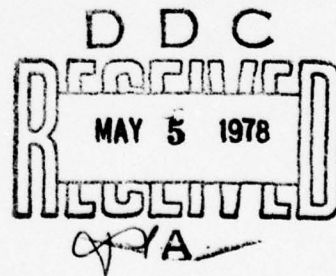
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THE 13TH INTERNATIONAL SYMPOSIUM ON APPLIED MILITARY  
PSYCHOLOGY

M.J. FARR\* AND C.R.J. LAFLEUR\*\*

22 March 1978

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UNITED STATES OF AMERICA

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The 13th International Symposium on Applied Military Psychology was hosted by Canada at the Canadian Forces Base, Lahr, Federal Republic of Germany, on 25-29 April 1977. There were 22 participants from 10 countries. The conference theme was the military in society. Four major topics were discussed: (1) military management and organization; (2) military personnel practices and problems; (3) attitudes toward the military, and change in those attitudes; and (4) the organization and programs of military psychology research units.																					

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## The 13th International Symposium on Applied Military Psychology

### Introduction

The thirteenth in a series of annual conferences designed to stimulate better military psychology through the shared experience of those with different national backgrounds took place during 25-29 April 77. Canada played host to the group and arranged a most pleasant meeting place at the Canadian Forces Base, Lahr, located in the Black Forest region of the Federal Republic of Germany. The Symposium was attended by 22 participants from 10 countries. Expected delegates from the UK, France, and Belgium were unable to attend. A list of the participants is shown in Appendix A.

The general theme of the Symposium, as suggested by the attendees of the 1976 conference, was "The Military in Society," directed towards the impact of rapidly changing social values and institutional practices on the preservation of effective military forces in democratic societies. The papers and discussions centered on four sub-themes or topics, as follows, and will be discussed according to that organization:

- A. Military management and organization.
- B. Current military philosophy, practices, and problems.
- C. Military research and development: Organizational structure and program content.
- D. Social change and attitudes toward the military.

It had also been recommended by the delegates last year that a member from each country attending this year provide a short outline/description of how his group's psychological services fit and operate within the military organization. This was done, and is covered in topic C.

✓ LCOL John Lafleur (Director, Personnel Applied Research, National Defence Headquarters, Canada) and Dr. Marshall J. Farr (ONR Washington, USA) acted as co-chairmen of Symposium. During his opening remarks, Lafleur commented that the planned agenda was not to be regarded as firm and that discussions would be kept informal and permitted to follow the interests of the moment. This turned out to be a highly successful approach. Although there was some difficulty at times in the language of communication (English) for some participants, a great deal of useful information was exchanged in a very cordial atmosphere.

A substantial number of papers was presented, and this report will attempt to summarize most of them.

### Summary of the Discussions

#### Topic A: Military Management and Organization

Following an introductory talk by Lafleur, the discussions were initiated by LCOL J.C. Eggenberger who talked selectively from a paper that described a generalized personnel selection system used in the



Canadian Forces. He described the system as a four-step process in any organization. The organization must decide on its personnel requirements, field and train the men (personnel production), place them and continue their development (personnel development and distribution), and finally assure morale and fitness (personnel maintenance). A production system consists of a series of interrelated processes that operate to produce personnel in the quantity and of the quality required by the Forces. The most important single component process is training; the others recruiting, selection, classification, and assignment—function to facilitate and simplify the training process. Thus, recruiting establishes who is available for training; selection, who will be trained; classification, how each should be trained; and assignment establishes how each will be trained.

He described these sub-systems with an arrow diagram that included Input, Process, and Output components, and explained how the measurement model, for purposes of developing a selection strategy, demands an analysis of the three components. First, Job "A" Process, must be described through task analysis methods in order that the constitutive meaning of the cognitive, affective, and psychomotor domains can be reasonably understood. The Input (prediction) components would then measure and evaluate, discriminately, the performance of individuals in the areas of the four major domains (cognitive, affective, psychomotor, and physiological). The Output components (criteria) provide measurement and evaluation of individual performance in these same four domains.

Eggenberger pointed out that the fundamental assumption of any selection system is that levels of performance at Input are reliably and validly related to those at Output, and that selection, rather than being a one-time episode, should be thought of as an ongoing event that occurs at many junctions during a career. The personnel selection process seeks to determine the strengths and weaknesses of each person, and to match those characteristics with the appropriate job and job setting. Measurement of each individual in the selection system allows a description of each candidate in terms of biographical measures, environmental determinants (social and demographic factors), physiological profile, psychomotor measures, affective considerations, and cognitive qualities.

