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Gender, Diversity, and Military Leadership Development in Norway and Japan

A Preliminary Seminar on Socio-cultural Backgrounds and Current Issues

Coedited by

Glenn-Egil Torgersen, Ole Boe and Hitoshi Kawano

Global Security Seminar Series No.3

**Gender, Diversity, and Military Leadership
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Center for Global Security, National Defense Academy
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GLOBAL SECURITY SEMINAR SERIES

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EDITORS' INTRODUCTION¹

Many North-Atlantic Treaty Organization (NATO) members and partner countries have policies and action plans in place to ensure that their defense and security-related institutions are promoting cooperation, gender equality, diversity and implementing United Nations Security Council Resolution (UNSCR) 1325 adopted in 2000, and related Resolutions thereafter. All NATO members and partner nations who are members of the Euro-Atlantic Partnership Council (EAPC), as well as Afghanistan, Australia, Japan, Jordan, New Zealand and United Arab Emirates stand behind the NATO/EACP Policy and Action Plan. Since the first NATO/ EAPC Policy on Women, Peace and Security was adopted in 2007, and subsequent adoption of Action Plan in 2010, NATO continued its efforts to update policies and action plans in 2014, and most recently in 2018².

The 2014 NATO/EAPC Action Plan aimed to achieve the two Strategic Outcomes: 1) Reduced barriers for the active and meaningful participation of Women in NATO's, Allies' and partners' defense and security institutions, and within NATO-led operations, missions and crisis management, and 2) Women, Peace and Security priorities and a gender perspective are integrated in policies, activities and efforts under-taken by NATO, Allies and partners to prevent and resolve conflicts. It also recognizes that in order to advance and implement UNSCR 1325 and related Resolutions as well as the NATO/EAPC Policy, demonstrated leadership is absolutely key³. In order to reach this outcome, NATO International Staff and NATO Military Authorities are to ensure that performance review systems, including appropriate training, address managers' ability to integrate Women, Peace and Security priorities in their portfolios, including their ability to promote improved gender balance and a respectful and safe working environment, and to establish informal networks of key leaders that can instigate changes in institutional mind-sets and

¹ This introduction includes the original texts prepared by Ambassador Mari Skåre and Senior Lecturer Rønnaug Holmøy at the initial stage of our joint-application for the NATO Science for Peace and Security (SPS) Workshop project.

² See *NATO/EAPC Action Plan for the Implementation of the NATO/EAPC Policy on Women Peace and Security*, 2014. https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_07/160718-wps-action-plan.pdf. It was further updated in 2018, see *NATO/EAPC Women, Peace and Security Policy and Action Plan 2018*.

https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2018_09/20180920_180920-WPS-Action-Plan-2018.pdf

³ *NATO/EAPC Action Plan for the Implementation of the NATO/EAPC Policy on Women Peace and Security*, p. 2.

behaviors⁴. In addition, addressing diversity and cooperation among NATO members will be important. One of NATO's and its partners overarching aims is to yield a change in mind-sets and behaviors in their institutions and promote awareness and positive changes. Personal attitudes as well as the competences of the individual leader on gender equality and on gender roles are determining factors for the institution's ability to deliver results. Continued progress and change in institutional behaviors require an approach focused on altering perspectives and enhancing skillsets of the leaders.

The 2018 NATO/EAPC Policy and Action Plan further updated its strategic outlook with the framework of 3 I's: 1) Integration - making sure that gender equality is considered as an integral part of NATO policies, programs and projects guided by effective gender mainstreaming practices; 2) Inclusiveness- promoting an increased representation of women across NATO and in national forces to enhance operational effectiveness and success; and 3) Integrity- enhancing accountability with the intent to increase awareness and implementation of the WPS agenda in accordance with international frameworks⁵.

NATO members and partner countries have over the past years actively pursued stronger collaboration on issues relating to women, peace and security. This seminar report is a result of joint collaboration between researchers at the National Defense Academy of Japan and the Norwegian Defence University College. Japan has, at the highest level, identified women, peace and security as a key priority in its collaboration with NATO and has since 2014 provided a person (Voluntary National Contribution) to the Office of the Special Representative for Women, Peace and Security. Norway has a long-standing record in promoting gender equality and women, peace and security priorities.

Since 2015, there has been an expressed interest from both NATO, Norway and Japan to continue to develop the collaboration on gender, diversity, risk, peace and security with a focus on activities that will have a practical impact and support the continued mobilisation of ability and will to deliver changes within the institutions. In preparation for a joint-project of a NATO Science for Peace and Security Advanced Research Workshop to be held in 2018, we conducted a preliminary international seminar on "Gender, Diversity, and Leadership Development" hosted by the Center for Global Security, National Defense Academy, Yokosuka, Japan, on November 28, 2017. The seminar was to share basic information and enhance mutual understanding of different socio-cultural backgrounds

⁴ *Ibid.*

⁵ *NATO/EAPC Women Peace and Security Policy and Action Plan 2018*, p.7.

surrounding the military institutions in Norway and Japan. Chapters included in this report are based on presentations made at the seminar.

In Chapter 1, “Competence for the Unforeseen – Diversity and *Samhandling*,” Glenn-Egil Torgersen proposes a new theoretical framework for effectively understanding complex competence and skill-sets required for dealing with “the unforeseen” situation. He calls it *Samhandling* in Norwegian, or “Interaction” in English, which means “an open and mutual communication and development between participants, who develop skills and complement each other in terms of expertise, either directly, face-to-face, or mediated by technology or by hand power. It involves working towards common goals.” His argument is further elaborated in publication of his edited book, *Interaction: ‘Samhandling’ Under Risk*, in 2018⁶.

In Chapter 2, “Reflections from: Teaching on Women, Peace and Security at the former Norwegian Military Academy in Oslo,” Rønnaug Holmøy shares her experiences from arranging a seminar on the topic Women, Peace and Security at the former Norwegian Military Academy in Oslo from 2009 to 2013/2015, as well as some reflections on gender and diversity dilemmas at the Norwegian Defence University College (NDUC).

In Chapter 3, “Leadership Development, Character Strengths, and Selection of Officers,” Ole Boe argues that, with various empirical evidence, character strengths have been shown to be a relevant tool for leadership education and selection of Norwegian military officers. The Character Strengths Questionnaire (CSQ) has proved itself to be valid for finding out which character strengths are important for officers. He also suggests that the Observation of Character Strengths in Field (OBSCIF) has been found to be a valid instrument for predicting performance in officer cadets.

In Chapter 4, “Gender Policy and Diversity Management in the Japan Self-Defense Forces,” Hitoshi Kawano reviews the historical process of gender policy development in Japan for the last two decades, while showing long terms trends in changing socio-cultural structure of labor force and households in contemporary Japan. Understanding these changing socio-cultural backgrounds is necessary for explaining why Japan Self-Defense Forces are updating gender policies and promoting gender mainstreaming.

In Chapter 5, “Gender Issues and Initiatives in the Japan Ground Self-Defense Forces

⁶ Glenn-Egil Torgersen, ed., *Interaction: ‘Samhandling’ Under Risk*, Oslo, Cappelen Damm, 2018.

(JGSDF): A Commander's View," Colonel Hisanori Fukada, GSDF, shares his experiences as a commander of GSDF units, and offers some practical solutions for gender issues involving some male and female GSDF personnel. Col. Fukada underlines importance of initiatives by a Commanding Officer.

In Chapter 6, "Gender Equality and Leadership in the Japan Air Self-Defense Force," Lieutenant Colonel Junko Furuta, ASDF, described operational characteristics of Air Self-Defense Force, and changing working situations for female ASDF personnel and organizational challenges for maintaining readiness and promoting diversity. Lt. Col Furuta also emphasizes the importance of leadership of commanders at all levels, and in particular, the top leaders' visible commitment to diversity management.

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**Norwegian Defence University College and
University of South-Eastern Norway**

Hitoshi Kawano

National Defense Academy

CHAPTER 1

Competence for the Unforeseen – Diversity and *Samhandling**

Glenn-Egil Torgersen

Norwegian Defence University College

WHAT IS “DIVERSITY”?

There are several definitions and approaches to the term "Diversity". The understanding of diversity in organizations (and the very purpose of the concept) has also changed throughout history in conjunction with the development of society¹. A meta study conducted by Jayne and Dipboye about how organizations define and use the term diversity showed that the vast majority of definitions are not general and theoretically anchored, but normative and designed in practical terms adapted to one's own organization and workplace².

Also common is that the descriptions of diversity often list different concrete characteristics, or variables, either related to the type of competence or to the human being

* The author wishes to thank Associate Professor Trygve Steiro at the Norwegian University of Science and Technology for valuable help with the language elements of this work. The views expressed in this article are those of the author and do not represent any official position held by the Norwegian Armed Forces.

¹ J. Brown, *Inclusion: Diversity, The New Workplace & The Will to Change*, Hartford, Publish Your Purpose Press, 2017; S. Thiederman, *The Diversity and Inclusion Handbook*, TX, The walk the talk company, 2012; K. A. Appiah, *Cosmopolitanism: Ethics in a world of strangers*, New York, W.W. Norton & Company, 2006; M. E. MorBarak, *Managing Diversity: Toward a Globally Inclusive Workplace*, Thousand Oaks, Sage, 2005; M. S. Stockdale & F. J. Crosby, eds., *The psychology and management of workplace diversity*, Malden, MA, Blackwell, 2004; S. Jackson, A. Joshi & N. Erhardt, "Recent research on team and organizational diversity: SWOT analysis and implications", *Journal of Management*, 29(6), 2003, pp. 801-830; K. Y. Williams & C. A. O'Reilly, "Demography and diversity in organizations: A review of 40 years of research", *Research in Organizational Behavior*, 20, 1998, pp. 77-140; T. H. Cox Jr., *Cultural diversity in organizations: Theory, research and practice*, San Francisco, Berrett-Koehler, 1994.

² M. E. A. Jayne & R. L. Dipboye, "Leveraging diversity to improve business performance: research findings and recommendations for organizations", *Human Resource Management*, 43(4), 2004, pp. 409-424.

and on cultural backgrounds. These are further organized in different groups or *strata*. The core of the definitions is that they often focus two or more main groups of properties and connect diversity to *inclusion*. For example, the organization Sempra Energy expresses this as follows³:

When we talk about diversity at Sempra Energy, we mean more than race, age, sexual orientation, and gender. We believe that diversity includes:

- Human diversity, characterized by our employees' physical differences, personal preferences, or life experiences.
- Cultural diversity, characterized by different beliefs, values, and personal characteristics.
- Systems diversity, characterized by the organizational structure and management systems in a workplace.

In terms of characteristics, it is also often distinguished between "visible" and "invisible" diversity. An example of it is described in The Norwegian official strategic competence policy document for (the whole) defense sector, *Competence for a New Age*:

Diversity “is about having a varied staff composition with regard to both visible and invisible differences. Visible diversity refers to variables such as gender, ethnicity, age and physical capabilities...Invisible variables refer to factors such as education, experiences, sexual orientation, religion, mindset, competence, social or geographical background (my translation) ⁴.”

The purpose of focusing on, and facilitating for, diversity in organizations has been to adapt skills and labor in line with the overall development of society⁵. Technology development and increasing digitalisation in society have led to an increasing degree of interaction between organizations and nations⁶, ie. globalization. This, in turn, has

³ *Ibid.*

⁴ FD, “Kompetanse for en ny tid [Competence for a new age]”, Meld. St. 14, Oslo, Det Kongelige Forsvars department [The Royal Department of Defense], Official document, 2012-13, p. 24.

⁵ J. Brown, *Inclusion: Diversity, The New Workplace & The Will to Change*, Hartford, Publish Your Purpose Press. 2017; T. Kochan, K. Bezrukova, R. Ely, S. Jackson, A. Joshi, K. Jehn, et al., “The effects of diversity on business performance: Report of the diversity research network”, *Human Resource Management*”, Vol. 42, 2003, pp. 3-21; M. E. A. Jayne & R. L. Dipboye, “Leveraging diversity to improve business performance: research findings and recommendations for organizations”.

⁶ Cf. cross-cultural management and interaction. I. Nonaka and H. Takeuchi, *The Knowledge-Creating Company*, New York, Oxford University Press, 1995.

created a need for greater focus on diversity as a phenomenon. To be competitive diversity is needed in competence(s). The same goes for defense organizations. Furthermore, a defense organization needs to be prepared to cope with serious and complicated unforeseen events, challenges that are not known or trained for in advance⁷.

It places particularly high demands on diversity in both competence, mindset, learning and interactivity ('samhandling'), as an important part of the "fighting force". In order to prevent, meet and recover from such events, management, planning and practical measures are needed to ensure that the organization as a whole has the necessary skills and capabilities for this. In other words, special insight into diversity is required as a form of discipline and practical knowledge as to how this can be strategically developed in the organization.

COMPETENCE FOR THE UNFORESEEN – DIVERSITY AND *SAMHANDLING*

Difference and variety in competence i.e., diversity, is necessary for complex task solutions and handling unforeseen events. The Unforeseen: UnFs is defined as:

Something that occurs relatively unexpected and relatively low probability or predictability for those who experience and must deal with it (short def.)⁸.

Diversity provides adaptability. Competence diversity requires new methods for strategic leadership, recruitment and selection. *Samhandling* is required both to gain diversity in organizations, and to exploit the potential in diversity as competence. *Samhandling* as a relational phenomenon has wider relational ambitions compared with similarly relational processes i.e., integrating insights from communications, cooperation, coordination and collaboration (Figure 1). 'Samhandling', is a Norwegian term that connotes interaction, collaboration, cooperation and coordination in one word. A

⁷ G. E. Torgersen, "The Idea of a Military Pedagogical Doctrine", In: T. Kvernbekk, H. Simpson, & M. A. Peters, eds., *Military Pedagogie, And Why They Matter*, Rotterdam, Sense Publishers, 2008; O. Boe & G. E. Torgersen, "Norwegian 'Digital Border Defense' and Competence for the Unforeseen: A Grounded Theory Approach," *Frontiers in Psychology*, 9(555). doi: org/10.3389/fpsyg.2018.00555 2018; G. E. Torgersen, ed., *Interaction: 'Samhandling' under Risk. A Step Ahead of the Unforeseen*, Oslo, Cappelen Damm Akademisk/NOASP, 2018.

<https://press.nordicopenaccess.no/index.php/noasp/catalog/book/36>

⁸ G. E. Torgersen, ed., *Pedagogikk for det uforutsette [Pedagogy for the Unforeseen]*, Oslo/Bergen, Fagbokforlaget, 2015.

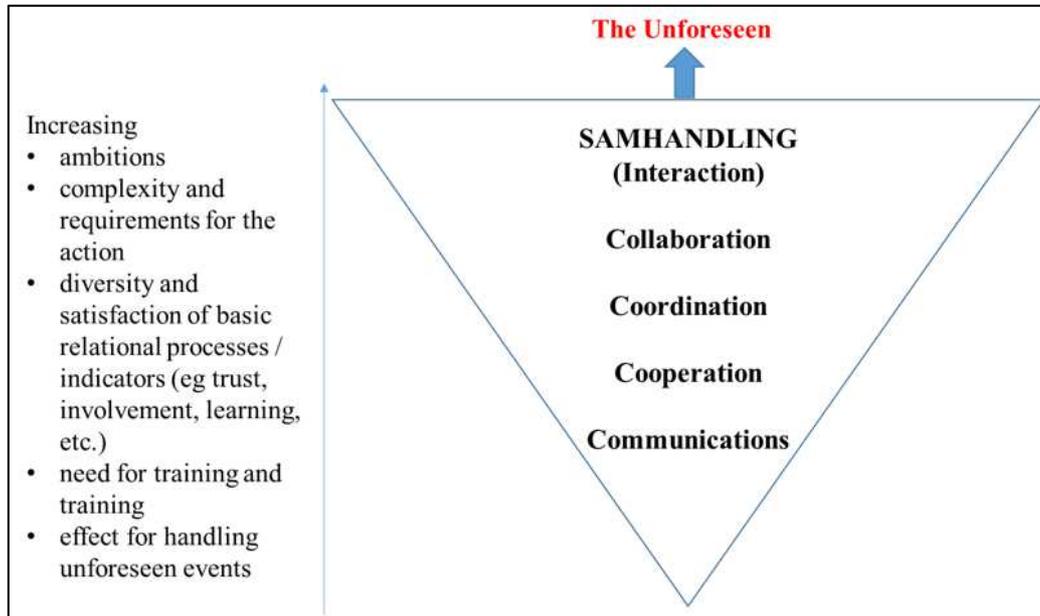
definition developed by Torgersen & Steiro⁹ is:

Samhandling is an open and mutual communication and development between participants, who develop skills and complement each other in terms of expertise, either directly, face-to-face, or mediated by technology or by hand power. It involves working toward common goals. The relationship between participants at any given time relies on trust, involvement, rationality and trade knowledge.

However, our analysis shows that “interaction” is the nearest construct that covers the Norwegian term of *samhandling*¹⁰.

⁹ G. E. Torgersen & T. J. Steiro, *Ledelse, samhandling og opplæring i fleksible organisasjoner* [Leadership, Smhandling and Education in Flexible Organizations], Stjørdal, Læringsforlaget, 2009, quoted in G. E. Torgersen & T. J. Steiro, “Defining the Term Samhandling”, G. E. Torgersen ed., *Interaction: ‘Samhandling’ Under Risk, A Step Ahead of the Unforeseen*, Oslo, Cappelen Damm Akademisk, 2018, p. 44. doi: <https://doi.org/10.23865/noasp.36.ch2>. <https://press.nordicopenaccess.no/index.php/noasp/catalog/book/36>

¹⁰ Torgersen & Steiro, *Ledelse, samhandling og opplæring i fleksible organisasjoner*; Torgersen, *Interaction: ‘Samhandling’ Under Risk*.