In sum, each candidate's background and personal history provide the mosaic from which his characteristics emerge. Individual mosaics supply the comparative baselines for evaluation and subsequent responsible placement of people.

#### Topic B: Current Military Philosophy, Practices & Problems

Eggenberger, who commands the Canadian Forces Personnel Applied Research Unit in Toronto, stated that his group is concerned with maintaining equivalently fair and valid selection tests for both the English and French speaking populations of Canada. The Canadian Armed Forces, which is a volunteer force, comprises about 80,000 individuals at this time. Only about 1% of the cohort from 18-24 years of age enter the Canadian Forces.

They feed into it through two recruit schools, one Anglo, the other Franco. The attrition rate during the three-month basic training period varies from 20-25%.

Dr. Stromblad, Sweden, pointed out that Sweden still has conscription, although the required period of service is only seven months. Approximately 7% to 8% of the youth population is rejected for either physical or mental reasons, while the attrition rate is about 5%.

Major Gal, Israel, discussed the recruitment, placement, and optimal utilization of marginal youth in the Israeli army. Marginal youth, in his context, include delinquents, chronic underachievers, and those who have low-aptitude or who are severely anti-social. Israel not only tries to take in and deal with these marginal individuals, but also has to integrate into its military an immigrant population of unusual diversity—from countries as different as Germany and Morocco, and of varying cultural and educational backgrounds. The Israeli military thus is the main melting pot for the nation. Conscription is for three years, starting at age 18. This is supplemented by men from ages 22-54 who serve in the active reserve each year for from 30-90 days. Although the Israeli army is built around a small nucleus of permanent professionals who are retired at a relatively young age, it must make optimal use of marginal personnel to ensure the nation's survival. Since there is no way to outnumber the surrounding hostile armies, the Israeli army must pursue a high standard of quality in spite of its policy of accessing marginal personnel.

These marginal individuals are initially placed in a special training camp, where they receive basic training more limited than usual, carried out over a longer period of time. In one case—the illiterates—a special educational program augments the otherwise more-limited basic training. The aim here is to try to achieve a reading level of eight years of elementary school. At the completion of their special recruit training, the marginal youth are placed in supportive service units that deal primarily with maintenance and supply. In keeping with the policy of the Israeli armed forces, although the initial training of their marginal personnel is conducted in concentrated homogeneous groups, subsequent placement is to small dispersed groups, to encourage more effective integration and socialization.

Gal asserted that the Israeli army, in its handling of marginal personnel, is doing more than merely trying to meet its military obligations; it is also fulfilling its social responsibilities to help integrate the overall society. The key to success of this program is the "caring, understanding, and patience" about the individual. Combat teams of individuals who know each other well and who can depend on each other without the need to emphasize the superior/subordinate relations is the definition of quality and professionalism.

Farr commented on the point that Gal had made about the social role assumed by the Israeli military system, pointing out that the US General Accounting Office (GAO) recently completed a study on the impact of poor literacy in the US military. The GAO report revealed that marginal or



substandard literacy skills are enough of a problem so as to importantly influence attrition rates, desertion, and work productivity. Farr remarked that it sometimes appears as though the US military services do not feel that it is part of their mission to provide remedial training in reading to its members. This function, many military officials think, should be the responsibility of the civilian education system, whereas the Defense Department's training mission is to train in specific mission-related skills and knowledge.

The topic of the volunteer soldier in the Danish Armed Forces was then discussed by Major Braemer of their Psychological Department. Denmark's military had been manned by conscription for centuries; in 1973 a new law established that the majority of the Armed Forces—the so-called "Standing Force"—should be composed of volunteers only, who could sign up for a minimum of 33 months. It should be noted that general conscription was not eliminated; rather, the volunteer, in his first nine months, serves his legally required period of conscription.

All volunteers in the Danish military forces who sign a contract for more than 33 months earn the right, for each additional month of service, to one week of education which can be taken at a military school or a civilian school, either during one's Service or right after it. Tuition is paid for, and one's military salary continues.

For those who don't want to serve in the defense forces, an alternative of civilian service is available. And the volunteers can resign for any reason within their first six months which constitutes their probationary period. During this period, they can also be dismissed without cause. In either event, two weeks notice is required.

Braemer made several interesting points. First, many soldiers accumulate their education credits but don't use them. Second, in spite of the relatively short first enlistment period, and the six-month probationary period, the biggest problem in the Danish armed services is personnel retention. (In the first six months alone, about 25% of the volunteers attrited.) Third, most of the volunteers want to be assigned to the combat units.

Because of the concern for what was considered excessive attrition, Braemer and Dr. Barbara Knox-Seith initiated, in November 1975, a longitudinal investigation of a cohort of 650 trainees (of which 47 were enlisted women) starting their four-months' basic training at ten different training centers serving all branches of the Army. The cohort and their noncommissioned and commissioned officers were interviewed and answered questionnaires. This longitudinal survey is part of a larger overall investigation of the interrelationship between what the Psychology Department of the Danish Armed Forces call functional qualifications and functional conditions. The former term refers to the external conditions necessary for a person to feel comfortable and work efficiently. The latter term, functional conditions, are the actual surrounding conditions of a person, and includes both working and off-duty conditions. Thus, the functional qualifications apply to the person himself, whereas the functional conditions apply to his environment.



The study of the cohort of 650 people is still going on. During their first nine months of service (which is the period of time that draftees serve), 161 trainees broke their contracts. Among other things, all available data about them are being analyzed in an attempt to locate, for example, clusters of personnel with specific characteristics. No data nor conclusions of the study are yet available, but it is expected that the results will provide an enhanced knowledge of the psychological and pedagogical importance of the functional conditions on the personal development and utilization of personal resources of the individual.

W. Birke, of the FRG, presented a paper on a serious military problem, termed deviant behavior, in the Federal Armed Forces (FAF) of West Germany. This includes drug and alcohol abuse, suicide, AWOL, and desertion. All volunteers for the FAF have psychological interviews, but only those conscripts whose personnel data sheets indicate problems are interviewed. (The FRG prohibits giving clinical personality tests to any recruits.)

The so-called "drug wave" that swept over the FRG in the years 1970-72 has now subsided and is not a problem in the Armed Forces. However, alcohol consumption is increasing, with 85% of the conscripts admitting to having been intoxicated at least once.

The greatest incidence of deviant behavior (about 70% of it) is accounted for by desertion and AWOL. A 1975 investigation showed that soldiers who had been AWOL had shown many sorts of deviant behavior prior to entry into the military. In comparison to a control population, they had engaged in more truancy, running away from home, job turnover, drug use, and attempted suicide. From a psychological standpoint, the AWOL had lower intelligence and showed less emotional adaptability and a higher degree of intolerance of ambiguity.

The 1975 study further revealed a number of indicators that tended to characterize the deserter/AWOL soldier's childhood: death or divorce of parents, intervention of the Youth Welfare Office, negative perception of family life, and rejection of the father as a role model. (It should be noted that this sort of information about a soldier's background is not routinely gathered.) Although desertion and AWOL behavior constitute by far the largest portion of deviant behavior, by 1975 their number had dropped by about 27% since 1972, when there had been 12,600 cases.

CDR Stracca, a psychiatrist from the Italian military, presented a brief paper on "Some Mental and Personality Aspects of Selectees for the Italian Navy." He first described a study done on 1000 selectees for the Naval Reserve Courses at the Italian Naval Academy. The study focused on differences in intelligence (as measured, in part, by the Kohn Block Design Test) among groups coming from the Northern, the Central, and the Southern-Islands regions of Italy. Both the Northern and Central groups were significantly superior to the selectees from the Southern regions. Stracca believes the obtained superiority to be due to "better school education...better environments, better family culturization, and

better socioeconomic conditions which positively affects the capacity of reasoning and approaching the different items of the individual I.Q. tests..."

Stracca also reported another study conducted by Italian researchers; it centered on personality differences among the people of these three regions. Based on analysis of scores on the Minnesota Multiphasic Personality Inventory (MMPI), it was suggested that the Southern people, in comparison with the Northern ones, showed lower stamina, greater submissiveness, and greater emotionality. Yet the Italian Armed Services recruits most of its people from the South, which is less industrialized and more economically depressed than the rest of Italy.

"The Changing Armed Forces" was the title of a presentation by Dr. Warlicht, a Major in The Netherlands Army. It dealt with the effect of recent social influences on the Dutch military system. In 1972, the State Secretary of Defense set up a steering committee (with the Dutch acronym STUMIK) to draft a management policy with guidelines for (1) establishing 'a system of internal relations in the services, with the emphasis on leadership,' and (2) various aspects of personnel management, including training and education.

The general final report by STUMIK was published in late March 1977. It contains recommendations concerning the political management of future policy. Along with this final report come a number of sub-reports (some of which still were awaiting publication as of April 1977). They cover topics such as Leadership; the Forces and Society; Career Management; Training and Education; and Civilian Personnel.

To do justice to the recommendations incorporated into the sub-reports, we can divide our discussion into three parts.