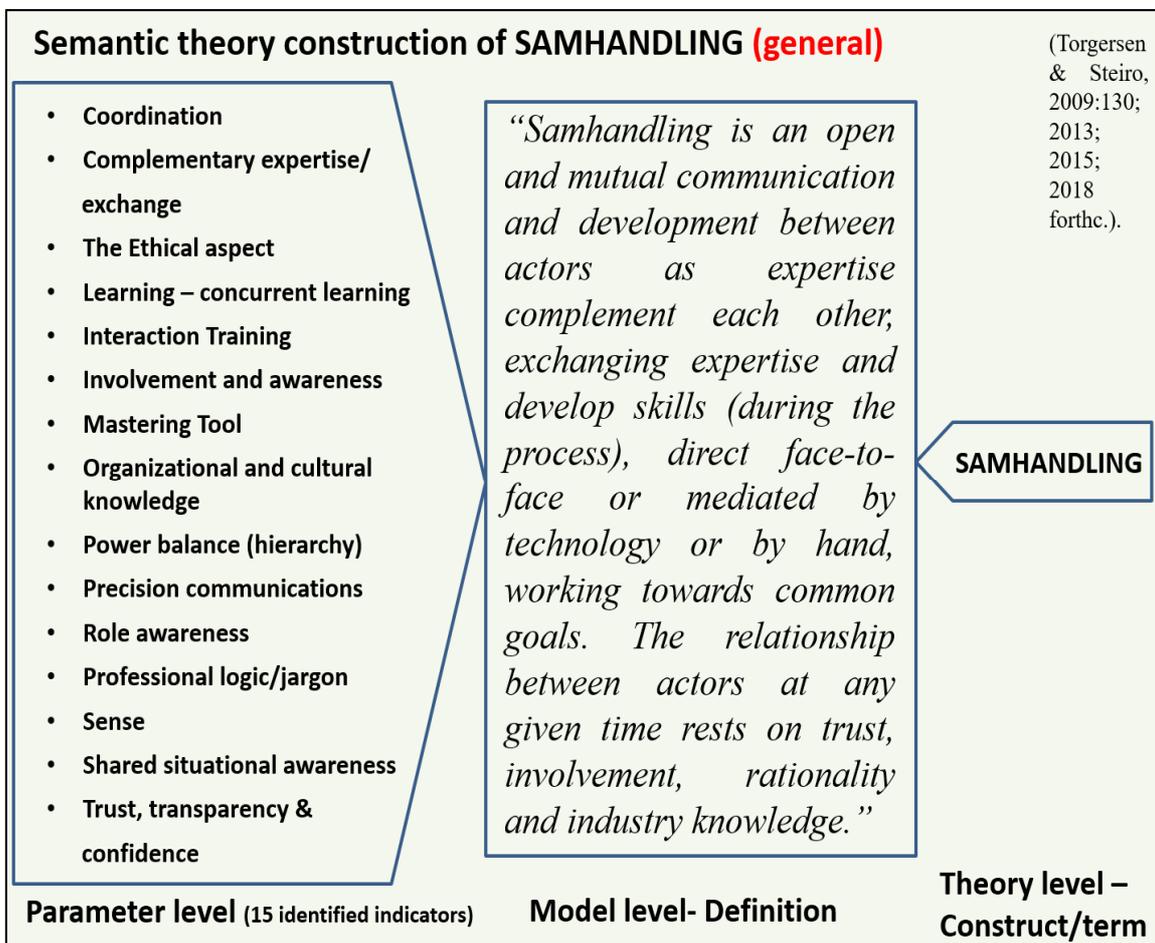
Figure 1: The 4'Cs pyramid

Source: G. E. Torgersen, ed., *Interaction: 'Samhandling' under Risk. A Step Ahead of the Unforeseen*, 2018, p. 46.

The construct of *samhandling* [Interaction] in general, and primarily under predictable and safe conditions, is identified by 15 key, underlying processes (indicators) that are important for effective *samhandling* [interaction], based on experiences from ten varieties of businesses and theoretical approaches in Norway¹¹.

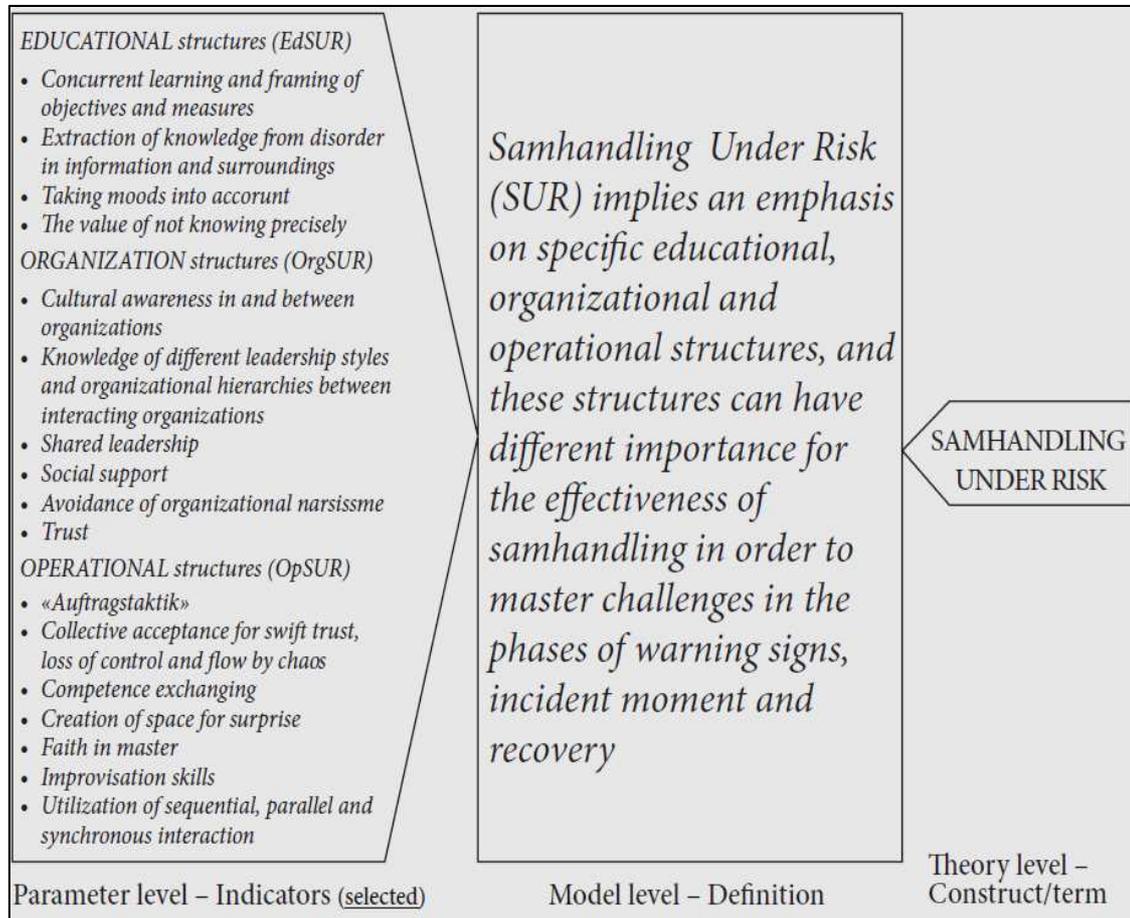
¹¹ *Ibid.*, p. 157f, Figure 2.

Figure 2: 15 key, underlying processes (indicators) of *Samhandling*, generally



But, under unpredictable, unforeseen and risk-oriented conditions it is necessary to place emphasis on specific underlying relational processes (indicators), derived by Torgersen¹². See Figure 3.

¹² G. E. Torgersen, ed., *Interaction: ‘Samhandling’ under Risk. A Step Ahead of the Unforeseen.*

Figure 3: Key underlying processes (indicators) of *Samhandling Under Risk*¹³

FURTHER RESEARCH: NETWORK UNFS-GROUP OF NORWAY AND JAPAN

Perhaps there are important details and nuances in these phenomena and related concepts stemming from culture, language and experience. These must be identified and developed. It can make the theories, models and practices even more accurate and correct. It is the concrete content of the concepts that are important- not least in their

¹³ *Ibid*, p. 527.

importance for practical training¹⁴. It can be the starting point for developing a new intercontinental/cultural scientific model of unforeseen (UnFs), diversity (D) and *samhandling* (SAM)¹⁵. Research such as this, in the spirit of *samhandling*, will also be necessary in order to develop wider understanding of the concept of diversity – as a competence tool for handling unforeseen events.

¹⁴ *Ibid.* and G. E. Torgersen, “The Idea of a Military Pedagogical Doctrine”, T. Kvernbekk, H. Simpson, & M. A. Peters, eds., *Military Pedagogies. And Why They Matter*. Rotterdam, Sense Publishers, 2008.

¹⁵ See the part “Japanese expression of *samhandling* under risk,” in G. E. Torgersen, ed., *Interaction: ‘Samhandling’ under Risk. A Step Ahead of the Unforeseen*, 2018, pp. 532-535.

CHAPTER 2

Reflections from: Teaching on Women, Peace and Security at the Norwegian Military Academy in Oslo

Rønnaug Holmøy

NDUC/ Norwegian Military Academy

INTRODUCTION

This paper was originally developed as a part of my presentation at the seminar “Gender, Diversity, and Leadership Development”, at the National Defense Academy in Yokosuka, Japan on November 28, 2017. Presenters from both Norway and Japan were invited to participate in the seminar.

As the focus for the seminar was to share understanding of the current situation within each country’s military organizations, this paper will reflect diversity dilemmas from those parts of the military organization in Norway this author is connected to. First and foremost, experiences from arranging the seminar on the topic “Women, Peace and Security” at the former Norwegian Military Academy in Oslo (from 2009 – 2013/2015). In addition, some reflections are provided on gender and diversity dilemmas at the Norwegian Defense University College (NDUC).

The paper will start with some main questions and challenges related to “Gender, Diversity and Leadership Development” and some Norwegian milestones on the topic.

A MAIN QUESTION – AND SOME MILESTONES ON THE TOPIC

Should women have the “right” to serve in combat units? According to Marius Kristiansen, a young officer from the Norwegian Armed Forces, this could never be the right question to ask. The appropriate question would be whether a mixed distribution

of gender adds value to military organizations and enhances its effectiveness - or not¹?

Kristiansen argues that since half the world's population is composed of women, military organizations – and especially the Special Operations Forces (SOF) - would not be utilizing their full potential without having women integrated within them. The future calls for military organizations that – in addition to fighting in a relevant manner – are able to communicate with, understand, relate to, and influence a population as a whole².

The Norwegian Government's Action Plan for Women, Peace and Security (last version 2019-2022) is a tool for achieving the aims of the UN Security Council resolutions on the subject. This will be achieved through cooperation with the UN, NATO, regional and national actors, and civil society.

As women have the right to take part in decision-making processes that affect their own future, the Norwegian Government seeks to increase women's participation and influence in processes relating to peace and security. "Moreover, we know that if women participate, we can achieve a broader-based and more sustainable peace. By taking part in international operations, women can supply vital expertise and diversity and help to improve performance. It is therefore essential to integrate a gender perspective into Norway's efforts"³.

MILESTONES ON THE TOPIC

NATO is already at the forefront of the implementation of UNSCR 1325 and related resolutions. However, there are many obstacles for implementing established policies and action plans, and one important question seems to be: how can we stimulate leaders and develop the skill and mind-sets – the type of leadership – that is required to ensure implementation of policies on women, peace and security?

There might be a need to target leaders at the strategic, institutional level and develop tools that will enhance their skills promoting gender equality and implementing women,

¹ Marius Kristiansen, "Women: A NATO Special Operations Forces Force Multiplier", *Small Wars Journal*, 24 May 2017. <https://smallwarsjournal.com/jrnl/art/women-nato-special-operations-forces-force-multiplier>

² *Ibid.*

³ Norwegian Ministry of Foreign Affairs, "National Action Plan on Women, Peace and Security 2015-2018", 2015. <https://www.regjeringen.no/en/dokumenter/women-peace-security/id2395993/>

peace and security priorities within their institutions.

Norway seems to have moved fast to break down military gender barriers. The parliament introduced legislation in the 1980s that opened up all military roles to women, and Norway became the first NATO country to introduce female conscription in 2016. Lieutenant Silje Johansen Willassen is Norway's Telemark Battalion's first female tank commander. Norway also had the world's first all-Female Special Forces unit in 2016. The unit was started after Norway's Armed Forces' Special Commander saw an increased need for female special operations soldiers – particularly in places like Afghanistan where male troops were forbidden from communicating with women⁴. The commander of Norway's special forces, Col. Frode Kristoffersen, stated that when [Norway] deployed to Afghanistan the unit saw that they needed female soldiers: both as female advisors for the Afghan special police unit that we mentored, but also when they performed an arrest. As they clearly needed female soldiers to take care of the women and children in the buildings that were searched, they created the all-female unit specifically designed to train them⁵. Furthermore, since a more balanced gender mix in the Norwegian contributions could ensure better mission solving, it may also have an important symbolic effect in the host country.

In 2012, NATO established a position – *Special Representative for Women, Peace and Security* – which, for the first two years, was funded by Norway. Norway has also advocated closer cooperation between NATO and international and regional organizations such as EU, UN, AU and OSCE in crisis management. *The Women, Peace and Security* agenda is thereby a natural component of any exchange of experience and cooperation in this area, and could act as a catalyst for closer cooperation across the whole spectrum of crisis management.

During the 2014 NATO Summit in Wales, a new initiative was launched to strengthen support for capacity building in the defense sector in both partner countries and non-partner countries. The resolutions on women, peace and security are thereby also very important to capacity building efforts and security sector reform⁶.

⁴ Carlo Angerer, “Inside the World’s First All-Female Special Forces Unit: Norway’s Jegertroppen”, NBC News, April 16, 2017. <https://www.nbcnews.com/news/world/inside-world-s-first-all-female-special-forces-unit-norway-n746041>

⁵ *Ibid.*

⁶ Norwegian Ministry of Foreign Affairs, “National Action Plan on Women, Peace and Security 2015-2018”, 2015, p. 25.

EXPERIENCES FROM ARRANGING A SEMINAR ON THE TOPIC WOMEN, PEACE AND SECURITY AT THE FORMER NORWEGIAN MILITARY ACADEMY (FROM 2009 – 2013/2015)

Both research reports and international experience show that both sexes are needed as combat force personnel in today's defense structures. The main reason is not necessarily gender equality policy. Equally important is the ability to realize that diversity in skills is needed to meet unforeseen events and complex forms of cooperation, both in conflict and not least to help avoid conflict if possible. For some years the author of this paper was responsible for integrating *Gender* to the Leadership Education and teaching program at the Norwegian Military Academy. The topic had to be connected to the UN Resolution 1325 (2000) on *Women, Peace and Security*⁷. In addition, the Norwegian Government further formulated action plans on this topic⁸. For five years, during the period 2009-2014/15, the Academy arranged seminars in alignment with the information and documents mentioned above. Together, it all formed part of the Leadership Education⁹ program.

For the seminars the overall goals were identified as:

- Knowledge of gender issues and the UN Resolution 1325
- Opportunities and implications such understanding brings in the peace support operations¹⁰.

The following subsection explores one example from the 2010 seminar, related questions, and exercises conducted for improvement of the students understanding and learning.

⁷ The UN Security Council Resolution 1325 (2000)[on women and peace and security]. <http://unscr.com/en/resolutions/doc/1325>.

⁸ Norwegian Ministry of Foreign Affairs, "The Norwegian Government's Action Plan for SCR 1325 (2000) on Women, Peace and Security", March 2016. https://www.regjeringen.no/globalassets/upload/kilde/ud/pla/2006/0002/ddd/pdfv/279831-actionplan_resolution1325.pdf; "Women, Peace and Security – Norway's strategic plan 2011-13", February 21, 2011. https://www.regjeringen.no/en/dokumenter/1325_strategic_plan/id631062/; "National Action Plan on Women, Peace and Security 2015-2018"; Norwegian Government, "Women, Peace and security (2019-2022)", January 11, 2019. https://www.regjeringen.no/en/dokumenter/plan_wps/id2625029/

⁹ After 2013 *Gender and Diversity* dilemmas is not a specific topic in a specific class or seminar but more or less a natural part of the education process in general.

¹⁰ Norwegian Military Academy, *Studiehåndbok 2009-2010*, 2009.

MINI-SEMINAR ON UN RESOLUTION 1325 AND PROTECTION OF CIVILLIANS AT THE NORWEGIAN MILITARY ACADEMY 30TH APRIL 2010

Goals / Purpose

The seminar was conducted in semester four of the studies in Military Leadership.

A combination of speeches from invited lecturers and a Q&A session with the audience was undertaken. The purpose of the seminar was to consider and reflect on challenges regarding the implementation of the UN Resolution 1325, asking questions such as:

- What would the future officers need to be prepared for?
- How far had the work come, generally and especially from the Norwegian side?

The overall objectives of the seminar were:

- 1) Knowledge of UN Resolution 1325 – the opportunities and implications this brings into peace support operations.
- 2) A conscious awareness in the practice of military leadership in various types of operations in Norway and abroad.

Knowledge on the topic

The cadets were at that time familiar with concepts concerning Peace Support Operations and Counterinsurgency. They were also familiar with the main issues of UN and NATO activities, including UN's basic concepts, ideas as well as challenges related to war and armed conflicts. With regard to the UN Resolution 1325, this was introduced to the group through this seminar.

The seminar also focused upon sexual violence and the protection of civilians (including the UN resolutions 1820 and 1888), arising as a natural consequence of working with resolution 1325. The cadets also had some knowledge about the concept 'Responsibility to Protect'.

The following table shows the focus of each lecture.

Plan and program

Time	Activity	Explanations	Responsible
08:00-11:20	PART 1:		
08:00-08:10	Introduction	- Introduction to the seminar	Sen Lecturer Rønnaug Holmøy
08:10–09:10	Lecture, including questions	Focus: <i>Operational Effectiveness and UN Resolution 1325 – Lessons from Afghanistan: The most important conclusions.</i>	Dr. Louise Olsson, Folke Bernadotte Academy
09:10-10:10	Lecture, including questions	The role as a gender advisor in the Norwegian PRT, Afghanistan summer/fall 2009	Capt. Joakim Meyer
10:10-10:20	Break		
10:20-11:20	Lecture, including questions	Conflict-related Sexual Violence: A Threat to Security and Impediment to Peacebuilding'	Letitia Anderson, Advocacy and Women's Rights Specialists - UN Action
11:20 – 12:00	Lunch		
12:00-14:00	PART 2:		
12:00-13:00	Lecture, including questions	Focus: 'U.S. Marine Corps Female Engagement Teams: A Pragmatic Approach to Operationalizing Gender'	Major Anita Carroll, Hærens Våpenskole / U.S. Marine Corps

13:00-13:15	Break	With coffee and pastries	
13:15-13:50	Discussion		Senior Lecturer Rønnaug Holmøy

EXAMPLES OF PREPARATION AND WRITTEN EXERCISES CONNECTED WITH THE SEMINARS

1) "Taking a gender perspective means taking into account that women and men in a conflict area experience the conflict differently. Women and men would often hold different information and situational understanding, which require the military operations to be adapted to these realities."

The quote is from The Norwegian Prop. 1 S (2009-2010) Prop to the Government, p. 95.

- Please explain what you understand with by term “Gender Advisor” and how you see that a Gender Advisor could work in a military operation?

2) The main objective for this subject in semester 4 is:

“Knowledge of gender issues and UN Resolution 1325 - what opportunities and implications does this bring into peace support operations?”

- Please try to analyze and discuss how you believe it would be possible to implement the gender perspective into peace support operations.

3) At our seminar on April 30, Dr. Louise Olsson will present the main conclusions from her work on the report “Operational Effectiveness”. *Please see the reading list.*

Please review the selected chapters in the report and consider the following:

- What do you think are the most important conclusions in the report?
- What are your thoughts after reading the report from Norway and Sweden and what would it mean for you as a future military leader?

4) One speaker represents the U.S. Marine Corps on the topic “Female Engagement

Teams (FET)”.

- What do you understand by this concept? Please prepare at least two points from the report that you consider interesting with regard to the seminar on the 30th of April.

BASIC INFORMATION – GIVEN TO THE STUDENTS BEFORE THE SEMINARS

Resolution 1325 (2000) adopted by the Security Council October 2000

- *Expresses* concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements.

- *Recognizes* the consequent impact this has on durable peace and reconciliation.

- *Reaffirms* the important role of women in the prevention and resolution of conflicts and in Peace building, stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security. Furthermore the need to increase their role in decision-making with regards to conflict prevention and resolution.

- *Reaffirms* the need to implement fully international humanitarian and human rights law that protect the rights of women and girls during and after conflicts.

The Norwegian Government action plan: 2006.

The Government's Action Plan for Implementation of Resolution 1325, (On Women, Peace and Security), was launched in 2006 to ensure that the agenda was integrated into all the design and implementation processes of Norwegian policy related to peace and security.

The action plan was updated with:

Women, Peace and Security - Norway's strategic plan 2011-13

This new strategic plan intended to put Norway in a better position to enhance women's influence and participation and strengthen the protection of women during armed conflicts. It provided a framework for ensuring that Security Council resolution 1325 was integrated into all our peace and security efforts.

https://www.regjeringen.no/en/dokumenter/1325_strategic_plan/id631062/

In February 2015, Norway's third national action plan for women, peace and security was launched. (2015-2018). The new action plan provides a basis for the departments' joint efforts for the pursuit of ambitions in Security Council resolutions. The Ministry of Foreign Affairs has also developed a supervisor for work on women, peace and security. <https://www.regjeringen.no/en/dokumenter/women-peace-security/id2395993/>

Research report from May 2009

Louise Olsson & Johan Tejpar, eds., “Operational Effectiveness and UN Resolution 1325 - Practices and Lessons from Afghanistan”.

The report holds interviews from the PRT Autumn 2008 / Spring 2009 and concluded on:

- 1) The importance for one comprehensive strategy on how the resolution could be integrated.
- 2) The importance of keeping leaders responsible for the integration of the resolution.
- 3) Giving experts the opportunity to work on its integration.

Of particular interest to Norway:

- It was (at that time) found that there was low knowledge of 1325 (among both civilian and military).
 - Insufficient information and knowledge of 1325 with regard to the specific training plans.
- It was also described as one-sided.

NATO directive:

The conclusions of the report gave the foundation for NATO's 2009 policy document *BI-SC Directive 40-1* (updated in 2012). The directive covers Integration of the UNSCR 1325 and Gender Perspectives in the NATO Command Structures, including Protection during Armed Conflict.

The three main areas are found in Prop 1. S (2009-2010)

- 1) Call for increased gender perspective throughout the ISAF operation.

Which means...

- 2) Increased focus on the leaders' responsibilities
- 3) Need for expert competence re., gender in the field.

The term Gender perspective, as stated in Prop 1. S (2009-2010)

Gender perspective is meant to understand and take into account the fact that women and

men in a conflict area experience the conflict differently. Women and men would often hold different information and situational understandings, which require military operations to be adapted to these realities. It can be done through more systematic contact between/within groups of both sexes, daily patrols and other targeted actions. There is a significant operational gain from such an approach. Focusing on the entire locals in an operating area gives effectiveness in terms of better understanding of the situation, acceptance, strengthening of protection of human rights and social development (Ref. p. 95)

EXAMPLE OF THE STUDY FOLDER/SYLLABUS FOLDER

Military Leadership – Syllabus, Semester 4, Spring 2010.

BI-SC Directive 40-1 (2009) *Integrating UNSCR 1325 and Gender Perspectives in the NATO Command Structure including Measures for Protection during armed conflict*. NATO Unclassified 14 sider

Capstick M.D (2000) *Command and Leadership in other people's War*. I: McCain, Carol & Pigeau Ross (red) *The Human in Command: Exploring the modern military experience*. New York: Kluwer Academic / Plenum Publishers. kap. 7. side 83–92
10 sider

Cordesman, Anthony H (2009) *Afghan National Security Forces: Shaping Host Country Forces as Part of Armed Nation Building*. Washington DC: Center for Strategic & International Studies (Review Draft: November 04, 2009) Executive Summary (page ii - xi) + page 1-23, 54-68 50 sider

Dallaire R.A (2000) *Command Experiences in Rwanda* I: McCain, Carol & Pigeau Ross (red) *The Human in Command; Exploring the modern military experience*. New York: Kluwer Academic / Plenum Publishers. kap. 4. side 29–50. 21 sider

de Coning, Cedric (2009) *Implications of a Comprehensive or Integrated Approach for Training in United Nations and African Union Peace Operations*. Security in Practice 6, Oslo: Norwegian Institute of International Affairs. S. 1-6 6 sider

FM 3-24 (2006) *Counterinsurgency* Washington: Headquarters of the Army. kap 7, Leadership and ethics for Counterinsurgency. 10 sider

Friis, Karsten; Jarmyr, Pia (2008) *Comprehensive Approach Challenges and*

opportunities in complex crises management. Oslo: Norsk Utenrikspolitisk Institutt s. 10–20. =10 sider

Haaland, Torunn Laugen (2008) Participation in Peace Support Operations for Small Countries: The Case of Norway. I: Stamnes, Eli (red) *Peace Support Operations Nordic Perspectives*. London: Routledge. Kap. 4. side 45–61.16 sider

Johnson, B H; Eid, J; Laberg, J. C; Bartone, P; Andersen, R (2005). Internasjonale Operasjoner I: Eid, Jarle & Johnson, Bjørn Helge (red) *Operativ psykologi* Bergen: Fagbokforlaget, kap 21. side 368–388 20 sider

Jolly, R; Emmerij, L. and Weiis, T.G. (2009) *UN Ideas That Changed the World* United Nations Intellectual History Project. Bloomington IN: Indiana University Press, Chapt 10, “Peace and Security: From Preventing State Conflict to Protecting Individuals”, pp. 163-185. 22 sider

Olsson, Louise & Tejpar, Johan (eds) (2009) *Operational Effectiveness and UN Resolution 1325–Practices and Lessons from Afghanistan; Defence Analysis*. Stockholm: FOI Swedish Defence Research Agency. Side 15-34, 84-126. (Kap 1-4, 8-11) 61 sider

Stamnes, Eli (2008) Introduction. I: Stamnes, Eli (red) *Peace Support Operations Nordic Perspectives*. London: Routledge 9 sider

Wallenius, Claes (1999) Stressreaktioner och prestation i livshotande situationer. I: Larsson, Gerry (red) *Ledarskap under stress*. Karlstad: Försvarshögskolan, Ledarskapsinstitusjonen. kap 4. s. 49–76. 27 sider

Ydstebø, Palle (2009) Krieger eller soldat? Strategiens krav til den militære profesjon I: *Kriegerkultur i en fredsnasjon*. Edström, H; Lunde, N.T, Haaland, J.M (red.) Oslo: Abstrakt forlag. s 131-155 24 sider

= Total 300 sider

From 2015 and beyond

In 2015, The Norwegian Military Academy conducted a meeting in which further focus on Gender and related challenges / opportunities / implications, were discussed. Today the faculty for Military Management and Tactics deals with the topic. While the focus in general is how Gender, as a contributing factor, influences operational planning at the tactical level, a more specific focus is the teaching that takes place in the subject “Low Intensity Operations”.

Another notable event which occurred in 2015 was that the representatives from the Academy were invited to the Norwegian Defense University College, “Sjefskurset”. The invitation included perspectives on how the school delivered education regarding Gender in operational planning.

“Sjefskurset” gives key personnel in the Norwegian society, as well as armed forces personnel, understanding and insights on issues that form the basis of Norwegian defense and security policy. Approximately one third of the attendees are military; the other participants are civilians from the public and private sectors, non-governmental organizations and media.

INCREASED AWARENESS ON DIVERSITY DILEMMAS IN THE “NEW” ORGANIZATION: THE NORWEGIAN DEFENSE UNIVERSITY COLLEGE (NDUC)

Over the next few years, the Norwegian Armed Forces will be undergoing educational reform. The Norwegian Military Academy (alongside the Royal Norwegian Air Force Academy and the Royal Norwegian Naval Academy) has, since the 1st of August 2018, been a part of the Norwegian Defense University College (NDUC). As the University College has markedly increased its staff members - the head of NDUC, Rear Admiral Louise Dedichen invited all the 144 women in the new organization to a day focusing on leadership, career development, and how to increase women's awareness on diversity's dilemmas at NDUC. The event took place at the 28th of September 2018.

The following topics were explored during the day:

- Leadership – how to influence the environment
- Master suppression techniques
- Career development

- How to increase awareness on diversity dilemmas

The discussion on *master suppression techniques*¹¹ highlighted some very interesting input from many of the women attending the seminar. High levels officers, as well as younger female officers and civilians, shared and discussed experiences from situations they may not have been taken into consideration before. It was Norwegian Professor Berit Ås¹² that developed the theory of master suppression techniques in the late 1970s. With these tools, women, and others, can identify what goes on when they are not listened to, when they are overlooked or ignored.

The five master suppression techniques identified¹³

- Making Invisible
- Ridiculing
- Withholding Information
- Damned If You Do And Damned If You Don't
- Heaping Blame and Putting to Shame

People tend to find the framework practical and useful. However, to identify the master suppression techniques it would be necessary to make them visible and thereby neutralize their effect. Maybe it is not that you made a poor argument or failed to present a case properly: rather, the point is that it may not have anything to do with the individual at all, but with the group membership to which you are allocated by others i.e., as presumed in relation to your gender¹⁴.

¹¹ Berit Ås, "The Five Master Suppression Techniques", Birgitta Evengård, ed., *Women in White: The European Outlook*, Stockholom Country Council, 2004, pp. 78-83; *Kvinner i alle land... Håndbok i frigjøring*. Oslo, Aschehoug, 1981; "De fem hersketeknikker—om ufarliggjøring av undertrykkerens våpen". *Årbog for kvinderet*, København, Kvinderetlig Skriftserie, 1979.

¹² The "master suppression techniques" is originally a framework developed in 1945 by the Norwegian psychologist Ingjald Nissen. In the late 1970s the framework was further developed by the Norwegian psychologist Berit Ås.

¹³ Ås, "The Five Master Suppression Techniques".

¹⁴ Berit Ås, "The five master suppression techniques", *Kilden genderresearch*. No. <http://kjonnsforskning.no/en/five-master-suppression-techniques>

CHAPTER 3

Leadership Development, Character Strengths, and Selection of Officers*

Ole Boe

University of South-Eastern Norway

INTRODUCTION

“I contend that fortitude in war has its roots in morality; that selection is a search for character and that war itself is but one more test – the supreme and final test if you will – of character. Courage can be judged apart from danger only if the social significance and meaning of courage is known to us; namely that a man of character in peace becomes a man of courage in war. He cannot be selfish in peace and yet be unselfish in war. Character, as Aristotle taught, is a habit, the daily choice of right and wrong; it is a moral quality which grows to maturity in peace and is not suddenly developed on the outbreak of war. For war, in spite of what we have heard to the contrary, has no power to transform, it merely exaggerates the good and evil that are in us, till it is plain for all to read; it cannot change; it exposes¹”.

The basic values of the Norwegian Armed Forces (hereafter NAF): are respect, responsibility and courage. These values are expected to accompany the officer's decisions and actions². The document outlining the Norwegian Chief of Defense's basic view on leadership in the NAF emphasizes that good leadership is based on mutual respect and trust between leaders and followers³ and that leadership is based on

* This research work was supported by the Norwegian Defence University College. The author wish to thank Senior Lecturer Merete Ruud at the former Norwegian Military Academy for valuable help with the language of this work.

¹ Lord Moran, *The Anatomy of Courage*, Constable and Co Limited, 1966, p. 160.

² *Forsvarets kjerneverdier (The Norwegian Armed Forces core values)*, 2016.

<https://forsvaret.no/fakta/historie-oppdrag-verdier/forsvarets-verdiar/forsvarets-kjerneverdier>

³ Forsvarsstaben, “FSJ grunnsyn på ledelse i Forsvaret (The Norwegian Armed Forces Chief of Defence basic view of leadership in the Armed Forces)”, Oslo, The Norwegian Armed Forces Defence Staff, 2012.

relationships. The NAF is also a value-based organization that must make sure that its mandate toward society is professionally sound, both nationally and internationally. The requirements of the military leader can further be summarized in the words be-know-act, as described in Norwegian Armed Forces Joint Operational Doctrine⁴. The officer is expected to have incorporated the military profession as part of his/her personality, and to have knowledge and understanding of relevant interpersonal and professional areas that provide action. Action here means to see opportunities, take initiative and inspire and provide care for the personnel⁵.

LEADERSHIP DEVELOPMENT AT THE NORWEGIAN MILITARY ACADEMY

The Norwegian Military Academy: NMA's new concept for leadership development was introduced at the NMA together with the new educational plan for operational training during the summer of 2012⁶. The new leadership development concept is referred to as "*Officer development: NMA's concept for leadership development*" and is currently documented at NMA in terms of an overall concept description for use by staff and cadets⁷ and in several scientific articles⁸.

The starting point for officer development at the NMA is based upon the definitions of leadership and leadership development described in *The Center for Creative Leadership Handbook of Leadership Development*⁹. Leadership is here defined as the process of

⁴ Forsvarsstaben, "Forsvarets fellesoperative doktrine (Norwegian Armed Forces Joint Operational Doctrine)", Oslo, The Norwegian Armed Forces Defence Staff, 2007.

⁵ *Ibid.*

⁶ H. Lilleng, "Innspill til Krigsskolens Offisersutviklingsmodell (Inputs to the Norwegian Military Academy's concept of officer development model)", Note to MLT, Norwegian Military Academy, Oslo, Norway, 2014.

⁷ O. Boe, L. Eldal, H. Hjortmo, H. Lilleng & O. Kjørstad, *Offisersutvikling: NMA konsept for lederutvikling (Officer development: NMAs concept of leadership development)*, Conceptual description, Oslo, Department of Military Leadership and Tactics, Norwegian Military Academy, 2014; O. Boe, L. Eldal, H. Hjortmo, A. L. Jensen, T. Holth, O. Kjørstad & F. Nilsen, *Offisersutvikling: NMA konsept for lederutvikling (Officer development: NMAs concept of leadership development)*, Oslo, Norwegian Military Academy, 2015.

⁸ O. Boe, "Developing leadership skills in Norwegian military officers: Leadership proficiencies contributing to character development and officer competency", *Procedia-Social and Behavioral Sciences*, Vol. 186, 2015, pp. 288-292. doi: 10.1016/j.sbspro.2015.05.017; O. Boe, "Character in military leaders, officer competency and meeting the unforeseen", *Procedia-Social and Behavioral Sciences*, Vol. 190, 2015, pp. 497-501. doi: 10.1016/j.sbspro.2015.05.033; O. Boe & H. Hjortmo, "The Norwegian Military Academy's concept of leadership development", *EDULEARN Proceedings*, 2017, pp. 4887-4894.

⁹ C. D. McCauley, E. Van Velsor & M. N. Ruderman, "Introduction: Our view of leadership development", E. Van Velsor, C. D. McCauley & M. N. Ruderman, eds., *The Centre for Creative Leadership Handbook of Leadership development*, 3rd ed., San Francisco, Jossey-Bass Publications, 2010, pp. 1-26.

producing direction, alignment, and commitment in collectives, and leadership development as expanding a person's capacity to be effective in leadership roles and processes. Leadership thus revolves around the development of competencies to actually *lead* leadership processes by virtue of being in leader roles, both formal and informal. According to Matthews, successful military personnel must be of high character, they also need to be fair and honest in dealing with other¹⁰. They also need to be both physically and morally courageous and loyal to their country and to their units. Competency as an officer is also linked to certain character strengths that are deemed necessary for military officers¹¹.

DEFINING CHARACTER STRENGTHS

Embedded within the relatively new Positive Psychology paradigm, one will find a lot of research on different character strengths. In 2004, a character strength classification system was developed. The result was the book “*Character Strengths and Virtues*”, classifying 24 specific character strengths sorted under six virtues¹². The six virtues are respectively *Wisdom and Knowledge, Courage, Humanity, Justice, Temperance, and Transcendence*. The six virtues each have a corresponding set of character strengths, which serve as psychological ingredients or pathways to these virtues. In addition, each strength needs to meet most of the following ten criteria: “fulfilling, morally valued, does not diminish others, has non-felicitous opposites, trait-like, distinctive from other strengths, have paragons who exemplify it, has prodigies, selective absence of it in some situations, and has institutions/rituals to celebrate or express it¹³”. According to Peterson and Seligman, these six virtues and 24 character strengths are recognized and valued across the world¹⁴. The Greek philosopher Aristotle has discussed many of the same virtues in his work, *Nicomachean Ethics*, indicating that Peterson and Seligman’s work

¹⁰ M. D. Matthews, *Head strong: How Psychology is Revolutionizing War*, Oxford University Press, New York, USA, 2014.

¹¹ O. Boe, “Leadership development in Norwegian junior military officers: A conceptual framework of building mission-solving competency”, *Proceedings of the 16th International Military Mental Health Conference (16IMMHC)*, 2013; O. Boe, “Selecting personnel for high-risk and security jobs, Why character and character strengths matters”, International Military Testing Association Presentations 2004-2015, 2015. file:///C:/Users/olboe/Downloads/2015112P.pdf; O. Boe, “Character strengths and its relevance for military officers”, S. Rawat, ed., *Military psychology: International perspectives*, New Delhi, Rawat Publications, 2016, pp. 113-126.

¹² C. Peterson & M. E. P. Seligman, *Character strengths and virtues: A handbook and classification*, Oxford University Press, 2004.

¹³ R. Niemiec, “VIA Character Strengths: Research and Practice (The First 10 Years)”, H. H. Knoop and A. Delle Fave, eds., *Well-Being and Cultures: Perspectives from Positive Psychology*, Dordrecht, Springer, 2013, p. 12.

¹⁴ C. Peterson & M. E. P. Seligman, *Character strengths and virtues*.

from 2004 is basically a reworking of ancient wisdom and also concepts that are timeless and universal.