1. The individual in the forces. Here, STUMIK recommends that the individual be given more attention and positive reinforcement, more job independence, and greater access to consultation with his superiors.

2. The forces in society. The key point here is that the Dutch forces must become more integrated with the civilian culture. One possibility is to enhance the openness of the organization, among other things, by the further separation of the working and living functions of barracks and camps, and the firmer linking of civilian and military educational systems. In addition, the military authorities should encourage participation by service personnel in civilian social activities.

3. The forces as an organization. A plea is made here for more flexibility and differentiation, combining the need to maintain operational readiness with the needs to promote the well-being of each serviceman and optimally to "integrate into" society at large. One must recognize that the difference between a peacetime and wartime situation leads to a diversity of missions.



"...it is not right to have strict combat readiness requirements apply continuously to the peacetime situation. It is recommendable, desirable even, that the direct connection between the peacetime and wartime models be rethought. It will be necessary to distinguish more than in the past between, militarily speaking, essential activities and activities that may—as in civilian life—be left more to the views and preferences of the personnel."

In essence, at the heart of the STUMIK recommendations is the view that personnel well-being is a fundamental consideration in personnel management, and is in addition to the criteria applied until now, namely the efficiency and the effectiveness of the military organization.

The final STUMIK report was scheduled for distribution to their forces in late spring and early summer of 1977. STUMIK proposes that the forces be requested to select the parts of the Report they consider most important. This will permit a line of policy to be developed. The execution of that policy, says STUMIK, should be in the hands of a Central Advisory and Monitoring Body to be set up for the purpose.

The next presentation, by Borup-Nielsen, a political economist, dealt with the subject of the methodology of attitude measurement within the Danish Armed Forces. In early 1972, the Danish Defense Command introduced into the Armed Services an attitude questionnaire designed by the Military Psychological Service (MPS). The 47-item instrument asked the respondent questions in areas that included the objectives of national defense, relationships with superiors, attitudes towards top management, training, sense of responsibility, group relationships, and personal well-being. (A copy of the questionnaire is part of an August 1974 report, in English, authored by Borup-Nielsen, E. Kousgaard and B. Rieneck, entitled "Measurement of Attitudes within the Danish Armed Forces," published by the Danish Armed Forces Psychological Service, Copenhagen.)

The main purpose of the instrument was to ensure a flow of constructive feedback from the organization's lower-level members to their company commanding officers. At the same time, the vast amount of data collected over many administrations of the questionnaire provide a rich research data base.

Borup-Nielsen reported that all military personnel, including the Commanding Officer, complete the questionnaire once a year and that a 98-99% return is not uncommon. All information derived from the yearly administrations is published and available to anyone, although individual identities are concealed in order to prevent the use of the measurements and results in the evaluation of personnel, a purpose for which they are not suitable. The results are well suited as a basis for discussions with the personnel of the conditions within the unit. One main purpose is to create a concrete basis for a dialogue between the employees and the management which will promote collaboration. The survey results also make it possible to evaluate the effects of the changes made. (This research study was reported in greater detail in the report of the 12th Annual Symposium held in Paris, April 1976.)



Topic C: Military R&D: Organizational Structure &  
Program Content

From time to time during the course of the meeting, a number of the attendees described the way in which the group they represented fits into the larger military and/or R&D organizational framework. Others spoke in molar terms of the whole military structure of their nation; still others concentrated on a relatively detailed look, complete with organization charts, at some particular segment of the R&D organization in their country. It is not feasible here to attempt to include the wealth of detail supplied by some speakers. Instead, we shall try to provide some broad, meaningful perspective for the reader.

The United States of America

Farr described his own organization, the Office of Naval Research (ONR), and showed its relationship to other US Navy research activities. He also explained the US Air Force research apparatus in the behavioral and social sciences. Hayles discussed the nature of the ONR program he represented, whereas Helme reported on the way the US Army's psychological research is conducted.

Farr: ONR is the Navy's organization devoted to basic, mission-oriented research in all the sciences (including psychological) of concern to the Navy. Within the Psychological Sciences Division of ONR, directed by Dr. Glenn L. Bryan, are three Program offices. The Personnel and Training Research Programs, directed by Farr, are currently concentrating on research in psychometrics and performance evaluation; training methods and educational technology; representing knowledge for training; the relation between individual differences and cognitive competence; and predictive models of complex, real-world cognitive operations.