Under each virtue, there are thus several character strengths which relate to the specific virtue. For instance, the virtue *Courage* entails emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal. Included in this virtue are the character strengths *Bravery* [valor], *Persistence* [perseverance, industriousness], *Integrity* [authenticity, honesty] and *Vitality* [zest, enthusiasm, vigor, energy]. Courage is a fundamental aspect for every military officer when it comes to leading others in dangerous contexts¹⁵. Elements of courage have been said to include self-volition, a worthy goal, and a significant personal risk¹⁶. A lot of research into Peterson and Seligman’s character strength classification system has been conducted over the past ten years¹⁷. Table 1 below gives an overview of the six virtues and the corresponding 24 character strengths.

Table 1 An overview of the classification of virtues and character strengths, based on Niemiec¹⁸ and Peterson and Seligman¹⁹

1. Wisdom and knowledge-cognitive strengths that entail the acquisition and use of knowledge

Creativity [originality, adaptivity, ingenuity]

Curiosity [interest, novelty-seeking, exploration, openness to experience]

Open-mindedness [judgment, critical thinking, thinking things through]

Love of learning [mastering new skills and topics, systematically adding to knowledge]

Perspective [wisdom, providing wise counsel, taking the big picture view]

2. Courage-emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal

Bravery [valor, not shrinking from fear, speaking up for what’s right]

Persistence [perseverance, industriousness, finishing what one starts]

Integrity [authenticity, honesty, speaking the truth, presenting oneself and acting in a genuine and sincere way]

Vitality [zest, enthusiasm, vigor, energy, feeling alive and activated]

¹⁵ M. D. Matthews, *Head strong: How Psychology is Revolutionizing War*.

¹⁶ P. B. Lester & C. Pury, “What leaders should know about courage”, P. Sweeney, M. Matthews & P. B. Lester, eds., *Leading in dangerous contexts*, Naval Institute Press, USA, 2011, pp. 21-39,.

¹⁷ See R. Niemiec, “VIA Character Strengths: Research and Practice (The First 10 Years)”, p. 12, for an overview of the research up to 2013.

¹⁸ *Ibid.*

¹⁹ C. Peterson & M. E. P. Seligman, *Character strengths and virtues*.

3. Humanity-interpersonal strengths that involve tending and befriending others

Love [valuing close relations with others, both loving and being loved, being close to people]

Kindness [generosity, nurturance, care, compassion, altruistic love, niceness, helping others]

Social intelligence [emotional intelligence, being aware of the motives/feelings of self/others]

4. Justice-civic strengths that underlie healthy community life

Teamwork [citizenship, social responsibility, loyalty, doing one's share, working well as a team member]

Fairness [just, treating all people the same according to notions of fairness and justice, not letting feelings bias decisions about others]

Leadership [organizing group activities, encouraging a group to get things done and at the same time maintain good relations within the group]

5. Temperance-strengths that protect against excess

Forgiveness and mercy [accepting others shortcomings, giving people a second chance, not being vengeful]

Humility/Modesty [letting one's accomplishments speak for themselves, not regarding oneself as more special than one is]

Prudence [careful, cautious, not taking undue risks, not saying or doing things that might later be regretted]

Self-regulation [self-control, discipline, controlling one's appetites, impulses and emotions]

6. Transcendence-strengths that forge connections to the larger universe and provide meaning

Appreciation of beauty and excellence [awe, wonder, elevation, noticing and appreciating beauty, excellence and/or skilled performance in various domains of life]

Gratitude [being aware and thankful for the good things that happen, feeling blessed]

Hope [optimism, future-mindedness, future orientation, believing a good future is something that can be brought about]

Humor [playfulness, liking to laugh and tease, bringing smiles to others, light-heartedness]

Spirituality [religiousness, faith, having coherent beliefs about the higher purpose and meaning of the universe]

Which character strengths would be the most suitable for military officers who experience and must deal with extreme situations? Not all the character strengths noted in Table 1 is of equal importance for military officers. For instance, looking at West Point candidates at the U.S. Military Academy, they scored higher than civilians on character strengths such as *Bravery*, *Integrity*, *Leadership*, *Teamwork*, *Self-regulation*, and *Persistence*²⁰. The same character strengths have also been found to be a common trait in famous and successful Norwegian officers in the period from 1940 to 2012²¹. It is

²⁰ M. D. Matthews, J. Eid, D. Kelly, J. K. Bailey & C. Peterson, "Character strengths and virtues of developing military leaders: An international comparison", *Military Psychology*, Vol.18, 2006, pp. 557-568.

²¹ O. Boe, O. Kjørstad & K. Werner-Hagen, *Løytnanten og krigen: Operativt lederskap i strid (The lieutenant and the war: Operational leadership in combat)*, Bergen, Fagbokforlaget, 2012.

further possible to trace several of these character strengths through, for instance, the NMA's motto "*Si vis pacem, para bellum*" (*If you want peace, prepare for war*)²², or through the National Defense Academy of Japan's motto which consist of the three values "*Honor, Courage, Propriety*"²³.

WHICH CHARACTER STRENGTHS ARE THE IMPORTANT ONES FOR OFFICERS AT THE NMA

A series of studies conducted within the framework of the NMA's research project on character may shed some light on which character strengths that are considered important for officers. A common theme in these studies has been to give the participants a list of the 24 character strengths as described by Peterson and Seligman²⁴, and to ask the participants to indicate on a five-point scale how important each character strength is for military officers. This list is referred to as the *Character Strengths Questionnaire: CSQ*²⁵. Below a short overview of the conducted studies and the research findings from the research project at NMA will be given.

A common finding in the conducted studies using the CSQ is that the same 12 character strengths emerges as the most important for military officers at the NMA²⁶. The 12 character strengths can be seen in Table 2, categorized under the five virtues to which they belong.

²² Forsvaret, *Forposten*, 2017. https://forsvaret.no/hogskolene/ForsvaretDocuments/2017%20_1%20Forposten%20nettutgaven%20MASTER.pdf

²³ National Defense Academy, *The National Defense Academy Cadets' Pledge*, 2018.

<http://www.mod.go.jp/nda/english/about/pledge.html>

²⁴ C. Peterson & M. E. P. Seligman, *Character strengths and virtues*.

²⁵ H. Bang, "Definisjoner og beskrivelser av 24 karakterstyrker, klassifisert under 6 dyder. Arbeidsdokument (Definitions and descriptions of 24 character strengths, classified under 6 virtues. Working document)", Oslo, Krigsskolen, 2014; O. Boe & H. Bang, "The Big 12: The Most Important Character Strengths for Officers", *Athens Journal of Social Sciences*, Vol. 4, Issue 2, 2017, pp. 161-173; O. Boe, H. Bang & F. A. Nilsen, "The development of an observational instrument in order to measure character strengths", *Procedia-Social and Behavioral Sciences*, Vol 197, 2015, pp. 1126-1133. doi: 10.1016/j.sbspro.2015.07.363; O. Boe, H. Bang & F. A. Nilsen, "Selecting the most relevant character strengths for Norwegian Army officers: An educational tool", *Procedia-Social and Behavioral Sciences*, Vol. 197, 2015, pp. 801-809. doi: 10.1016/j.sbspro.2015.07.188; O. Boe, H. Bang, & F. A. Nilsen, "Experienced Military Officer's Perception of Important Character Strengths", *Procedia-Social and Behavioral Sciences*, Vol. 190, 2015, pp. 339-345.

²⁶ O. Boe & H. Bang, "The Big 12: The Most Important Character Strengths for Officers", pp. 161-173.

Table 2 Overview of selected character strengths categorized according to virtue

Courage	Wisdom and Knowledge	Justice	Temperance	Humanity
Bravery	Open-mindedness	Teamwork	Self-regulation	Social intelligence
Persistence	Creativity	Leadership		
Integrity/honesty	Love of learning	Fairness		
	Perspective			

As can be seen from Table 2, none of the character strengths from the virtue transcendence, that is, *Appreciation of beauty and excellence*, *Gratitude*, *Hope*, *Humor*, and *Spirituality* was important for the officers at the NMA. The chosen 12 character strengths have later been named “The Big 12²⁷”.

A person can express his or her values through their character. This has been shown to play an important role in aspects such as leadership, adaptability, and achievement²⁸. But within which types of areas is it possible to see this expression of character and these character strengths in military officers? And how is this connected to officer development? An important note here is that your character strengths or possible lack of character strengths comes out in difficult and challenging situations and under unforeseen conditions. It is in extreme situations that your true nature comes forward. Looking at combat situations, Park investigated the content analysis of the narratives accompanying U.S. Congressional Medal of Honor recipients²⁹. Park found that 100 % of the recipients were brave, and their next highest character strengths were *Self-regulation*, *Persistence*, *Leadership*, and *Teamwork*. Matthews surveyed U.S. Army captains that just had returned from combat rotations in Iraq and Afghanistan³⁰. He was interested in which character strengths these officers had used to deal effectively in combat. In descending order from the most used character strengths, the character strengths they used were *Teamwork*,

²⁷ *Ibid.*

²⁸ M. D. Matthews, J. Eid, D. Kelly, J. K. Bailey & C. Peterson, “Character strengths and virtues of developing military leaders: An international comparison”; S. D. Gayton & E. J. Kehoe, “A prospective study of character strengths as predictors of selection into the Australian Army Special Forces”, *Military Medicine*, Vol. 180, Issue 2, February 2015, pp. 151-157. doi: 10.7205/MILMED-D-14-00181; J. J. Picano & R. R. Roland, “Assessing psychological suitability for high-risk military jobs”, J. H. Laurence & M. D. Matthews, eds, *The Oxford Handbook of Military Psychology*, New York, Oxford University Press, 2012, pp. 148-157.

²⁹ N. Park, “Congressional Medal of Honor recipients: A positive psychology perspective”, Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C., August, 2005.

³⁰ M. D. Matthews, “Character strengths and Post-adversity growth in combat leaders”, Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C., August 2011.

Bravery, Love, Persistence, and Integrity. When life itself is on the line, either your own life or that of your fellow soldiers, or that you will have to take lives, these character strengths seemed to matter most. Contrasting this, the least used character strengths in combat were *Prudence, Spirituality, Curiosity, Creativity, and Appreciation of beauty and excellence.*

The positive side of character strengths is that they can be developed through increased vigilance and effort, and character strengths are a phenomenon that exists along with objectives, interests and values³¹. This is clearly a continuation of what early philosophers has written long time ago. Aristotle, for instance, discussed practical wisdom³², Confucius, emphasized benevolence³³, Cicero, regarded gratitude as the most important virtue³⁴, and Aquinas, who stressed the theological virtues of faith and hope³⁵. A point can here be made that these values are fundamental.

CHARACTER STRENGTHS IN THE NORWEGIAN ARMY SPECIAL FORCES

In a study of the Norwegian Army Special Forces, the CSQ was again used, resulting in 15 character strengths being identified as important. The same 12 character strengths were found to be the most important for military officers as in the previously mentioned studies at the NMA. However, in addition to the 12 most important character strengths, it was also found that the character strengths *Curiosity, Humility/Modesty, and Forgiveness and Mercy* were considered as important³⁶. An explanation for this finding might be that being selected for and serving in a military special unit is more demanding and complex, and thus requires a wider range of character strengths than previously identified in the studies at the NMA. A second possible explanation for this finding is that the Norwegian Army Special Forces military officers tend to be older and probably also more mature than the military officers at the NMA.

³¹ R. Biswas-Diener, T. B. Kashdan & G. Minhas, "A dynamic approach to psychological strength development and intervention", *Journal of Positive Psychology*, Vol. 6, Issue 2, 2011, pp. 106-118.

³² Aristotle., *The Nicomachean ethics*, D. A. Reees, ed., Oxford, UK, Clarendon Press, 1962.

³³ Confucius., *Analects*, translated by D. Hinton, Washington, D.C., Counterpoint, 1992.

³⁴ M. T. Cicero, *Selected works*, translated by M. Grant, London, Penguin Books, 1960.

³⁵ T. Aquinas, *Summa theologiae*, translated by T. McDermott, Westminster, MD, Christian Classics, 1989.

³⁶ O. Boe, F. A. Nilsen, O. Kristiansen, P. Krogdahl & H. Bang, "Measuring important character strengths in Norwegian Special Forces officers", *EDULEARN Proceedings*, 2016, pp. 1623-1631.

CHARACTER STRENGTHS IN STAFF STUDENTS VS CADETS

This study investigated whether there existed any specific differences in the 24 character strengths between military cadets at the NMA and staff students at the Norwegian Command and Staff College at the Norwegian Defence University College: NDUC. The CSQ was again used to collect data on which character strengths were important for military officers. The staff students scored significantly higher than the NMA cadets on 13 and lower than the NMA cadets on one character strength. For the remaining 10 character strengths *Leadership, Open-mindedness, Persistence, Courage, Love of learning, Fairness, self-regulation, Hope, Humility/Modesty, and Prudence*, no significant differences were found between the staff students and the cadets. The staff students scored significantly higher on the 13 character strengths *Integrity, Social intelligence, Perspective, Creativity, Curiosity, Forgiveness and Mercy, Kindness, Vitality, Humor, Gratitude, Appreciation of beauty and excellence, spirituality, and love*. The only exception, where the staff students were found to score lower than the NMA cadets was on the character strength *Teamwork*³⁷. A plausible explanation for the differences between the two groups is that the staff students are approximately 15 years older than the cadets at the NMA and therefore probably have had more time and possibilities to work on their character strengths and thus develop them over time. This can be traced through the higher scores that the staff students gave to less important character strengths such as *Humility/Modesty, and Forgiveness and Mercy, Kindness, Vitality, Gratitude, Appreciation of beauty and excellence and Spirituality*.

OBSERVING CHARACTER STRENGTHS IN FIELD EXERCISES

The Big 12 selected character strengths have been used to develop³⁸ and to validate an observational instrument to observe character strengths during field exercises at the NMA³⁹. The observational instrument is referred to as OBServation of Character Strengths in Field: OBSCIF and, as far as the author is aware, this is the first objective measuring instrument of character strengths found in the world. OBSCIF consists of 36

³⁷ O. Boe, F. A. Nilsen, S. E. Østergaard & H. Bang, "Similarities and differences in character strengths among junior and senior officers", *Journal of Military Studies*, submitted.

³⁸ O. Boe, H. Bang, & F. A. Nilsen, "The development of an observational instrument in order to meas"; O. Boe, "Developing leadership skills in Norwegian military officers".

³⁹ H. Bang, O. Boe, F. A. Nilsen & D. E. Eilertsen, "Evaluating character strengths in cadets during a military field exercise: Consistency between different evaluation sources", *EDULEARN Proceedings*, 2015, pp. 7076-7082; H. Bang, D. E. Eilertsen, O. Boe & F. A. Nilsen, "Development of an Observational Instrument (OBSCIF) for Evaluating Character Strengths in Army Cadets", *EDULEARN Proceedings*, 2016, pp. 7803-7808.

questions and it assesses a cadet's behavior in relation to the Big 12 character strengths that have been established as important for a military leader. The OBSCIF has proved to a very high degree to be able to predict the performance of the cadets during the *Combat Fatigue Course* and other field exercises at the NMA⁴⁰.

In a study using the OBSCIF, Boe, Davidson, Nilsen and Bang posed the research question: to what extent does there exist consistency between NMA cadet's self-assessment and their observed behavior?⁴¹ The cadets assessed themselves and were assessed by their peers and by an instructor after having completed an extreme field exercise, the Combat Fatigue Course. The results revealed that the peers and instructor had a much higher consistency in the correlations than any of the other combinations. For the peers and instructor, the correlations were significant for the ten character strengths *Leadership, Integrity, Persistence, Bravery, Teamwork, Self-regulation, Perspective, Creativity, Love of learning, and Social intelligence*. The character strengths *Fairness and Open-mindedness* were not significantly correlated between peer cadets and instructor ratings of the cadets. This might be due to possible challenges to observe any behavior related to these two character strengths during a field exercise. The cadet's self-assessment correlated with their peers-assessment on seven out of the 12 character strengths, *Leadership, Persistence, Open-mindedness, Teamwork, Perspective, Love of learning, and Social intelligence*. On the other hand, the cadet's self-assessment and the instructor's assessments correlated on only four character strengths, *Leadership, Integrity, Self-regulation, and Perspective*. The four character strengths on which the cadets had rated themselves highest were *Integrity* followed by *Teamwork, Persistence, and Love of learning*. The same four character strengths have been found to be rated the highest in other military studies using the same character strengths⁴². The findings from this study

⁴⁰ H. Bang, D. E. Eilertsen, O. Boe & F. A. Nilsen, "Development of an Observational Instrument (OBSCIF) for Evaluating Character Strengths in Army Cadets"; O. Boe, S. E. Davidson, F. A. Nilsen & H. Bang, "A study of observed character strengths in military cadets during a combat fatigue course", *ICERI Proceedings*, 2016, pp. 6068-6077; O. Boe, B. A. Heiskel, Ø. M. Grande, F. A. Nilsen & H. Bang, "Measuring character strengths: a methodological study of military cadets during a field exercise", *ICERI Proceedings*, 2016, pp. 6057-6067.

⁴¹ O. Boe, S. E. Davidson, F. A. Nilsen & H. Bang, "A study of observed character strengths in military cadets during a combat fatigue course".

⁴² A.C. Consetino & A. Castro Solano, "Character Strengths: A Study of Argentinean Soldiers", *The Spanish Journal of Psychology*, Vol. 15, Issue 1, 2012, pp. 199-215; S. D. Gayton & E. J. Kehoe, "A prospective study of character strengths as predictors of selection into the Australian Army Special Forces"; S. D. Gayton & E. J. Kehoe, "Character Strengths and Hardiness of Australian Army Special Forces Applicants", *Military Medicine*, Vol. 180, Issue 8, August 2015, pp. 857-862. doi: 10.7205/MILMED-D-14-00527; M. D. Matthews, J. Eid, D. Kelly, J. K. Bailey & C. Peterson, "Character strengths and virtues of developing military leaders: An international comparison".

thus supported that the OBSCIF functioned well for observing character strengths through behavior.

CHARACTER STRENGTHS AND SELECTION OF OFFICER CANDIDATES

The Norwegian Chief of Defence has stated: ‘[Military leadership] is about doing the uncomfortable and being able to cope with it, overcoming powerlessness, and avoiding emotional breakdown. Military leadership will demand a robustness in order to think clearly and effectively, and cope with one’s feelings when facing complex and difficult situations’ (authors’ translation)⁴³. The selection process to the NMA, as well as to the Naval Academy and Air Force Academy in Norway, uses a variety of measures in order to find the best possible officer candidates. For instance, IQ tests, personality tests, an interview, prognoses of leadership and academic potential based upon previous performance and physical tests are used for this task. Still, it is hard to predict among the selected officer candidates who will be the most successful in his or her job as an officer.

Previous attempts to identify suitable individual traits and to predict performance in the military and in other high-risk organizations have usually been based upon measurements of personality⁴⁴. One challenge with this is that personality is about differences between individuals when it comes to how one reacts to circumstances, while character is about the values that govern the actions and behavior. In a meta-analysis conducted by Picano, Roland, Rollins, and Williams it was found that personality and general mental ability could account for only 15 % of the variance in ratings of the suitability of applicants for high-risk occupations⁴⁵. 80 personality and intelligence measures were examined in this meta-analysis. On the other hand, character strengths can be developed through increased vigilance and effort⁴⁶.