The Organizational Effectiveness Program, headed by Dr. John A. Nagay, is concerned with such topics as leadership, management, adaptation in organizations, inter-group relations, personnel turnover, and retention. Hayles discussed research in these areas in the context of a presentation on "Individual and Organizational Stress." His remarks were organized by first distinguishing between stress at the individual level and stress at the organizational level. Research to understand and provide clues for adjusting stress to an optimal level includes studies of relaxation skills; competence; information seeking; cognitive style; and planned studies of self-discipline, with performance, attrition, health, life satisfaction, job satisfaction, and other psychological variables viewed as indicators. Studies of organizational stress deal with a wide range of organizational diagnostic and intervention strategies (organizational development, management by objectives, clinical diagnosis, etc.) designed to improve organizational functioning and effectiveness. This includes specific efforts to look at the components of organizational functioning such as inter-group relations, leadership, management, climate, and the like.

The Engineering Psychology Programs, led by Dr. Martin A. Tolcott, cover such areas as human auditory and visual perception; information

assimilation and decision-making; man-machine system interfaces; and computer-based techniques and displays to support decision-making in command and control systems.

Typically, ONR personnel do not themselves conduct research. Rather, the research is performed under contract to universities, non-profit R&D firms, or profit-making R&D organizations. Contracts, which are generally awarded based on unsolicited proposals, may continue over several years.

ONR has four Branch Offices. Its three domestic ones, located in Boston, MA, Chicago, IL, and Pasadena, CA (just outside Los Angeles), have a research psychologist on the staff. These psychologists serve the headquarters people by traveling through the geographic areas they represent and visiting prospective and current ONR contractors as well as other psychological research facilities and scientists. They encourage proposals where appropriate, help monitor ongoing contracts, and keep the central office staff aware of the latest relevant research findings.

From time to time, ONR may have a psychologist on board its London, England Branch Office. The function of the scientists there, since ONR holds very few contracts outside of the United States, is more limited than that of the domestic Branch Office scientists. It mainly involves visiting and reporting on European research activities. When ONR London is staffed with a psychologist, he plays a key role, along with the host country, in planning and running the annual series of international meetings on applied military psychology of which this is one. (Incidentally, Dr. Jack Adams, from the Department of Psychology of the University of Illinois at Urbana-Champaign, is the current ONR London liaison psychologist.)

In contrast to the basic research focus of ONR, the Navy Personnel Research and Development Center, located in San Diego, California, with Dr. James J. Regan as its Technical Director, is responsible for the more applied research in behavioral sciences. Such research is carried out by both in-house and contract personnel.

The main US Air Force research enterprise in the behavioral sciences is the Air Force Human Resources Laboratory (AFHRL), headquartered in San Antonio, Texas, at Brooks Air Force Base (AFB). It has six Divisions of which three, the Computational Sciences Division, the Personnel Research Division, and the Occupational and Manpower Research Division, are also located at Brooks AFB. Of the other three Divisions, Flying Training is at Williams AFB (Tucson, Arizona); the Technical Training Division is at Lowry AFB in Denver, Colorado; and the Advanced Systems Divisions is at Wright-Patterson AFB in Dayton, Ohio.

Within the Department of the Air Force, there is an organization roughly comparable to ONR—the Air Force Office of Scientific Research (AFOSR), located at Bolling AFB, Washington, DC. Like ONR, it is responsible for mission-oriented basic research, but its program in psychological sciences is smaller, and it belongs organizationally to the same Air Force component that the AF Human Resources Laboratory Divisions are part of—the Air Force Systems Command.

Helme: The Army Research Institute for the Behavioral and Social Sciences (referred to as ARI), located in the greater Washington, DC metropolitan area, is the US Army's main in-house and contracting-out facility for both basic and applied research in the psychological and social sciences. Less than 100 miles away in Aberdeen, Maryland, slightly north of Baltimore, lies the Army's Human Engineering Laboratory (HEL), where applied ergonomics and system-design research and development is the central mission.

ARI, with more than 200 social scientists (mainly research psychologists), is divided into two Laboratories, one called "Organization and Systems Research," headed by Dr. Joseph E. Zeidner, and the other "Individual Training and Performance Research," led by Dr. E. Ralph Dusek. ARI's overall civilian technical director is Dr. J.E. Uhlaner. The Institute focuses on such areas as Personnel Accession and Utilization; Organizational Effectiveness; Individual Training and Skill Evaluation; Educational Technology and Training Simulation; and Battlefield Information Systems.

ARI also has a number of field units located on the sites of various Army installations, such as at Fort Benning, Georgia; Fort Ord, California; Fort Bliss, Texas; Fort Rucker, Alabama; Fort Leavenworth, Kansas; and at Heidelberg, FRG.

#### Canada

Dr. John Mayhood described the Psychological Services in the Canadian Forces, including some pertinent history. He pointed out that the employment of professional psychologists and of officers with baccalaureate or higher training in psychology began during WW II and was originally focused on the functions of selection for military suitability and assignment to military occupations.

The Psychological Services consist of about 90 uniformed officers (personnel selection officers). Until 1974, 28 were employed in the recruiting centers across Canada where they administered and interpreted normalized tests written by applicants, conducted in-depth interviews, and made recommendations as to the suitability of these applicants for various trades. This function has now been assumed by recruiters (military counsellors) under the supervision of trained psychologists. Another group of 40 personnel selection officers is located at Bases and Command HQ's across Canada where they provide a wide range of psychological service, including advice and counselling to servicemen on remusters and trade reassignments, and advice to Commanders on the operation of alcohol and drug programs, resettlement programs, etc. These two groups constitute the "field" force of personnel selection officers.

An additional group of ten psychologists at the MA or PhD level are located in the instructional staffs of the three military colleges, where they teach military leadership and personnel management to officer cadets undergoing the four-year university program.



A group of 14 personnel selection officers at or near the MA or PhD levels in psychology or sociology, staff the Personnel Applied Research Unit at Toronto. This group has expanded its area of research from the narrow field of development, selection, and assignment to include a wide variety of motivational, leadership, demographic, sociological, and organizational development studies. Because of their size, they are forced to design their work as an interlocking program, rather than as isolated projects.

A small group of three officers at Defence Headquarters called the Directorate of Personnel Applied Research provides technical direction, career management, coordination, standards, and quality control of the full range of activities (field, teaching, and research) of all Personnel Selection Officers. They report to the Director General, Personnel Research and Development (a one-star General), who also has a Directorate of Personnel Development Studies and a small operational and computer science team (Directorate of Manpower Analysis) who report to him. The highest rank available to the military psychologist is lieutenant-colonel; and most start at the lieutenant or captain rank by transfer from operational classifications.

#### Sweden

Dr. Stromblad and Mr. Mardberg collaborated to present a picture of the Swedish military system and the National Defence Research Institute (NDRI). Sweden, a homogeneous country, with one language, and a single state religion, has a conscript military force and considers a strong defense vital to its security.

Within the Swedish defense establishment lies a special agency for applied research for the total defense of the nation. That agency, known as the National Defence Research Institute (NDRI), has about 1500 employees spread over five departments doing in-house research. Stromblad, a medical doctor, directs Department 5, responsible for research in medicine, behavioral sciences, and environmental engineering. His Department has six divisions, two of which are "Behavioral Sciences" and "Biotechnology." The former division, headed by Mr. Mardberg, and containing about 20 professionals, concerns itself with such topics as job analyses, psychological testing, leadership and group behavior, and defense motivation. For example, a study cited had to do with how groups of conscripts should be optimally mixed, in terms of social, vocational, and intellectual variables.

Two interesting pieces of information were revealed by Mardberg:

(a) There's an ongoing Swedish effort to determine whether psychologists should be regularly assigned to military units; and (b) Sweden is studying ways of making the military organizational structure and rules more like those of civilian society, so that the two cultures will be more compatible.

#### Finland

Commander J. Heinonen, the only Finnish representative at the meeting, briefly described where he fits into the defense establishment, which

has both a Chief of Operations and a Chief of Training. About ten civilian psychologists work for the latter. There is a unified military system in Finland, run by General Headquarters (which may be likened to a ministry or department of defense). The Institute of Military Research (IMR) for which Heinonen, a sociologist, works, and which falls under the General Headquarters, studies strategy, war history, and society.

#### Federal Republic of Germany

Dr. Frederick W. Steege, a civilian in the Ministry of Defense, reviewed the role of psychologists in the Federal Armed Forces (FAF), pointing out that the 130 or so psychologists who are employed are distributed over five branches, namely, personnel, aviation, clinical, social, and ergonomics. It should be noted here that Steege was present at the 12th International Symposium on Applied Military Psychology (held in Paris in April 1976), and there described the relevant FRG organizational structures and missions in some detail. The reader is therefore referred for these data to pages 1-2 and Appendix C of the Office of Naval Research London Conference Report (C-26-76) authored by James W. Miller, 22 Nov. 76 (AD A034 872).