⁴³ Forsvarsstaben, “FSJ grunnsyn på ledelse i Forsvaret (The Norwegian Armed Forces Chief of Defence basic view of leadership in the Armed Forces)”, 2012, p.11.

⁴⁴ W. P. Elsass, E. Fiedler, B. Skop & H. Hill, “Susceptibility to maladaptive responses to stress in basic military training based on variants of temperament and character”, *Military Medicine*, Vol. 166, 2001, pp. 884-888; J. J. Picano & R. R. Roland, “Assessing psychological suitability for high-risk military jobs”; J. J. Picano, T. J. Williams & R. R. Roland, “Assessment and Selection of High-Risk Operational Personnel”, C. H. Kennedy & E. A. Zillmer, eds, *Military Psychology: Clinical and operational applications*, New York, Guilford, 2006, pp. 353-370.

⁴⁵ J. J. Picano, R. R. Roland, Rollins, K. D., & T. J. Williams, “Development and validation of a sentence completion test measure of defensive responding in military personnel assessed for non-routine missions”, *Military Psychology*, Vol. 14, 2002, pp. 279-298.

⁴⁶ R. Biswas-Diener, T. B. Kashdan & G. Minhas, “A dynamic approach to psychological strength development and intervention”.

USING CHARACTER STRENGTHS TO PREDICT ENTRANCE INTO A MILITARY ACADEMY

Norway has three military academies offering basic officer education to cadets. The three academies are the NMA for the Norwegian Army, the Royal Naval Military Academy, and the Royal Air Force Academy. Is it possible to use character strengths as a valid predictor for entrance into these three military academies? In a study by Boe, Nilsen, Wangberg, and Bang⁴⁷ the purpose was to study whether the use of character strengths was applicable for selection into these three military academies. Selection into the three-year Bachelor officer's course, named "GOU" in Norwegian was done by examining any relationships between self-assessed character strengths and gaining entry into one of the three military academies. The applicants used a well-known and psychometric validated personality test known as "Values in Action Inventory of Strengths: VIA-IS"⁴⁸. This test measures a person's character strengths through self-reporting⁴⁹. Data collection was conducted during the "Joint Admission and Selection for the Military Academies" (FOS KS in Norwegian) in 2015, where the respondents were the total number of applicants for the GOU for that year. Independent samples t-tests, and later analysis of variances: ANOVAS, were applied in order to find out if there were any differences between the applicants that were offered the course, and those that were not. Scores on each of the six virtues was constructed by taking a mean of the individual character strengths belonging to the specific virtue. A self-assessed mean value was then obtained from each of the six virtues. The analysis of the VIA-IS results revealed a significant difference between the two groups for two of the core virtues, *Wisdom and Knowledge* and *Courage*. Applicants being admitted to one of the three military academies scored themselves significantly higher on these two virtues than applicants that were not admitted. This result indicates that how applicants score themselves on the two virtues *Wisdom and Knowledge* and *Courage* can be used for selecting personnel for the GOU. For the individual character strengths, the analysis of variance: ANOVAS further revealed significant differences between the two groups for the strengths of *Open-mindedness*, *Perspective*, *Courage*, and *Social intelligence*. This indicates that these strengths might be applicable for the selection of personnel to the GOU.

⁴⁷ O. Boe, F. A. Nilsen, M. Wangberg & H. Bang, "Character strengths as predictors for entrance into a military academy", *Military Medicine*, submitted.

⁴⁸ VIA Institute on Character, Psychometric Data, 2016.

<http://www.viacharacter.org/www/Research/Psychometric-Data>

⁴⁹ C. Peterson & M. E. P. Seligman, *Character strengths and virtues*.

USING CHARACTER STRENGTHS TO PREDICT PERFORMANCE

How important are the 12 character strengths for how the military cadets perform academically and physically during the Bachelor's programs at the NMA? In a study by Bang, Boe, Nilsen and Eilertsen, the purpose was examine to what extent the 12 character strengths could predict how well cadets succeed during their Bachelor programs⁵⁰, and if character strengths could outperform mental intelligence as predictor of cadet performance?

The cadets' character strengths were measured with the observational instrument (OBSCIF) filled out by peer cadets at the end of a combat fatigue exercise. The cadets' performance was measured by physical tests and grades from different courses of the Bachelor programs. Mental intelligence was measured as a general ability score, based on a combined measure of the performance on three tests: Arithmetic, Word Similarities, and Figures. Analyses included partial correlations between the 12 character strengths and cadet performance indicators, controlled for mental intelligence. Ten out of 12 character strengths – *Bravery, Love of learning, Leadership, Integrity, Perspective, Creativity, Self-regulation, Persistence, Open-mindedness, and Teamwork* – correlated moderately to strongly with how the cadets performed either academically or physically, even when controlling for intelligence. The character strengths *Fairness* and *Social intelligence* did not correlate significantly with any of the performance criteria. The results indicates that character strengths as observed by fellow cadets are strong predictors for how the cadets performed academically and physically during the Bachelor's programs at the NMA.

CONCLUSIONS

This chapter has dealt with leadership development, character strengths, and selection of officers. Character strengths have been shown to be a relevant tool for leadership education and selection of Norwegian military officers. The CSQ has proved itself to be valid for finding out which character strengths are important for officers, and the OBSCIF has been found to be a valid instrument for predicting performance in officers cadets.

⁵⁰ H. Bang, O. Boe, F. A. Nilsen & D. E. Eilertsen, "Do character strengths predict how well military cadets succeed during their bachelor's program? ", *ICERI Proceedings*, 2017, pp.7297-7302.

The differences found between the younger cadets at the NMA and the older Special Forces officers and staff student at the Norwegian Command and Staff College makes sense, as being older and more mature most likely will lead to changes in your values.

The results from the studies conducted at the NMA and described in this chapter indicate that there seems to be a very strong consensus among Norwegian military officers (at least) regarding which character strengths are seen as important for military officers. However, more work will be needed, as the observational instrument is not yet fully developed or validated, and the number of participants in the studies until now has been low. Future research on character strengths should focus upon the whole spectrum of leadership, from small unit leadership to high command in the military. This may reveal if there are certain clusters of character strengths or specific character strengths required for successful leaders at different levels of leadership.

Character strengths thus seem to be important predictors for how well cadets succeed during their Bachelor's programs, and they outperform mental intelligence as predictors of cadet performance⁵¹. Military education programs should consider selecting cadets characterized by certain character strengths, and aim at further developing these character strengths during the education/training process.

However, a challenge regarding the concept of character is that it is easy to *talk about* but not so easy to know how to *develop* character. It is not so easy to know which character strengths are the most important when selecting officers. Michelson has emphasized the importance of taking moral decisions in modern warfare⁵². In his article, Michelson criticizes the U.S. Army's character development program and questions whether the U.S. Army's doctrine and the U.S. Army's existing methods for developing character are sufficient.

Military education programs should consider selecting cadets characterized by certain character strengths, and aim at further developing these character strengths during their education/training⁵³. However, a careful remark must be made here, as one cannot assume automatic equivalence between military personnel in various countries. This is

⁵¹ H. Bang, O. Boe, F. A. Nilsen & D. E. Eilertsen, "Do character strengths predict how well military cadets succeed during their bachelor's program? "

⁵² B. M. Michelson, "Character development of U.S. Army leaders", *Military Review*, Vol. 93, No. 5, Sep/Oct 2013, pp. 30-39.

⁵³ O. Boe, F. A. Nilsen, M. Wangberg & H. Bang, "Character strengths as predictors for entrance into a military academy".

because the value systems of the military are not independent from the associated culture the soldiers wish to defend. And hence, they cannot simply be equated in terms of moral value or character. The results discussed in this chapter deals with character strengths of Norwegian military officers and sound judgments should be made when using the results presented in this chapter.

CHAPTER 4

Gender Policy and Diversity Management in the Japan Self-Defense Forces

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INTRODUCTION

In 2015, Prime Minister Shinzo Abe made the following speech at the opening ceremony of WAW! (World Assembly for Women) in Tokyo:

The greatest challenge facing Japan is our declining population, brought about by our aging society and falling birthrate. In the past, there was a widely-seen tendency for a higher rate of female labor force participation to cause a lower birth rate. And yet, in the present day, the developed nations leading the world in the active engagement of women have both a high women's labor force participation ratio and a high birth rate simultaneously. In particular, the countries of Northern Europe have been superbly successful at reconciling economic growth and rising birth rates under the banner of active participation by women¹.

By proclaiming “Abenomics” is “womenomics”, Prime Minister Abe emphasized that Japan not only intends to make the 21st century “a century with no human rights violation against women”, but also promote “active engagement of women in society” (i.e. gender mainstreaming). It was the night of August 28, 2015. On the same day, “The Act on Promotion of Women's Participation and Advancement in the Workplace”, a new bill to promote gender mainstreaming, was approved by the National Diet. This legislation, which took effect in April 2016, was the latest milestone in the historical development of gender policy in Japan. As a result, in April 2017, Ministry of Defense issued “The Japan Self-Defense Forces: JSDF Female Empowerment Initiative”. This initiative

¹ “Opening Speech by Prime Minister Shinzo Abe at the Open Forum, World Assembly for Women in Tokyo: WAW! 2015”, August 28, 2015. <https://www.mofa.go.jp/files/000096924.pdf>

provides current guidelines for gender policies, and diversity management as well, in the JSDF.

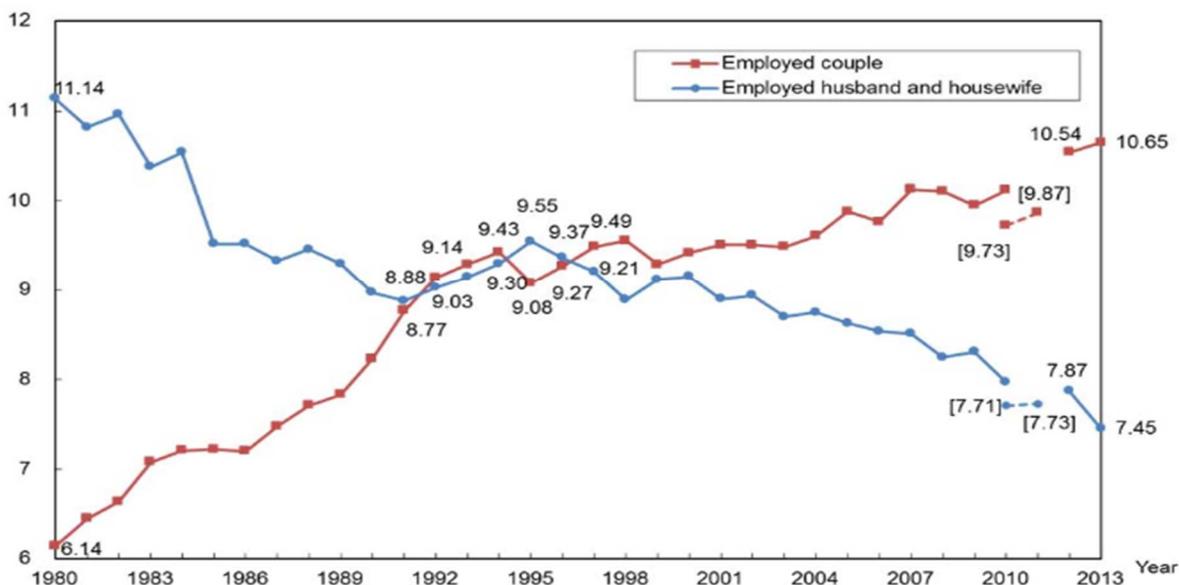
However, in order to fully understand socio-cultural significance of these relatively new gender policy measures, we need to look back to the historical background of the political developments which led to this point. In the following sections, I briefly review the historical processes of gender policy development in Japan for the last two decades.

SOCIO-CULTURAL BACKGROUND OF GENDER POLICY DEVELOPMENT IN JAPAN

Although Japan has a long history of feminist movements, it was only two decades ago when “gender equality” was clearly recognized as one of the politically critical issues by the Japanese government². It was in the middle of “lost decade” of the 1990’s when the Japanese economy collapsed after the booming 1980’s. In terms of structural change of the family style in Japan, the previously dominant type of “Employed Husband and Housewife” in the 1980’s equates to the number of “Employed Couple” type in 1991, and the “Employed Couple”, or double-income family, as is the currently dominant household type seen since the turn of the century (see Figure 1). The economic recession required housewives to enter the labor force. A prospect of shrinking national population due to low birthrate requires further female labor engagement. The more women work, the more women take security-related jobs.

² Jennifer Chan-Tiberghien, *Gender and Human Rights Politics in Japan*, Stanford University Press, 2004, pp.1-3.

Figure 1: Number of households by income earner (unit: million)



Source: Ministry of Internal Affairs and Communications *Labour Force Survey (Detailed Tabulation, Special Survey)*

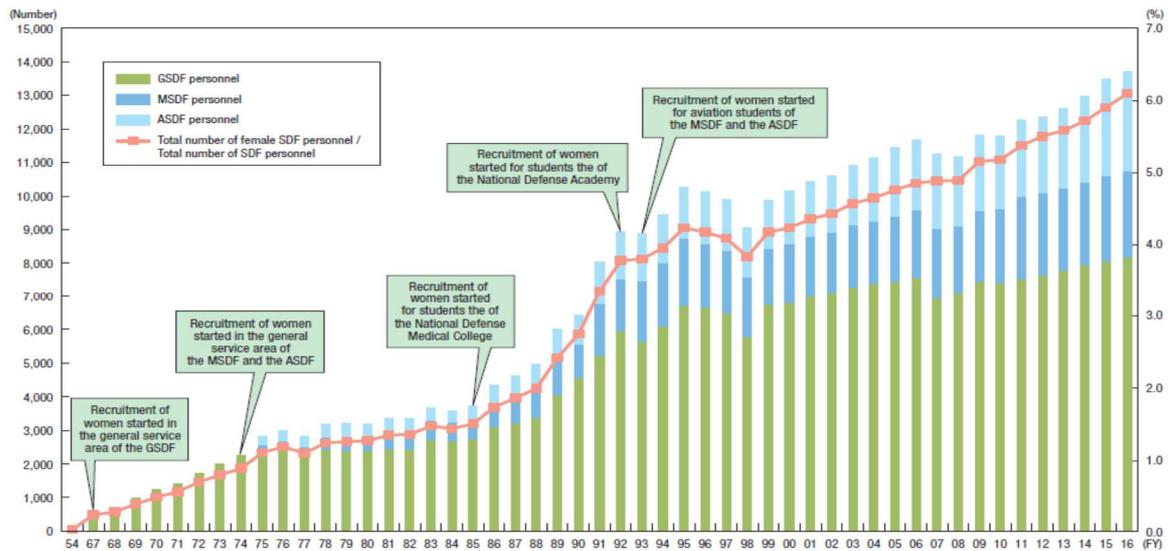
Notes:

1. Research designs of "Detailed Tabulation" and "Special Survey" are different.
2. "Employed husband and housewife" means a household in which husband is employed in a non-agricultural industry and wife is not working.
3. "Employed couple" means a household in which both husband and wife are employed in non-agricultural industries.
4. Figures in brackets do not include three prefectures (Iwate, Miyagi and Fukushima).

Source: "Male's Work and Life in Transition", *White Paper of Gender Equality*, 2014, p.2.

When we take a look at the historical trend of female recruitment for SDF, it also clearly reflects the structural change of the labor force in Japan. The percentage of female personnel in the SDF has been less than 2% of total personnel until the 1980's. However, gender policy of SDF gradually changed to accept more women. In 1985, the National Defense Medical College first accepted women, and the National Defense Academy followed by accepting women in 1992, at which point female personnel constituted 4% of total SDF personnel. In 2017, female SDF personnel are more than 6% of the total in the forces (Figure 2). Given the 40% decrease of youth population (ages 18-26) available for SDF recruitment, from 17 million in 1994 to 11 million in 2016, it is an urgent task for SDF to seek high-caliber human resources by accepting more women (Figure 3). It is no wonder the 2017 "Gender Empowerment Initiatives" for SDF female personnel set forth the objective of recruiting 10% of women in 2017, so that 9% of the total SDF personnel will be women by 2030.

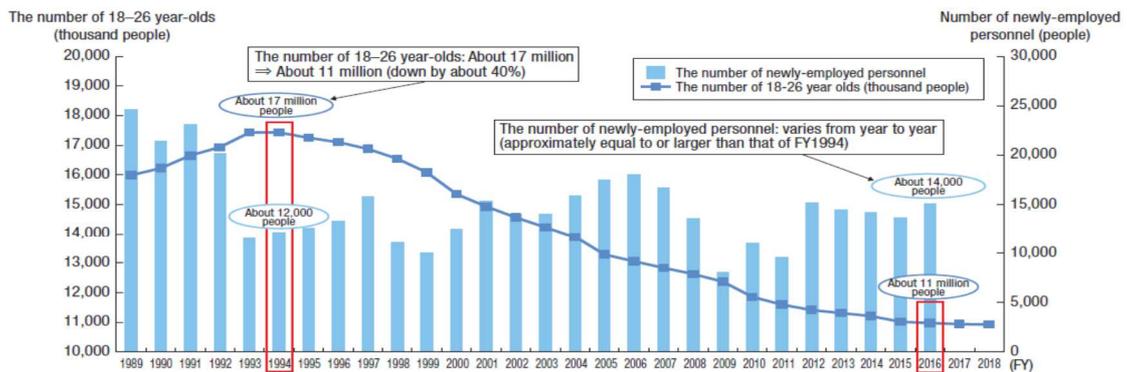
Figure 2 Female SDF personnel



Note: As of the end of March 2017, the total number of female SDF personnel is 13,707 (approximately 6.1% of the total number of the current SDF personnel)

Source: *Defense of Japan 2017*, p.406.

Figure 3 Youth population eligible for SDF



Material sources: Data before FY2014 (excluding data for FY2005 and FY2010) are based on "Population Estimates of Japan 1920-2000" and "Annual Report on Population Estimates," Statistics Bureau, Ministry of Internal Affairs and Communications.
 Data for FY2005 and FY2010 are the proportionally adjusted populations of unknown age ascertained by the National Institute of Population and Social Security Research based on "Population Census," Statistics Bureau, Ministry of Internal Affairs and Communications.
 Data from FY2015 onward are based on "Population Projection for Japan" (medium estimates in April 2017), National Institute of Population and Social Security Research.

Source: *Defense of Japan 2017*, p.394.

Nonetheless, along with these structural changes in terms of labor force and family economy, socio-cultural changes also took place in the last two decades. In particular, societal values and gender ideology have changed. According to an international comparative survey, gender ideology of younger generations changed quite significantly, and Japan is no exception. When the Japanese youth (ages 18-24) are asked if they agree with the opinion, "Men should go to work while women should stay at home and take care of the house", only "20.6%" agreed in 2008, which is significantly less than "50.4%"

agreed in 1978³. The recent younger generations in Japan tend to have a more “gender equal” ideology than they used to. Compared to the Japanese youth, the United Kingdom (22.5% agreed) has a slightly more conservative gender ideology, while the U.S.A. (18.2%), France (14.8%), and Korea (12.4%) have a more liberal gender ideology⁴. Another youth survey in 2013, comparing eight countries, uses the same question on gender roles. Among the Japanese youth of ages 13-29, 22.3% agreed with the opinion, whereas: U.S.A. (26.9% agreed); U.K. (25.5%); Germany (14.2%); Korea (12.3%); France (10.2%); and Sweden (6.6%), and who all therefore have a more liberal gender ideology than the Japanese. However, the percentage of those who “disagree” with the opinion is least among the Japanese youth (38.7%), compared to 60-87% of “disagree” in other countries⁵. In light of these results, the Japanese youth generation’s gender ideologies are getting more liberal, but still considered relatively conservative compared to gender ideologies of other countries’ youth populations.

In fact, Japan as a whole is not considered a highly gender equal society from a global perspective. According to a report by UNDP on Gender Empowerment Measures in 2007, Norway ranked No.1, followed by Sweden, Finland, Denmark and Iceland, while U.K. and U.S.A. ranked No.14 and 15 respectively, and Japan and Korea ranked No.54 and No.64 respectively, despite the fact that Japan ranked No.8 in terms of the Human Development Index⁶. However, in terms of Gender-related Development Index shown in the same UNDP report, Norway ranked No.3, and Japan ranked No.13, in-between the U.K. (No.10) and U.S.A. (No.16), while Germany and Korea ranked No. 20 and No.26 respectively⁷. In addition, in terms of Gender Inequality Index in 2015, Norway ranked No.6, Germany and Korea ranked No.9 and No.10 respectively, while Japan ranked No.21, and the U.K. and U.S.A. ranked No.28 and No.43 respectively⁸.

This statistical data suggests that Japan cannot be considered a highly gender equal society despite being a high ranking country in terms of the Human Development Index. Current political initiatives for promoting gender equality and gender mainstreaming need

³ The 8th World Youth Survey, 2009.

<http://www8.cao.go.jp/youth/english/worldyouth8-e/html/2-7-5.html#1>

⁴ *Ibid.*

⁵ The International Survey of Youth Attitude 2013.

<http://www8.cao.go.jp/youth/english/survey/2013/pdf/part2-1.pdf>

⁶ See Table 28 Gender-related Development Index, and Table 29 Gender Empowerment Measure, *Human Development Report 2007/2008*, UNDP, 2007, pp. 326-333.

http://hdr.undp.org/sites/default/files/reports/268/hdr_20072008_en_complete.pdf

⁷ *Ibid.*, Table 28.

⁸ See Table 5 Gender Inequality Index, *Human Development Reports 2016*, UNDP.

<http://hdr.undp.org/en/composite/GII>

to be regarded as continuous political efforts made by the government and the legislatures, taking into account the changing social values and gender ideologies, to further improve the above mentioned socio-cultural climates in contemporary Japan.

DEVELOPMENT OF GENDER POLICIES IN THE JSDF

In this section, a general overview of gender policy development within the JSDF is offered. As mentioned above, the JSDF tried to recruit female personnel intensively during the economic recession of the 1990's. As a result, the percentage of female personnel in the JSDF increased from about 2% of total personnel until the 1980's to about 6% in the last few years. However, according to a NATO report on gender policies in member and partner nations, the average percentage of women in NATO militaries is "10.9%" in 2016, while it is 10.7% in Norway, and 6.1% in Japan⁹. In retrospect, "6.1%" was the NATO average back in 2001, which is the lowest average since 1999¹⁰. Being well aware of this situation, Japan enforced "new policies and legislation related to the implementation of gender" in JSDF in 2016. Although there is a "quota system" for women, the Action Plan to Promote Women's Participation and Work-Life Balance set forth by the Ministry of Defense intends to increase the female ratio of all JSDF personnel to "more than 9%" by 2030. In order to reach the target, "more than 10%" of the newly recruited JSDF personnel had to be women after 2017. In addition, the percentage of female JSDF officers is expected to surpass the current ratio of 3.1% by 2020¹¹.

The "2016 Summary of the National Reports of NATO member and partner nations to the NATO Committee on Gender Perspectives" is a comprehensive review on implementation of the United Nations Security Council Resolution: UNSCR 1325 on Women, Peace and Security in 2000 and related resolutions in the armed forces of member and partner nations. Although Japan recognized the global significance of this UNSCR 1325 in early 2000's, it was only in 2014, that a female JSDF officer was assigned as an advisor to the NATO Secretary General's Special Representative for Women, Peace and Security. The move was a direct result of a strong political will based on the Individual Partnership and Cooperation Program between Japan and NATO, which was signed by Prime Minister Abe and NATO Secretary General in May,

⁹ See *Summary of the National Reports of NATO Member and Partner Nations to the NATO Committee on Gender Perspective*, NATO, 2016, pp.9-11. https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2018_01/1801-2016-Summary-NR-to-NCGP.pdf

¹⁰ *Ibid.*, p.9.

¹¹ *Ibid.*, see the national report on Japan, pp.240-244.

2013¹². It was the Ministry of Foreign Affairs that took initiatives in implementing the UNSCR 1325. In the following section, I briefly describe developmental process of the National Action Plan in implementing UNSCR 1325 in Japan.

NATIONAL ACTION PLAN IN JAPAN AND THE JSDF

In terms of preconditions for implementing UNSCR 1325 in Japan, there are some prior legislations to be mentioned. In 1986, the Law for the Equal Employment Opportunity of Men and Women was enacted. The law was to ensure equal employment opportunity for both men and women, while making it clear that any discrimination on the basis of race, sex, age, physical or mental disability, religion, and national origin is not tolerated. It was the first step toward gender equality in the later decades¹³ of the 20th Century.

Another important legislation was the Basic Act for a Gender Equal Society in 1999. It was the second step toward promoting gender equality in Japan, and paved a way to implementing UNSCR 1325 in the early 21st century Japan. In fact, a basic idea of “gender mainstreaming” was already included in this law by advocating not only gender equality in terms of political, economic, and social aspects of human life, but also equal participation in decision making processes at national and local governments and private organizations¹⁴.

These domestic gender equality legislations in Japan are consequences of international development of gender mainstreaming and changing international norms led by the United Nations. The concept of “gender mainstreaming¹⁵” was conceived as early as 1985 at the Third United Nations World Conference on Women in Nairobi, and later fully endorsed at the Fourth United Nations World Conference on Women in Beijing in

¹² “Dispatch of a female Self-Defense Force personnel to NATO headquarters”, Ministry of Foreign Affairs HP. https://www.mofa.go.jp/press/release/press4e_000488.html

¹³ In 2006, the law was amended to expand the concept of sexual harassment to include female-to-male and same-sex harassment.

¹⁴ “Article 5: Formation of Gender Equal Society shall be undertaken with the aim to secure opportunities for men and women to jointly participate as equal members of society in planning and deciding policies of the State or local governments or ones of private organizations”, *Basic Act for Gender Equal Society*, Act No.78 of 1999. http://www.gender.go.jp/english_contents/about_danjo/lbp/laws/pdf/laws_01.pdf

¹⁵ According to the U.N. Economic and Social Council in 1997, “gender mainstreaming” is defined as “the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality”. <http://www.un.org/womenwatch/osagi/pdf/ECOSOCAC1997.2.PDF>

1995. By adopting the Beijing Declaration and Platform for Action, gender mainstreaming was established as “a major global strategy for the promotion of gender equality¹⁶”. Five years later in 2000, the UNSCR 1325 was adopted, outlining the importance of giving greater attention to gender perspectives in peace support operations.

In compliance with these accumulated U.N. resolutions, the Ministry of Foreign Affairs in Japan adopted the “Initiative on Gender and Development: GAD¹⁷” as new guidelines for Official Development Assistance: ODA in 2005¹⁸. The new guideline clearly states that “Japan supports a series of international commitments that aim at achieving women's empowerment and gender equality”, and thereby, commits to “promote gender mainstreaming broadly in its ODA and throughout the process of needs assessment, policy formulation, project formulation, implementation, monitoring and evaluation¹⁹”. The importance of gender mainstreaming was first recognized in the field of international development in Japan.

Meanwhile, the 1999 the "Basic Law for Gender Equal Society" stipulated that Japan shall make efforts to take necessary measures for promotion of international cooperation related to the creation of a gender equal society. In 2002, female GSDF personnel took part in the U.N. peacekeeping operation in East Timor, for the first time as members of the GSDF unit. In 2004, female SDF personnel also took part in humanitarian assistance and reconstruction support operations in Iraq by SDF. It is a well-known fact that in Iraq, both SDF operations and ODA projects constitute the major parts of Japan's contribution to humanitarian and reconstruction assistance activities.

In 2013, another pivotal step toward gender mainstreaming was taken. The so-called the “Women Shine” Initiative was adopted as a new gender empowerment policy by the government of Japan. Prime Minister Shinzo Abe made a pledge at the General Assembly of the United Nations that Japan will empower women for the growth of the Japanese economy, and further strengthen cooperation with the international community,

¹⁶ Office of the Special Adviser on Gender Issues and Advancement of Women, *Gender Mainstreaming: An Overview*, United Nations, 2002, p.5.

¹⁷ This Gender and Development: GAD approach is a revised approach from the previous Women in Development: WID approach which focuses on integrating women in the development areas of education, health, and economic and social participation of women. The GAD approach emphasizes empowerment of women who are economically and socially disadvantaged, while paying attention to the role of men in eliminating gender inequality.

¹⁸ “Initiative on Gender and Development: GAD”, ODA, MoFA, 2005.

<https://www.mofa.go.jp/policy/oda/category/wid/gad.html>

¹⁹ *Ibid.*

while assisting developing countries, with the belief that creating "a society in which women shine" will bring vigor to the world. He also added that Japan will work closely with U.N. Women, and develop a National Action Plan: NAP on Women, Peace, and Security. As a result, the NAP of Japan was formulated in 2015, and the NAP Evaluation Committee was organized in 2016. In 2017, the first evaluation report on NAP of Japan was published²⁰.

Although a detailed analysis and evaluation of the NAP per se is beyond the scope of this paper²¹, it is important to note that promotion of gender mainstreaming, and ideas for diversity management are clearly stated in the 2015 NAP²². These views are further institutionalized into the Act on Promotion of Women's Participation and Advancement in the Workplace in 2016. This legislation marks the latest milestone toward further gender mainstreaming in Japan. This 2016 Act requires the government agencies, local governments and private sector corporations with more than 300 employees to collect and analyze data on gender issues and working conditions, develop actions plans to improve gender equality with concrete objectives and measures based on the data analyses, and make public announcement by disclosing relevant data. As mentioned in the introduction section above, the Ministry of Defense issued "The JSDF Female Personnel Empowerment Initiative" in April, 2017, as stipulated by the Act.

This 2017 Initiative provides current guidelines for gender policies and diversity management within the JSDF. The Initiative emphasizes the value of promoting more active roles of women in the JSDF, clarifies human resource management policy for women focusing on improved work-life balance, with the goal of making the JSDF more attractive and committed to gender equality. The Initiative also aims at increasing the percentage of female JSDF personnel and opens virtually all positions in the JSDF to women.

²⁰ The NAP of Japan 2015. <https://www.mofa.go.jp/files/000101798.pdf>; the Annual Report on the National Action Plan on Women, Peace, and Security, January-December 2015. <https://www.mofa.go.jp/files/000264424.pdf>

²¹ For preliminary evaluation of the Japan's NAP, in comparison with the U.S. and Australian NAPs, see Jody Prescott, Eiko Iwata, Becca Pincus, "Gender, Law, and Policy: Japan's National Action Plan on Women, Peace and Security", *Asian-Pacific Law & Policy Journal*, No.17, 2015, pp.1-45.

²² The NAP states "In particular, attention should be paid to the expansion of women's active participation in all levels of decision making in the prevention and resolution of conflicts and peacebuilding. It should be noted that women and girls are not all the same, and some of them may become more exposed than others to discrimination and violence due to their various attributes. This National Action Plan should be implemented with due consideration given to the diverse and unique needs and vulnerabilities of groups such as refugees and internally displaced people due to armed conflicts and heightened tensions; ethnic, religious, or linguistic minorities; people with disabilities; senior citizens; unaccompanied minors; single mothers; LGBT persons etc. (emphasis by author)". "Basic Ideas for the National Action Plan", The Nap of Japan 2015.

Prior to the 2017 Initiative, the JSDF already took some actions to increase recruitment of women. The Air Self-Defense Force abolished the gender quota system for virtually all recruitment categories, and the Ground Self-Defense Force increased the number of female recruits for non-commissioned officer candidates and SDF personnel candidates from 770 to 930 in total in 2016. At the National Defense Academy: NDA, the female recruitment quota of 40 was increased to 60, out of 480 in total new recruits in 2016. As a result, the percentage of female cadets at NDA increased from 8% to 13%.

The 2017 Initiative also mentions challenging issues for enlightening male gender ideology within the JSDF, which has been a male-dominant organization for more than half a century. In order to promote gender mainstreaming in the JSDF, reforming organizational culture and organizational values, as well as individual outlook on gender, is a difficult but important task to be achieved. Some enlightenment seminars on gender issues for top leaders and executive officers of JSDF are held, but the opportunities are limited. As Prime Minister Abe told to the top JSDF leaders in 2016, the most challenging issue is “the persistent male-dominant working culture” within the JSDF. The key is how we can change the existing organizational culture effectively²³. A commentator on gender situation in contemporary Japan also points out that the male top leaders’ ways of thinking needs to be changed in order to change Japan’s “outdated” corporate culture²⁴.

CIVIL MOVEMENT FOR GENDER EQUALITY AND MALE ENGAGEMENT

However, in addition to these political initiatives, there are some civil movements for promotion of male engagement among Japanese men. For example, there are two good practice cases: 1) *Ikumen* and *Ikuboss* movements, and 2) “Declaration of Action” by a group of male leaders.

IKUMEN AND IKUBOSS MOVEMENTS

In their edited book in 2017, *Cool Japanese Men*, Brigitte Steger and Angelika Koch argue that the contemporary notion of the Japanese “cool” men includes “those who manage to juggle successful careers with fatherhood”, as most symbolically expressed

²³ Prime Minister Abe’s remarks are cited in the SDF Female Personnel Empowerment Initiative.

²⁴ Comments made by Prof. Mari Miura at Sophia University, cited in *The Japan Times*, August 28, 2015.

the new word of *ikumens*, which means the men who proactively engage in childcare (*ikuji* in Japanese) and most importantly enjoy doing it as fathers²⁵. In 2010, Ministry of Labor, Health, and Welfare launched the “*Ikumen Project*” to promote proactive fathering in Japan, and encourage Japanese fathers to take paternity leave. In 2014, NPO Fathering Japan (est. 2006) started the “*Ikuboss Project*”. The word “*ikuboss*” means a boss who cares about his/her subordinates’ work-life balance, while enjoying both work and private life by his/herself²⁶. The *ikuboss* project is an attempt to change mindset of the older generations who tend to have conservative gender ideology, and thereby, hinder the *ikumens* movement. It can be recognized as a part of larger social movements for promoting gender equality and empowerment of women, while promoting male engagement. Hundreds of business corporations and local governments have joined the project according to Fathering Japan’s website homepage²⁷.

“DECLARATION OF ACTION” BY A GROUP OF MALE LEADERS

On the other hand, the Japanese government also supports and encourages male engagement. In 2001, the Council for Gender Equality and the Gender Equality Bureau were established in the Cabinet Office. Additionally, the Headquarters for Creating a society in which All Women Shine was created in October 2014 to promote empowerment of women in Japan. The Gender Equality Bureau and the Office of the Prime Minister assisted corporate male leaders’ efforts to enhance empowerment of women, and as a result, the “Declaration of Action by A Group of Male Leaders Who Will Create a Society in which Women Shine” was announced in June 2014. The Declaration of “Taking actions and sending messages ourselves” states:

We will set goals as to the promotion of women in our company, carry out measures to achieve the goals, regularly ascertain and make public the state of progress in achieving them, and continuously improve the measures being made.

We will send our messages to the whole society, in our own words, about how important women’s contribution is to our company.

We will change the mindset of male middle managers in our company by sending the message that different view creates better values in an organization.

²⁵ *Cool Japanese Men: Studying New Masculinities at Cambridge*, Brigitte Steger and Angelika Koch, eds., Lit Verlag, 2017, pp. 7-26; *Cool Japanese Men*, Hannah Vassallo ed., “Ikumen: Ideologies and Realities of Japan’s ‘New Papas’”, pp.27-84. The word *Ikumen* derived from *Ikemen*, which means cool or handsome men in Japanese, and entered into colloquial Japanese vocabulary in the 2000’s.

²⁶ See the following *Ikuboss Project* site: <http://fathering.jp/ikuboss/>

²⁷ *Ibid.*

We will confirm that women are participating in all of the opportunities that we are involved in, and emphasize the importance of their participation²⁸.

The number of male leaders who support the declaration counted 140 in 2017, and grew to 160 as of February, 2018²⁹. The male leaders include not only prominent corporate CEO's, but also municipal governors and mayors. In order to let the Japanese women really shine in society, active *male engagement* is the key factor required to make it happen.

CONCLUSION

The JSDF Female Empowerment Initiative also affects the NDA of Japan. It mentions that the number of female cadets at NDA was increased from 40 to 60 among the 480 new cadet cohort, which meant the percentage of female cadets increased from 8% to 13%. The NDA recruitment policy is in compliance with the Initiative that requires the percentage of newly recruited female SDF personnel to be at least 10%. By encouraging female cadets to play active roles in every aspect of cadet life, the joint-service academy tries to enhance gender mainstreaming on campus. Some female cadets have assumed top leadership positions of the Cadet Corps, including the commander of the entire Cadet Corps. It should also be noted that foreign cadets constitute about 6% of the Cadet Corps. Not only gender mainstreaming but also diversity management are practical issues for the cadet leaders to take into account. Such leadership experience at the military academy will prepare the cadets to be effective and mindful SDF leaders with cross-cultural awareness and nuanced gender perspectives.