#### Italy

The role of psychologists in the Italian military system, as described by CDR Massimiliano Stracca, a psychiatrist in the Italian Navy, is not a major one. Psychology is confined to personnel selection. Within the Conscription Branch, which is charged, among other things, with research and development and officer selection, there is found a "Nucleus of Psychology Applied to the Armed Forces." Stracca said that he is optimistic that this "nuclear group" shall grow into a Center for Psychology, Sociology, and Psychiatry. He believes the time is now ripe for the psychology graduates of Rome and Padua Universities to find a role for themselves in the broad range of psychology, e.g., drugs, group dynamics, personality deviance, and training.

#### Denmark

Major J.E.O. Braemer, a psychologist, next described the organization, current activities, and thrust of the Psychological Department (PD) of the Danish Armed Forces, which reports directly to the Danish Defense Command. The PD, composed of twelve psychologists, both civilian and uniformed, is organized into four Divisions: a) Administrative, b) Statistical, c) Individual-Psychological, and d) Social-Psychological.

The PD not only conducts applied research but also promulgates the research results to the Armed Forces, continues to follow the development within the area in question, and contributes to the research implementation. Current activities and research focus on selection, pedagogy, leadership, the visual perception of pilots, and survey feedback.

Israel

Major R. Gal reported on the five branches of the Unit of Military Psychology (UMP). The Applied Research Branch is headed by Gal, who is also deputy to the head of UMP; the other four Branches are Selection and Classification; Training; Organizational Effectiveness; and Special Populations. About 40 psychologists, mostly uniformed, staff the five Branches, to which report field units responsible for such areas as Navy, Air Force, Intelligence, Armory, Artillery, Field Engineering, Infantry, and Paratroopers. (Major Dover, the other Israeli representative at this meeting, heads the Armory unit.)

The Netherlands

The function of the "Personnel" branch of the Royal Netherlands Air Force was explained by Dr. Menno H. Akkerman, a social psychologist specializing in organizational development for the Air Force.

At the level of the Dutch Ministry of Defense (MOD) is a Director General (a civilian scientist) for Personnel. Below the MOD level are the three armed services. Within the Air Force, there's a two-star general, the Director of Personnel Management, who supervises four Departments, of which one is Behavioral Sciences. This Department has three divisions: a) R&D in selection and individual psychology; b) R&D on social affairs; and c) Organizational development.

Dr. E.E. Warlicht, a Major in the Dutch Army, described its R&D structure. Like the Air Force, a two-star general, serving as Director of Personnel, runs several Departments. One Department, that of Scientific Behavior (to which Warlicht is assigned), includes units on selection; training and education; individual counseling; organizational development; and scientific methodology. These units are manned by uniformed and civilian psychologists and sociologists.

## Topic D: Social Change and Attitudes Towards the Military

"Attitudes of youngsters toward military service and of Former Soldiers towards social issues," based on a survey conducted in Israel, was reported by Major Shlomo Dover. A questionnaire was administered to conscripts before enrollment to measure their attitude towards military service. Findings were cross-tabulated along three dimensions, namely employment (including jobless or studying), father's education, and dwelling (urban, village, or Kibbutz). In general, the findings were as follows:

1. The youth of the Kibbutz tend to volunteer more than others, though they feel less pride than the urban group toward their military service. They also feel that more of their friends expect them to volunteer in comparison to other groups. This group does not expect the military vocation to help them later in life.
2. The jobless youth have no preference of units they wish to serve in. In contrast, those studying or working do express strong preference.



3. The jobless group feel less pride than the other two groups at the thought of serving in the military; they are not interested in the service itself, nor do they have any ambition to succeed in the military.

4. The jobless group are less ready to volunteer than the working or studying group.

5. The jobless group are less likely to feel that military service will help them advance later in life.

S. Wikstrom, Sweden, followed with a paper entitled "Research on the psychological climate on military units." He reported that many social changes have taken place in Swedish society which have affected the military in his country. In addition to technical development, a change in the psychological climate took place, that is, relations between people are now directed toward a more non-authoritarian upbringing. The school system has been completely revised, and workers have more say on production decisions. These modifications in society have not made it easier for the conscript to change from civilian life to the military, resulting in frequent resignations.

In order to improve this climate, psychologists worked directly with field units. Individual sessions and therapy were not enough, and soon psychologists attempted to improve the relationships between conscripts and commanding officers (COs). This approach would help the COs improve their knowledge of basic psychology, group dynamics, group functioning, theories of leadership, counselling and interviewing techniques, theories of motivation, and the art of communication. Courses were prepared and held on these topics. At the same time, research on the interpersonal level was developed. Group-oriented education of conscripts was also carried out with COs acting as counsellors. Conscript groups worked and lived together. They learned by trial and error.