In conclusion, the points argued above can be summarized as follows. First, as to the changing socio-cultural context in Japan, we saw structural trends of labor force shortage, increasing number of double-income families, which led to increased female labor force participation. The youth generation in Japan tend to have a relatively liberal gender ideology compared to the older generations, but still somewhat conservative in comparison with the youth population in other countries. Second, regarding gender policy, there is shifting emphasis from equal opportunity and gender equality to gender empowerment, gender mainstreaming, and improving work-life balance. Third, Japan's NAP is gradually put into motion, but it needs further improvement. It also includes

²⁸ "Declaration of Action by a group of male leaders who will create a society in which women shine". http://www.gender.go.jp/english_contents/mge/declaration/pdf/declaration.pdf

²⁹ In December 2017, a report "Male leaders' challenges to promote women's active participation in Japan" was published. http://www.gender.go.jp/english_contents/mge/declaration/pdf/male_leaders_report_en_2016.pdf

ideas for diversity management by mentioning LGBT issues. Forth, a most recent significant gender policy development is the “SDF Female Personnel Empowerment Initiative 2017”, which effectively opened almost all positions for women³⁰. Fifth, there is increasing awareness of the importance of “male engagement” led by the public and civil movements, such as “Declaration of Action” by male public and private leaders, and the *Ikuboss* Project.

Later in 2018, after 3 years of implementing the NAP of Japan 2015, an evaluation report will be issued. We look forward to forthcoming report so that we can have better ideas about how best we can develop current and future leaders of the JSDF.

³⁰ On December 21, 2018, the Ministry of Defense announced that female SDF personnel would be allowed to serve on Maritime Self-Defense Force submarines, ending a policy of male-only crews. As a result, virtually all positions are now open to women except for the Tunneling Units and parts of the NBC Weapon Defense Unit of the JGSDF due to labor legislations.

CHAPTER 5

Gender Issues and Initiatives in the Japan Ground Self-Defense Force: A Commander's Viewpoint

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INTRODUCTION

The security situation of the environment surrounding Japan has increased further the responses required by the SDF¹ for various duties. It is therefore necessary to secure and nurture high-quality human resources. It is predicted that the SDF's human resources will be affected greatly owing to the declining birthrate and advanced academic progress of school students (who therefore shun the military option of employment), as well as the strong economy and employment situation in recent years in Japan². The SDF therefore needs to be flexible to make use of diverse human resources now more than ever. Doing so will ensure that it can continue to work in various circumstances and fully demonstrate its abilities.

In the SDF, women (who account for half of the general population) are not fully utilized as a human resource at present. We should therefore promote further expansion of their recruitment in order to promote the Ministry of Defense's April 2017 policy: "Initiative to Promote Active Engagement of Female SDF Personnel – Aiming for Attractive SDF that Adapts to the Times and Environment."³

The aim of this paper is to consider the challenge of how to manage the struggle of being a leader: in promoting successful female personnel with work/family conflicts and

¹ SDF stands for the Self-Defense Forces as military terminology.

² The population from 18 to 26 years old have decreased by about 40%, from about 17 million in FY 1994 to about 11 million in FY 2016.

³ Ministry of Defense, *Defense of Japan 2017*, August 2017, p.405. It is also referred as "the 2017 JSDF Female Empowerment Initiative".

managing the general direction of the SDF in its response to creating an environment wherein female staff can fulfill their potential. Firstly, I shall outline the tasks and countermeasures concerning the promotion of the activities of female personnel as a case study in the Ground Self-Defense Force (GSDF).

CURRENT SITUATION AND TASKS IN THE WORKING ENVIRONMENT OF FEMALE GSDF PERSONNEL

The female personnel in the GSDF, including nurses and medical staffs of doctors, total about 8,000 people. Given that 54%⁴ are married, achieving work-life balance has important significance if they are to continue working productively. Next, looking at composition by age: 9% are teens, 37% are in their twenties; 27% are in their thirties; 23% are in their forties and 4% in the fifties⁵.

Moreover, the over 30's age group constitutes 54% of the total. They are expected to be most active as the mid-level of the troops and are given a job title, and they become busy as administrators and responsible persons. In addition, since the average first marriage age of the female personnel is 29, and the average first childbirth age is 30⁶, the busy periods of living such as marriage, childbirth, and childcare overlap with the busiest periods of working life which will, evidently, directly affect any harmonious work-life balance.

In terms of rank composition, Privates are 17%, NCOs are 55%, and Officers are 28%⁷. In other words, NCOs who are the driving force of the troops occupy 55% of the troop total. The occurrence of long-term absence such as field exercise, readiness issues, disaster relief operations are irregular and difficult to predict. Since there are many female personnel who are required to respond as soldiers while also trying to acquire/create a stable living environment. The environment which creates a good work-life balance should be maintained every day. This issue is so important, yet neglected, it can be considered an emergency.

Looking at the situation of early retirement of GSDF personnel by gender, the average

⁴ Ground Staff Office, *Official provided materials*, March 2017.

⁵ Ground Staff Office, *Official provided materials*, March 2017.

⁶ Ground Staff Office, *Official provided materials*, March 2017.

⁷ Ground Staff Office, *Official provided materials*, March 2017.

turnover rate in the past five years is about four times that of female officers to male officers. It is about three times that of female NCOs against male NCOs⁸. The reason why male personnel have early retirement accounts for more than half of the 54% who are employed in other jobs. On the other hand, female personnel also find employment in other jobs (as much as 27% of them), but marriage and family circumstances constitute 39% of the reasons for early retirement. Family and living circumstances are the most numerous for females, but for males in the GSDF it is only 7%. From these facts, it is understood that the family circumstances directly influence the continuation of duties for female personnel.

I would now like to assess the current situation of female personnel in the field. In July 2017, the first major female officer cadet finished the training course of the anti-tank helicopter pilot at the Aeromedical School of the GSDF, and she is expected to be an active pilot for an anti-tank helicopter in the future⁹. In June of the same year, the private female personnel became the first to be assigned to the infantry company of the infantry school regiment in the GSDF.

The branches of the GSDF are divided into 16 occupations. The proportion occupied by female personnel differs depending on the type of occupation, female personnel are located in all occupations as present. More than 10% of female personnel are in the six branches of signal corps, quarter master, transportation, finance, medical, band, and many female personnel are placed in so-called combat service support areas¹⁰. On the other hand, 5% or less are infantry, armor, field artillery, chemical, military police, and assignment in combat areas are still not enough.

The allocation ratio as seen by branch shows that a tendency almost similar to the proportion of female personnel. Signal corps shows high numbers for both the occupation and the allocation ratio. It is considered to be a job type corresponding to the ability and characteristics of female personnel in particular.

Regarding the career management of the female personnel, the average age of a first marriage is 29 years old; and the average age of having a first child is 30 years old. There is no difference between male and female with regards to the potential career path

⁸ Ground Staff Office, *Official provided materials*, November 2017.

⁹ Jiji Press, *Newsletter*, July 14, 2017.

¹⁰ Infantry, Armor, field Artillery, etc. are called as combat branches. Engineer, Air Artillery, etc. called as combat support branches. Quarter Master, Finance, Ordinance, etc. called as combat service support branches in the Ground Self-Defense Force.

of the military services. Looking at the career management of an officer about the age of 30, they will be promoted from First Lieutenant to Captain¹¹, if they are a college graduate, and enter the advanced officer's course for each branch¹², while applying for the Command and General Staff course¹³. They will be placed in a particular environment such as the intake level of a military school and be examined while undertaking further advanced work and being promoted.

NCOs differentiate their career paths by their abilities by around 30 years old. They will be promoted from private to sergeant at the age of 20. In that case, they will receive about 6 months of education at the enlisted training school and each branch's respective school. They will be given a position as a sergeant and will work in the unit after graduation from school. Before the age of 30, they will become a sergeant as a member of mid-level personnel in the sections, squads, staff, etc. Also, they will be promoted to sergeant first class depending on their abilities.

After their promotion, they study the middle - enlisted course in each branch school for three months. It is very important for female personnel in their thirties to choose their career path or their life such as marriage and childbirth. Then, it becomes issues for female personnel about their career path.

For female personnel, there are organized frameworks which permit flexible response to their family commitments. However, if they choose to delay the commencement of their formal (academic) training, its completion may end up being delayed, and in some cases, it will negatively impact upon career opportunities and associated potential trajectories for promotion, advancement etc.

ORGANIZED INITIATIVES ON THE WORKING ENVIRONMENT OF FEMALE

¹¹ All of Captains who graduate from the National Defense Academy or civilian universities promote at once basically.

¹² The officer cannot select the timing of entrance for the Advanced Officer's course, because that course is occurred by each branch's school, and they enter that course as same classmates. The duration of that course is for 6 months. They live in the remote area from their units.

¹³ The entrance examination of the Command and General Staff course is occurred once a year for the fourth consecutive year (the first examination and the second exam after passing the first exam) after promotion to Captain. This course is very important for officers to become higher assignment and position in the future. So, they have to try to study for the entrance examination in the ordinary duties.

PERSONNEL IN THE GSDF¹⁴

Looking at initiatives in the GSDF, it promotes values and consciousness through lectures given to commanders in each unit and also creates a work environment that is compatible with childcare and nursing care. The GSDF is promoting various initiatives, such as improving MWR¹⁵ services related to families and utilizing outsourcing to improve viability of working style reforms¹⁶. The GSDF is also striving to promote “work system reforms,” “reform for compatibility with childcare and nursing care,” and “reform for promoting the success of female personnel” as three key reforms.

First of all, regarding the work style reform, the GSDF explains to commanders the reform of values and consciousness necessary by utilizing collective gender equality training. It uses posters for creating awareness of work reform in the workplace, to highlight weaknesses so that they may be strengthened, and plans to improve working environments by promoting “*Yu-Katsu*”¹⁷, a flextime system, an early withdrawal work system and all from the viewpoint of flexibility of working hours and places.

In order to implement reform which is actively compatible with childcare and nursing care, the GSDF will promote concern regarding male members family lives by promoting conscious reforms of commanders' attitudes, and distribute handbooks etc. to that effect e.g., e-mail magazines to parents who use childcare as well as promoting in-house nursery facilities and their improvement including the GSDF babysitter system.

The female target ratio should be set at 9% or more by 2030¹⁸ for recruitment in terms of reform to promote the success of female staff. Female personnel who have been forced to retire owing to marriage or childcare can re-enlist. In addition, the GSDF will introduce the former re-appointment system, for the promotion of working activity via various kinds of duties of female personnel and promoting career formation as an additional form of support.

¹⁴ GSDF stands for the Ground Self-Defense Force as military terminology.

¹⁵ MWR stands for the Moral Welfare Recreation as military terminology.

¹⁶ Ministry of Defense, *Women's Self-Defense Forces Activity Promotion Initiative-Aiming for an Attractive SDF that Adapted to the Age and the Environment*-, April 2017

¹⁷ “*Yu-Katsu* (evening activities)” is an effort to start work early in the morning in summer with long daylight hours, and to finish work earlier. This initiatives is to utilize the bright evening time effectively and to enrich the private life.

¹⁸ The proportion of female SDF personnel in the Ground Self-Defense Force is about 6% as of March 2017, Ground Staff Office, *Official provided materials*, March 2017.

The spouses of married female personnel in the GSDF constitute 83% for military service personnel and 2% for MOD¹⁹ civilians, 2% for the other ministry civilians, 11% for employees and self-employed person, 2% for others²⁰. More than 80% of female personnel are on duty within the same system. This shows that the various efforts related to the work-life balance in the Ministry of Defense and the SDF have foundations that function not only for female personnel but also for male personnel *as spouses*.

In the case of a couple having completely different workplaces and different forms of employment, it is necessary to understand mutual workplaces and occupations, and if the workplace system is different, how the difference may affect the work-life balance between the husband and wife. The efforts to promote the activities of female personnel in the SDF and to promote work-life balance are considered effective not only for the female personnel but also for her spouse, and it is important to understand the characteristics of them and to take various measures for promoting improvement for female personnel in the general working environment.

CASE STUDY CONSIDERATIONS

It is important for female personnel to eliminate work-family conflicts in order to make active use of harmony between work and family in the SDF. It is therefore valuable consider concrete case studies and to verify the actual real-world conditions of work-family conflicts and the direction of initiatives related to alleviating or working around this.

Case Study 1: Cases Where Family Problems Indirectly Influence Work Scenarios

This is a case of a married female senior NCO who is in charge of the general affairs in the headquarters of the unit²¹, and her spouse is a senior NCO who works in the same garrison, although the unit to which he belongs is different²².

The problem in this case was the work of her spouse. The male spouse worked mainly

¹⁹ MOD stands for Ministry of Defense.

²⁰ Ground Staff Office, *Official provided materials*, 2017.

²¹ The case is abstract expression to avoid individual identification in this paper.

²² Senior Sergeants include Master Sergeant and Sergeant Major.

in the administrative job at the headquarters of the troops, but there were few staff members belonging to the headquarters. Under such circumstances, the spouse became depressed in terms of mental and physical health due to the workload and stress of the human relationships, and who was hoping for the PCA (Permanent Change of Assignment), but troops didn't allow his PCA. Following that, the female personnel of the concerned also experienced decline in her motivations to work which increased her family's anxiety each day.

In this case, there was no direct factor affecting the female staff member, but if we did not resolve the problem of her spouse and left it as it was there was a possibility of her falling into physical and mental illness. There was genuine concern about the effects on her mind and body due to an increase in load and stress. This case was originally a matter of her spouse, but it was in consideration that approximately 80% of the female's spouses were military service men. The issues and conflicts arose for male personnel as their spouses were promoted in their military duties while maintaining their responsibilities of supporting their husbands and families as the wife. Hence, this was a problem that in this case could not be solved by themselves.

Here, we confirm superior's initiatives in this case. At first, the female personnel changed her attitude to work and to the workplace day by day. Therefore, it was necessary to closely monitor the behavior of the personnel and for her to have a meeting reporting to the superior every day, including discussion of the attitudes of personnel. The meeting meant giving a report to the top commander who has a direct responsibility for guidance on service. And it was important to respond as an organization to solve the problem.

In this case, it was difficult to resolve the problem of the male personnel within the unit to which the female personnel belonged, since the male personnel belonged to a unit which was different from the unit to which the female personnel belonged. Therefore, the commander who was the representative of the organization talked with the commander under whom the male personnel served, and they recognized the present condition of the male personnel and checked the current conditions of his troop and resolved the problem by commanders' discussions. As a result, the male personnel had the PCA to the desired troop, and the problem of male personnel was resolved. The female personnel showed her motivations to work more than ever, and grew to become a leader of female personnel in her troop.

Case Study 2: Cases Where Family Planning Issues Affect the Continuation of Female Civilians' Duties

This is a case of a married female civilian belonging to the garrison service support unit, and her spouse who is an officer working at a different garrison.

The problem in this case was that they got married after his PCA, although they had met when they were working in the neighboring troop. So, they became a geographical bachelor to each other. Therefore, the female civilian and officer did not live together after marriage, and they didn't get an unaccompanied duty allowance²³. By living separately, the female civilian and her officer husband perceived increased costs of living as their burden. In addition, the officer also wished to have his PCA to the former troop or neighboring troop in his career management, but there was also the possibility of moving to a distant unit continuously. They had continual anxiety that this would affect their family planning regarding childbirth, especially if the situation of this assignment and the economic burden for female personnel continued. It was impossible to have her PCA beyond the border of the Regional Army Corps, since female civilian are locally hired. Hence, this particular female civilian was suffering from having to continually choose between her current work and family life by potentially opting for early retirement.

Here, we confirm the superior's initiatives in this case. Firstly, there are fundamental institutional issues of marriage and geographical bachelorship, as well as the cause of the career management of the officer and constraints of employment system on the female civilian. These were issues that were difficult to solve by themselves because of the uncertainty of the period of being a geographical bachelor. Relative to this constant lack of certainty, the female civilian had the option of early retirement (but which, obviously, was not her first choice).

The unit carried out the collective training for female personnel on a regular basis from the viewpoint of promoting the activities of female personnel²⁴. There were discussions and exchanges of views about the working environment of female personnel by female personnel and talks with the unit commander. They discussed restrictions on matters of concern and pending issues of female personnel's work, including occasional personal

²³ The condition of allowance for a geographical bachelor is to be resident together as couple.

They became geographical bachelors unavoidably, when they got PCA's by order.

²⁴ The regular collective trainings are usually carried out once a year.

issues and future matters to be considered and the potential direction of improvement at that time.

This case was an example recognized by the unit commander through collective training as an institutional problem of being a geographical bachelor combined with family life at the female collective training. So, the commander responded with the PCA coordination. As a result, the officer desired to be in a unit located in the same garrison area, and this was accepted- the troop adjustment was made based on this proposal. The female personnel began cohabiting with the officer on the same garrison site, and they were able to resolve their family planning issues this way.

Case study 3: Case Where Private Problems Directly Affected the Duties of the Female Personnel

This is a case of a married female NCO, at the middle-level, who is in charge of administrative affairs in the headquarters of the troop with children and spouse. Furthermore, she lives apart from her husband during divorce mediation.

The problem here was carrying out childcare and continuing to work normally while practicing divorce mediation procedures with lawyers and others. As a result, the female personnel was in a state of stress on both mentally and physically, because it required much use of private time alongside working hours. Her children were still in early childhood also, with her remote parents were taking care of her children occasionally, but she had to make a round trip to her remote parents' house. She could not afford the long times necessary for these commutes; hence, there was a conflict between time spent in the workplace and the home. As a result, her job performances also lagged behind, and she looked like to be thoroughly exhausted.

Here, we confirm superior's initiatives in this case. First of all, her private issues were causing problems and affect her job performance. However, given that these problems involved divorce mediation and child care, it was necessary to respond carefully. Thus, the commander designated a staff who consulted with her every day as a directly responsible person, and was ready to offer various supports, including emotional support. Also, there was a report given on her work load from the staff of the support staff. With her understanding, the commander changed her duties so that she could give priority for divorce mediations and childcare temporarily.

In this case, the commander gained information indirectly through the staff in charge of supporting her, and facilitated support for the female personnel by sharing information. It was necessary to grasp the usual human relations in the workplace of female personnel, since it was difficult for the commander to respond to the work-family conflict of all individual female personnel directly. It was therefore effective to respond by nominating a staff who would offer support individually when work-family conflicts arose. As a result, although it took time, the private issues of the female personnel were resolved, and she was able to demonstrate her abilities as she had before, once again.

THE COMMANDER'S LEADERSHIP IN RELATION TO WORK-FAMILY CONFLICTS

It has been confirmed that the family domain and the work domain mutually influence work-family conflicts²⁵, but the influence from the family domain to the work domain is due to individual family circumstances. Case studies have been used to show the influences caused by family planning related to spouses, lifestyle events such as geographical bachelorship and childbirth, and also the affects due to divorce problems and childcare.

In other cases, there are problems of nursing care, inheritance problems, domestic violence, etc. Therefore, the responses required to these also vary from those that can be solved at the individual level to a level that requires support as an organization. Thus, the commander should recognize that work-family conflicts affecting the work domain from the family domain have varying cases and degrees that vary from case to case, and the individual response usually requires many hours. But the commander should recognize that it is necessary to deal with them individually and carefully according to the circumstances of each case.

In this chapter, the influence from the family domain to work domain in work-family conflict was examined based on some case studies. However, family issues are also private issues. The right to privacy needs to be respected in some cases. There is a possibility that feelings such as a dislike to publicize these problems may exist, so there are problems to be grasped here also as an organization but also at the individual level of the commander. Therefore, the commander should have a daily meeting for getting

²⁵ Greenhaus, J. H., & Beutell, N. J., "Sources and conflict between work and family roles," *Academy of management review*, 10, 1985, pp.76-88

information about personnel, and an opportunity where female personnel can exchange their opinions, and have meetings with commanders, gathering information and utilizing CSM²⁶. Furthermore, it is necessary for the commander to gather information by direct or indirect measures such as designated individual support staff to grasp changes in emotions, and conflicts among personnel.

It is predicted that the work-family conflict related to female personnel cannot be resolved by individual means alone, such as the organizational system and personnel management. Therefore, the commander designates and supports the support personnel when a commander supports them organizationally in response to these events. It is necessary for the commander to select them according to the characteristics of the work-family conflict.

The commander needs to create a working environment where the female personnel can easily work through various measures concerning the work-life balance in the Ministry of Defense and the SDF. The commander should understand those systems, and the importance of work-life balance not only for the female personnel, but also the male personnel in accordance with the characteristics of the unit, and also make them utilize these systems mutually. As a result, it is believed that the influence from the family domain to work domain in work-family conflict decreases and the activities of female personnel are likewise promoted. Also, the female collective training is both necessary/effective in disseminating these systems and for exchanging information between female personnel, to activate female activities and to improve them. It is also an effective way for the commander to understand but also influence the thinking of female personnel directly through discussions between the commander and female personnel in the collective training.

CONCLUSION

In this article, the current situation and issues of the female personnel in the GSDF are discussed. Specific examples were given via the case studies about the influence from home domain to work domain in relation to work-family conflicts and the leadership required of the commander for resolving these conflicts.

²⁶ CSM stands for Command Sergeant Major who is chief of sergeant in the unit as military terminology.

In light of these considerations, the commander should have the recognition of case diversity, the need for individual responses, and the need for direct or indirect information gathering and support systems. It is necessary to establish the timing of response in each case, to communicate the intentions with female personnel, and to foster an effective working environment by sympathetic communication and understanding of the situation. It is also important to disseminate and utilize the system for promoting the activities of female personnel in the Ministry of Defense and the SDF. The commander's leadership to implement the system is essential also. It will be necessary to disseminate the system and measures on the treatment of female personnel to commanders in the future. In this way, the Ministry of Defense and the SDF will be an organization that can function much more effectively and reliably for female personnel.

CHAPTER 6**Gender Equality and Leadership in the Japan Air Self-Defense Force***Junko Furuta***Japan Air Self-Defense Force****READINESS AND THE JASDF**

The security environment surrounding Japan has become increasingly severe, and in recent years, both the number and the duration of missions for the Ministry of Defense (MOD) and Japan Self-Defense Forces (SDF) are increasing. To successfully accomplish these increasing missions and to consistently respond to rapidly changing situations, ensuring the preparedness and readiness of the SDF personnel has become critical. In particular, the requirements for the Japan Air Self-Defense Force (JASDF), are considerably high. The reason for this high level of requirement stems from two main factors; the character of air operations themselves, and the unique situation of JASDF.

As you can easily imagine from aircrafts flying in the sky, air operations are basically conducted above the earth's surface. This provides air power with relative advantages and has helped create a mindset where it allows airmen to see conflict more broadly than other forces' soldiers. Broader perspective, greater potential speed and range, and three-dimensional movement changed the dynamics of conflict in ways not well understood by those bound to the surface. The result is inherent flexibility and versatility of operations, based on greater mobility and responsiveness. These are air power's outstanding attributes in both space and time, thus, air power operates in ways that are different from other forms of military power¹. More specifically, the essential property that characterizes air power is the ability of air power to amass quickly at a selected time and place², requiring airmen to be superior in their overall agility. This is the first reason JASDF, as an organization which employs air power, is required to have higher levels of

¹ US Air Force Doctrine, Curtis LeMay Center, 2015.

http://www.doctrine.af.mil/Portals/61/documents/Volume_1/V1-D22-Foundations-of-Airpower.pdf

² Karl P. Mueller, "Air Power", RAND Corporation, 2010. https://www.rand.org/content/dam/rand/pubs/reprints/2010/RAND_RP1412.pdf#search=%27character+air+power%27

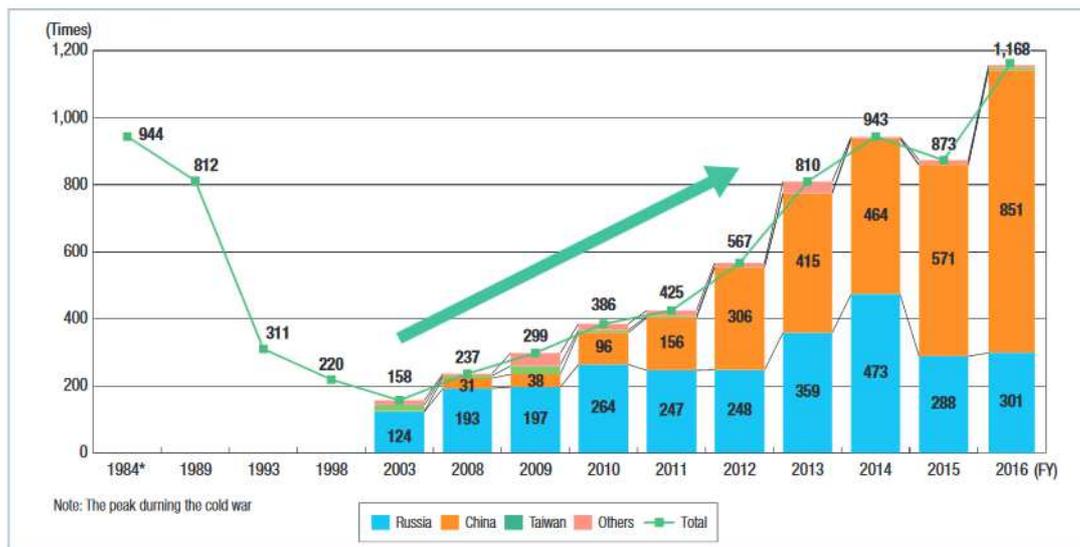
preparedness and readiness compared to its sister services.

The second factor is related to Japan's exclusively defense-oriented policy. Since the end of World War II, Japan made a decision not to repeat the ravages of war and has worked hard to build a peace-loving nation. Under this policy, the Government of Japan has considered that use of force is permitted only when an "armed attack" against Japan occurs. According to this governmental perspective, JASDF basically carries out defensive air operations. Defensive operations are naturally passive operations. Under offensive operations, forces can proactively select when, where, and how to project power. On the contrary, defensive operations are conducted only after an adversary commences a strike, meaning that JASDF has to maintain its high readiness continuously and "wait" for the right timing to exercise its power. Once there is an attack, JASDF is required to respond to adversary's actions as quickly as possible, to effectively protect the lives and property of the Japanese people as well as its territorial land, water and airspace.

This requirement for high responsiveness of JASDF applies not only under contingencies but also within peace time and so called "gray-zone situations". JASDF uses radar sites at 28 locations nationwide, along with early warning and control aircrafts, to carry out warning and surveillance activities 24 hours a day. If any suspicious aircraft heading to Japan's territorial airspace is detected, fighters and other aircraft scramble from air bases within minutes.

One statistic that illustrates how this situation is getting more and more severe recently, is the increase in number of scrambles conducted. JASDF has been scrambling its fighter aircrafts since 1958, and in FY2016, JASDF fighters scrambled 1168 times, which broke the previous record of 944 times in 1984 (this is the most in the past 60 years). These numbers clearly indicate, that the requirement of a quick response for the JASDF has been getting more intense in recent years.

Given this changing environment, and along with the basic character of air operations, it is necessary for the JASDF to be able to seriously cope with any necessary demands on the improvement of its readiness, and maintain its members' mental and physical health and strength, as well as high morale.

Figure1 Number and breakdown of scrambles since the Cold War

Source: Ministry of Defense, “Defense of Japan 2017”, 2017.

JASDF’S EFFORTS IN MAINTAINING THE READINESS OF AIRMEN

Maintaining and improving the readiness of military personnel is achieved through education, regular training and exercises. For JASDF to succeed in this process, there is one factor that must be taken into account: the increasing number of women in the force. Since 1974, the JASDF has allowed women in the force, and after more than 40 years, women now count for approximately 7.3% of the whole personnel. Although this ratio is far lower in comparison to the United States Forces and other major forces of developed countries, it exceeds the average for the three services of the Self-Defense Forces (approximately 6.1%). In 1994, after 20 years since women were first recruited, the first woman cadet entered the JASDF Aviation Cadet Course. It was in 2012 when woman was first assigned as the Squadron Leader of a carrier aircraft unit. The most recent news was in November 2015, when the JASDF removed the ban to assign women as fighter pilots. Currently there is one member undergoing training, and it is expected that she would be able to fly a fighter aircraft in FY2018 at the earliest. Starting from 2017, MOD has planned to recruit women to ensure they account for more than 10% of the total newly employed SDF personnel.

One background for this policy lies in the recovery of Japan’s economy and the upturn of the employment rate in recent years, which resulted in a harsh environment for recruiting uniformed personnel. JASDF and its sister services can no longer depend only on “male high school graduates” but must seek for high quality personnel from different

demographic backgrounds, including women. Along with the shift of students' advancement into higher education in the Japanese society, it has become important for JASDF to incorporate diversity into its human resources.

Will recruiting personnel from different demographic backgrounds, including women, disrupt military performance and its readiness? Despite concerns that diversity will bring negative effects, findings show that diversity rather enhances organizational performance. McKinsey & Company found that companies in the top quartile for gender diversity on their executive teams were 21 percent more likely to experience above-average profitability than companies in the fourth (lowest) quartile³. As for the military, arguments are often based on two assumptions: that cohesion is a key determinant of unit performance, and that cohesion requires a certain degree of heterogeneity. However, according to MacCoun, past studies have found no significant net association between socio-demographic heterogeneity (because of gender, race, and other variables) and team performance⁴.

Having said that diversity possibly enhances the performance of its force, JASDF must seriously cope with measures to improve the readiness of its personnel. Basically, it would be important for JASDF to create an environment that enables staff, both male and female, to achieve balance between their mission as JASDF air personnel as well as their life as a family member, whether as father or mother or neither.

There are several programs that JASDF is implementing, and the most unique is the mentorship program. Generally, a mentorship is a relationship in which a person who has more capability, knowledge or experience (mentor), helps or guides another person (mentee). The mentor does not necessarily have to be an older or a senior person, but have to have a certain area of expertise. Recently large numbers of private companies in Japan have adopted this system and it has seen significant positive effects. As for JASDF, members are currently serving at 73 bases or sub-bases and most of the bases are in remote areas. It is not uncommon that an airman finds it difficult to find a role model of his or her career nearby. The mentorship program provides one solution to this challenging environment. As of FY2017, there are approximately 250 members

³ McKinsey & Company, "Delivering through Diversity", 2018.

https://www.mckinsey.com/~media/McKinsey/Business%20Functions/Organization/Our%20Insights/Delivering%20through%20diversity/Delivering-through-diversity_full-report.ashx

⁴ National Defense Research Institute, "Sexual Orientation and U.S. Military Personnel Policy: An Update of RAND's 1993 Study", Santa Monica, CA, RAND Corporation, 2010.

<https://www.rand.org/pubs/monographs/MG1056.html>

registered as mentors. Mentees can contact a registered mentor, either on-line, on the phone or face to face, to seek advice on how to balance their career and private life from the mentor. JASDF is trying to expand the number of registered mentors as well as mentees to fulfill the members' needs, and hopefully sustain high mental health and readiness of the force.

Another program is the substitute system for members on childcare leave. As more women enter the force, it is potentially expected that more members will take child care leave. MOD is encouraging male staff to take child care leave to carry out their responsibilities in family life, and this will also lead to an increase in the number of airmen who will be temporarily absent from their position to take care of their family. During these members' periods of leave, the MOD has implemented a program where already-retired members can temporarily be recruited to substitute the post. With growing number of missions, fulfillment rates of units have been a serious problem in recent years, and how to efficiently substitute members on child care leave has been one of the major concerns of squadron leaders in JASDF units. The substitute program has shed light on this issue and there has been positive feedback not only from the units benefiting from receiving more personnel, but also from the recruited retirees who were seeking to make use of their professional experience and knowledge once gained in the force. In JASDF, as of 2017, 45 retired members have registered as substitute member candidates. However, an average of 140 members annually take child care leave, and JASDF needs to raise the awareness of this program so that it could be used more effectively.

MOD is also developing nursing and child day care centers across the country. For the JASDF, the first day care center was established in April 2016 at Iruma Base. The need for an on-base child care facility in the JASDF is quite high. As mentioned before, JASDF members are required to maintain high readiness, thus overnight shifts or on-call duties late at night are common in certain specialties in the force. Furthermore, it is important for JASDF members to secure support for child care under contingencies and natural disasters when they are genuinely expected to take action, however on the other hand, privately-owned childcare facilities generally may not necessarily provide the required services at such short notice. Therefore, on-base facilities are designed to be able to respond flexibly in providing childcare services compared to those of the private sector. Approximately 10 families are now utilizing the center in Iruma, and JASDF is promoting further active use of the facility, as well as discussing the possibility of establishing similar facilities at other bases.

Figure 2 Day care center, “J-Kids Sky” (Iruma Base)



CHALLENGES AND THE WAY AHEAD

Despite these aforementioned efforts, there are several issues that need to be managed to maintain combat-readiness while at the same time giving attention to promoting diversity in JASDF.

At this point, most of the efforts are focused only on women. The Defense White Paper 2017 addresses the need for “active participation of female personnel”, and uses two full pages to discuss the need for career reform for the female members in MOD and SDF. The words “gender equality” and “diversity” have not yet appeared (thus far) in the document, which means there is still considerable room to expand the scope of efforts. For instance, larger attention must be paid on how to incorporate LGBT members in the force. Though the numbers are still few, it is a fact that LGBT members have come out and requested more appropriate responses and improvements in their working environments. Their request varies from hardware to software; for example, the need to establish a comfortable locker room for all members, requests for a swift response in preparing uniforms upon members’ transition from one gender to another, and how commanders must take seriously good leadership in cohesion of units with LGBT airmen. Commanders of JASDF have to broaden their mindset and not just think about female members’ career paths, but also cope professionally and well with promoting diversity in a broader sense.

For promoting diversity in the force, there are several steps that JASDF has to take. JASDF must first get hands-on experience with specific programs and organizations, but

then step up to building a culture in the force that welcomes diversity and proactively educates airmen on the effectiveness of inclusiveness. The enabler for building this culture would be the leadership of commanders at all levels. As JASDF expands its mission capabilities, it will be inevitable that changing its leadership style to make full use of the advantages of air power will become necessary. Leaders have to recognize the differences among members of its force as assets that have the potential to improve performance and hence proactively leverage diversity in support of the mission. Especially, top leaders have the responsibility to make a personal and visible commitments to diversity for these needed changes to take hold and be sustained.

SEMINAR PROGRAM

International Seminar on Gender, Diversity, and Leadership Development

November 28, 2017

At the Conference Room No. 2 at the Head Quarter Building of National Defense Academy, 1-10-20 Hashirimizu, Yokosukashi, Kanagawa 2398686 JAPAN

13:00

Opening, and Introduction of Participants

13:15-13:35

Prof. Glenn-Egil Torgersen: "Competence for the Unforeseen – Diversity and Collaboration"

13:35-13:55

Senior Lecturer Roennaug Holmoey: "Reflections from NDUC and Teaching on Gender at the Norwegian Military Academy"

13:55-14:15

Asc. Prof. Ole Boe: "Leadership Development, Character Strengths, and Selection of Officers"

14:15-14:45

Q&A and Discussion

14:45-15:00

Coffer Break

15:00-15:20

Prof. Hitoshi Kawano: "Gender Policy and Diversity Management in the Japan Self-Defense Forces (JSDF)"

15:20-15:40

Col. Hisanori Fukada: "Gender Issues and Initiatives in the Japan Ground Self-Defense Force (JGSDF): A Commander's View"

15:40-16:00

Lt. Col. Junko Furuta: "Gender and Diversity Policy in the Japan Air Self-Defense Force (JASDF)"

16:00-16:30

Q&A and Discussion

Professor Glenn-Egil Torgersen

Dr. Glenn-Egil Torgersen is Professor of Education at the Norwegian Defence University College, Norwegian Institute for Defense Studies. He is also Professor II in Education at the University of Southeast Norway, Center of Emergency Preparedness and Integrated Crisis Management. He was formerly a senior researcher in the Department of Man, Technology and Organization at the Institute for Energy Technology (IFE, OECD Halden Reactor Project). He holds a PhD in Psychology from NTNU (Norwegian University of Science and Technology, Trondheim) and a Master's Degree (Cand. Polit.) in Educational Science (University of Oslo). He has been awarded a Lifelong Membership of the Academy of the Royal Norwegian Society of Sciences and Letters, and has been responsible for several research projects and scientific publications and anthologies, including *Pedagogikk for det Uforutsette* [Pedagogy for the Unforeseen] (2015) and *Interaction: 'Samhandling' Under Risk. A Step Ahead of The Unforeseen* (2018). <https://press.nordicopenaccess.no/index.php/noasp/catalog/book/36>

Senior Lecturer Rønnaug Eli Holmøy

Rønnaug Eli Holmøy is Senior Lecturer in Education and Leadership at the Norwegian Defense University College/ Norwegian Military Academy. From 2009-2013 / 2015 she was the professional responsible for the teaching on Women, Peace and Security. Cooperation with NATO's Special Representative on the topic was important for developing and improving understanding of the subject. Holmøy's current academic responsibilities are connected to the Educational Leadership program, including development work on the project "Reflection Beyond Practice". For several years Holmøy has had parallel assignments at the University in Oslo, there she has been field supervisor for master students at the Department of Educational Science.

Professor Ole Boe

Ole Boe served as Associate Professor of Military Leadership at the Norwegian Defence University College: NDUC in Norway in 2017 and 2018. Before that, he served at the Norwegian Military Academy (Army) as Associate Professor of Leadership and Leadership Development from 2003 until 2016. He now serves as Professor of

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Junko Furuta is a commissioned officer of the Japan Air Self Defense Force: JASDF. Since April 2018, she has been assigned to the National Security Secretariat, Cabinet Secretariat. Her original specialty at the JASDF was "weapons controller", which is the

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