The next phase of the program will be to include other levels of military, including civilians working in the military. To date the applied research program has received very positive reaction from the commanding officers, and resignations among conscripts have diminished in the units in which this program has been undertaken.

Borup-Nielsen, Denmark, gave the next paper, "The right of trade union membership with the Danish Armed Forces." In Denmark, the officers formed their first professional organization (Union) in 1921, i.e., before any other personnel group was given this right. Danish officers are allowed to take an active part in politics if they wish. In fact, several regular officers are Members of Parliament. A trade union is described as "an association of people employed under identical conditions, established with the purpose of furthering its members' financial and professional interests." It is of interest to note that the Chief of Defense is a member of this trade union, and that officers in their capacity of employers are also members of the Defense Command Cooperation Committee.

Their right to negotiate salary, conditions of the service, etc., have evolved over the years and have been open to the trends of society. Both the officers and enlisted volunteers have no right to strike since it is forbidden by law for public servants to do so. Conscripts have no unions, but there is representation.

Dr. M.H. Akkerman, representing The Netherlands, stated that they too have unions for all their military personnel, excluding conscripts. Other attendees gave information about their nations. Finland has three unions, one for NCOs, another for conscripts, and a third for officers, but striking is not allowed. Italy has no unions in the military. In Sweden, military conscripts are not allowed to form unions, although they have informal councils that negotiate with management. Officers have unions with no right to strike, although public servants are allowed to do so.

The next paper, titled "Female military personnel in the Armed Forces," was presented by J. Braemer, Denmark. The principle for the employment of females in the Armed Forces is that both Officers and "Other Ranks" will have the same conditions and obligations as those applying to corresponding male personnel, including enlistment, pay, training, and other conditions of service. There is no question of female personnel serving in special units composed of females exclusively. They are employed in purely military functions and not in those that have previously been carried out by female civilian personnel. They will not be employed in units having fighting as their primary task. They serve primarily in HQs and supporting units, and function in areas of transportation, communications, office, medical, and logistical services. Their numbers are restricted by percentages of specific trades as well as the fact that professional soldiers form the standing units which, to a large extent, are fighting units.

Females may apply for entrance to NCO schools and the academies of the three services and are now being trained to go to sea (but the decision to go has not been made yet). The Force do not interfere with the marital status of either males or females. Females are eligible for maternity leave. As regards all other conditions of service, female personnel follow the same regulations as those applying to males, including matters of discipline, participation in maintenance service, guard duties, and the like.

In a recent study, no difference was found between enlisted men and women with respect to the factors considered decisive for one's job satisfaction. The study also found that the employment of women in the military does not necessitate changes in existing principles of leadership and co-operational though a problem would arise if too many enlisted females are part of a unit in which tasks requiring physical strength are frequent.

After Braemer finished, Gal stated that in Israel the Armed Forces use women "in a social softening role," and contrary to a widely believed myth, they try to avoid using women in combat situations unless it is the worst kind of emergency. They feel females' responses under stress

are not as good as mens', but Gal admitted they had conducted no systematic study on this as yet, and these were social reasons only at this time.

### Conclusion

The Symposium ended on the fifth day with a discussion of the topics to be discussed at the 14th Symposium next year. The following were submitted by the delegates of different countries:

1. Sweden: Leadership in peacetime and wartime, including leadership in instructional situations.
2. Israel: Organization Development (O.D.) discussed in a professional manner, i.e., discussed in relationship with the leader.
3. Canada: Leader as a model, enhancing unit's cohesiveness and socializing the climate.
4. Denmark: United Nations' Peace-Keeping Force. The attitude of personnel there, training, performance, and attitudes of recipients. Profile of UN peacekeeping force.
5. US: Group dynamics. How effective groups become by staying together for some time vs quick rotation.
6. US: Promotion and release policies of different countries.
7. Canada: How effective military R&D psychologists are in influencing operators, e.g., our impact on the military real world.
8. The Netherlands: Supported Israel's submission of O.D. to include job redesign activities and individual vs. group jobs.
9. West Germany: Democratizing the Army. (This topic could be discussed in the context of leadership.)
10. West Germany: Measurement of traits (cognitive, intellectual, psychomotor) and measurement of performance.
11. Canada: Performance Evaluation in relation to leadership; job satisfaction and retention and efficiency of the person. Overall theme: Personnel Policies.

At the meeting's end, the Italian representatives graciously volunteered to request their government to host the next (14th) Applied Military Psychology Symposium. It was tentatively scheduled for Florence, Italy, in April of 1978. All attendees were encouraged to write to ONR or to the prospective Italian hosts with any additional thematic ideas for the next meeting.



APPENDIX A

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